

STUDENT HANDBOOK

2026- 2027



GLENWOOD EAGLES

• OUR CORE VALUES. *Our* MTSS FRAMEWORK. •

STRONG VALUES. STRONGER TOGETHER. SUCCESS FOR ALL.

VALUE	MTSS CONNECTION
 RESPECT We value others and treat everyone with dignity.	 TEACHING AND REINFORCING EXPECTED BEHAVIORS We teach clear expectations and acknowledge positive choices every day.
 RESPONSIBILITY We own our actions and make things right.	 ACCOUNTABILITY AND REPAIRING HARM We take responsibility, learn from our choices, and make things right.
 RELATIONSHIPS We build and strengthen connections with others.	 BUILDING AND RESTORING CONNECTIONS We create positive relationships and support each other through challenges.
 BELONGING We ensure everyone feels seen, valued, and included.	 ENSURING EVERY STUDENT REMAINS PART OF THE COMMUNITY We remove barriers and provide support so every student can learn, grow, and belong.

**ACADEMIC SUCCESS**

FOUNDED ON OUR VALUES. —

FOCUSED ON GROWTH.

COMMITTED TO EVERY STUDENT.

**BEHAVIORAL SUCCESS**

★ RESPECT • RESPONSIBILITY • RELATIONSHIPS • BELONGING ★

As used in this handbook, the term parent generally includes legal guardian or person in a parental relationship.

GLENWOOD SCHOOL HANDBOOK INTRODUCTION

The staff and school board members welcome all returning students, new students, parents, and guardians to the Glenwood School District. This district is committed to serving the educational needs of the community of Glenwood. It is the goal of the district that every student will receive a quality education. We are dedicated to our school's Mission Statement:

"Our mission is to develop self-directed, lifelong learners empowered to participate successfully in an ever-changing society by establishing, in partnership with the community, challenging yet nurturing environments in which individual differences are respected and where every child and adult experiences the joy of learning."

Glenwood School District believes every person in this school will be treated with respect. Respect for self, others and property is our foundation. The policies and rules of this handbook are based on this foundation.

Please take the time to read the handbook and become familiar with the rules, discipline system, and other areas. The more familiar you become with the handbook, the more you will understand the requirements and philosophy of the Glenwood School District.

Glenwood School District does not discriminate in any programs or activities on the basis of sex, race, ethnicity, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, homelessness, immigration or citizenship status, disability, neurodivergence, the use of a trained dog guide or service animal, age, and honorably discharged veteran or military status and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights Compliance Coordinator

Jerry Lewis, Superintendent
PO Box 12, Glenwood, WA 98619
509-364-3438
Email: jerry.lewis@glenwoodsd.org

Section 504/ADA Coordinator & Title IX Coordinator

Bev Scott, Principal
PO Box 12, Glenwood, WA 98619
509-364-3438
Email: bev.scott@glenwoodsd.org

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Glenwood High School Graduation Requirements

Subject to change by State mandate

(One – Fifty Minute Class for One School Year = 1 Credit)

	Classes of 2027, 2028, 2029 & 2030
English	4 Credits
Mathematics	3 Credits
Science	3 Credits (2 must be lab)
Social Studies (US History, Current World Problems, Civics & Social Studies)	3 Credits
Arts	2 Credits
Health	0.5 Credits
Physical Education	1.5 Credits
Career and Tech Ed	1 Credit
World Language	2 Credits
Electives (If opting out of World Language credit must have 6 elective credits to meet the 24-credit district requirement)	4 or 6 Credits
TOTAL:	24 (with World Language credits) or 26 Credits
<p>In addition to the above listed graduation requirements, to earn a diploma each student must:</p> <ol style="list-style-type: none">1. Pass all state mandated assessments or meet graduation pathway requirement guidelines.2. Complete a High School and Beyond Plan3. 1027 hours of instruction yearly4. Complete a minimum of 40 hours of community service work during high school, or 10 hours for each year attended at Glenwood High School. To receive community service hours a completed Service-Learning Form must be turned into Mrs. Troh for entry into Skyward.	

August						
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31						



GLENWOOD SCHOOL DISTRICT #401

2026-2027

School Board Approved:
3-19-26

Important Dates

Aug 24 & 25 - LID Days
 Aug 26 - First Day of School
 Oct 7 - Parent/Teacher Conferences
 Oct 28 - End of Term 1
 Jan 19 - End of Term 2/Sem 1
 Mar 31 - End of Term 3
 April 7 - Parent/Teacher Conferences
 June 3 - End of Term 4/Sem 2
 June 3 - Last Day of School
 June 4 - LID Day
 June 4, 7, & 8 - Snow Day

Half Days - Dismissed at 12:06PM

Sept 16
 Oct 9 & 14
 Nov 25
 Dec 18
 Jan 13
 Feb 10
 Mar 10
 April 9 & 21
 June 3 (dismissed @ 11:00AM)

Non-School Days

Sept 7 - Labor Day
 Nov 11 - Veteran's Day
 Nov 26 & 27 - Thanksgiving Break
 Dec 21 - Jan 1 - Christmas Break
 Jan 18 - Martin Luther King Jr. Day
 Feb 15 - President's Day
 March 22 - 26 - Spring Break
 May 31 - Memorial Day

February						
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BELL SCHEDULES

MON - FRI SCHEDULE

<i>Secondary</i>		<i>Elementary</i>	
PERIOD 1	8:00 - 8:51	BLOCK 1	8:00 - 8:15
PERIOD 2	8:54 - 9:44	BLOCK 2	8:15 - 9:30
PERIOD 3	9:47 - 10:37	RECESS	9:30 - 9:45
PERIOD 4	10:40 - 11:30	BLOCK 3	9:45 - 10:50
LUNCH	11:30 - 12:00	LUNCH	10:50 - 11:25
PERIOD 5	12:03 - 12:53	BLOCK 4	11:25 - 12:03
PERIOD 6	12:56 - 1:46	BLOCK 5	12:03 - 12:53
PERIOD 7	1:49 - 2:40	BLOCK 6	12:53 - 1:46
		BLOCK 7	1:46 - 2:40

AM ACTIVITY SCHEDULE

<i>Secondary</i>		<i>Elementary</i>	
ACTIVITY	8:00 - 10:00	ACTIVITY	8:00 - 10:00
PERIOD 1	10:00 - 10:34	BLOCK 1	10:00 - 11:12
PERIOD 2	10:37 - 11:10	LUNCH	11:12 - 11:47
PERIOD 3	11:13 - 11:46	BLOCK 2	11:47 - 12:54
LUNCH	11:46 - 12:16	BLOCK 3	12:55 - 1:28
PERIOD 4	12:19 - 12:52	BLOCK 4	1:29 - 2:40
PERIOD 5	12:55 - 1:28		
PERIOD 6	1:31 - 2:04		
PERIOD 7	2:07 - 2:40		

WEDNESDAY SCHEDULE

<i>Secondary</i>		<i>Elementary</i>	
PERIOD 1	8:00 - 8:49	BLOCK 1	8:00 - 8:15
PERIOD 2	8:52 - 9:38	BLOCK 2	8:15 - 9:30
CHAR STRONG	9:40 - 10:05	RECESS	9:30 - 9:45
PERIOD 3	10:08 - 10:54	BLOCK 3	9:45 - 10:50
PERIOD 4	10:57 - 11:43	LUNCH	10:50 - 11:25
LUNCH	11:43 - 12:13	BLOCK 4	11:25 - 12:07
PERIOD 5	12:16 - 1:02	BLOCK 5	12:07 - 1:00
PERIOD 6	1:05 - 1:51	BLOCK 6	1:00 - 1:50
PERIOD 7	1:54 - 2:40	BLOCK 7	1:50 - 2:40

WEDNESDAY AM ACTIVITY SCHEDULE

<i>Secondary</i>		<i>Elementary</i>	
PERIOD 1	8:00 - 8:49	BLOCK 1	8:00 - 8:15
PERIOD 2	8:52 - 9:38	BLOCK 2	8:15 - 9:15
ACTIVITY	9:40 - 10:05	RECESS	9:15 - 9:30
PERIOD 3	10:08 - 10:54	ACTIVITY	
PERIOD 4	10:57 - 11:43	PREP	9:30 - 9:38
LUNCH	11:43 - 12:13	ACTIVITY	9:40 - 10:05
PERIOD 5	12:16 - 1:02	BLOCK 3	10:08 - 10:50
PERIOD 6	1:05 - 1:51	LUNCH	10:50 - 11:25
PERIOD 7	1:54 - 2:40	BLOCK 4	11:25 - 12:07
		BLOCK 5	12:07 - 1:00
		BLOCK 6	1:00 - 1:50
		BLOCK 7	1:50 - 2:40

HALF DAY SCHEDULE

<i>Secondary</i>		<i>Elementary</i>	
PERIOD 1	8:00 - 8:28	BLOCK 1	8:00 - 8:15
PERIOD 2	8:31 - 8:58	BLOCK 2	8:15 - 9:30
PERIOD 3	9:01 - 9:28	RECESS	9:30 - 9:45
PERIOD 4	9:31 - 9:58	BLOCK 3	9:45 - 10:01
PERIOD 5	10:01 - 10:28	BLOCK 4	10:01 - 10:28
PERIOD 6	10:31 - 10:58	BLOCK 5	10:28 - 11:08
PERIOD 7	11:01 - 11:30	LUNCH	11:08 - 11:43
LUNCH	11:30 - 12:00	BLOCK 6	11:43 - 12:00

PM ACTIVITY SCHEDULE

<i>Secondary</i>		<i>Elementary</i>	
PERIOD 1	8:00 - 8:42	BLOCK 1	8:00 - 8:15
PERIOD 2	8:45 - 9:27	BLOCK 2	8:15 - 9:30
PERIOD 3	9:30 - 10:12	RECESS	9:30 - 9:45
PERIOD 4	10:15 - 10:57	BLOCK 3	9:45 - 11:00
PERIOD 5	11:00 - 11:42	LUNCH	11:00 - 11:35
LUNCH	11:42 - 12:12	BLOCK 4	11:35 - 12:15
PERIOD 6	12:15 - 12:57	BLOCK 5	12:15 - 12:57
PERIOD 7	1:00 - 1:40	BLOCK 6	12:58 - 1:40
ACTIVITY	1:40 - 2:40	ACTIVITY	1:40 - 2:40

Staff Directory

Administration

- Jerry Lewis – Superintendent
- Bev Scott – Principal

Office Staff

- Toni Troh – Administrative Assistant
- Jaecee Hctor – Business Manager

Buildings & Grounds Maintenance

- Darren Jones – Operations Manager

Custodial

- Lori Avila

Food Service

- Catie Kielman – Head Cook
- Tiana Jackson – Assistant Cook

Paraprofessionals

- Cheyanne Jones - Elementary
- Kyann Kessinger – Preschool, Elementary, K-5 PE, K-5 Art
- Taunie Wilson – Elementary

Teaching Staff

- Bo Arnold – Kindergarten/Grade 1
- Mike Carr – Mathematics
- Paul Crowder – Grades 4–5
- Paul Demchuk – Grades 2–3
- Sara McFall – MS/HS Science, Health, HS PE, Culinary Arts
- Bridget McLaughlin – Counselor, Spanish
- Del Medenbach, CTE: MS Shop, Artistic Expressions, Metals, Construction, 4/5 Elementary Shop
- Aaron Oldenburg – MS/HS History & Social Studies, Journalism
- Heidi Wilson – MS/HS English, Film Appreciation, School/Community Engagement

Transportation

- Butch Hallenbeck – Bus Driver
- Dakota Jones – Bus Driver
- Darren Jones – Sub Bus Driver
- Kyann Kessinger – Sub Bus Driver
- Rachel Throop – Sub Bus Driver

ESD Support Services

- Robin Campbell – School Nurse
- Jake Pfeifer – Information Technology
- Special Education – Jary Snodgrass
- Mental Health Therapist – Michelle Winnward

ACADEMIC POLICIES

Grade Placement

Grade placement, promotion, retention, or acceleration of a student will be guided by state regulation and district policy 2421/2421P.

Grading

Teachers will notify parents directly via phone, email, or letter when a student is receiving a C- or lower grade at any point of the school year. A report card will be issued at the conclusion of each grading term. Students are expected to monitor their classes in Skyward to keep themselves informed of assignment due dates, their current grades and attendance.

Parents are requested to keep an updated email address on file to increase communication between the school and themselves.

Late Work

Students should make every effort to turn their work in by the due date. If a student misses a due date, they are required to meet with the teacher to create a plan for the completion of that assignment. Full credit may or may not be granted for late work. Accepting late work is at the discretion of the teacher as listed in their course syllabus.

Make-up Work

If a student is absent, the student and teacher will work together to gather and create a plan for completion of missed work. A student shall be allowed one make-up day for each day of absence, except for work that has been assigned prior to the absence with a due date. If you know in advance that you are going to miss school, you must get a planned absence from the office.

When the district announces it will operate its transportation for the day on snow routes, middle and high school students are responsible to check TEAMS for their schoolwork. Students on snow routes will have 2 days to complete their work and turn it in. After 2 days the teacher's late policy will take effect.

Online Coursework

The Glenwood School District recognizes and honors the unique learning needs and pathways of individual students. To support individual student learning pathways while ensuring on-time high school graduation, the Glenwood School District offers online learning classes through various online programs.

The Glenwood School District provides funding for online classes when a particular course is needed for graduation and cannot be scheduled within the student's schedule. Students are also able to take online classes of their interest, funded by the student/family.

Any student requesting to take an online course must meet with the counselor, administrative assistant, and school administrator to review expectations and to sign an Online Course Expectation contract.

Plagiarism

Students are expected to submit original work on all assignments. Plagiarism, including the unauthorized use of artificial intelligence (AI) tools to complete or generate assignments, is considered academic dishonesty.

- **First Offense:** The student will receive a disciplinary referral and will be required to redo the assignment using original work. The resubmitted assignment will receive reduced credit.
- **Second Offense:** The student will receive a disciplinary referral and earn a grade of zero (0) for the assignment, with no opportunity for reassessment.

Students are encouraged to ask their teacher if they are unsure whether the use of AI or other resources is appropriate for a particular assignment.

Running Start

Running Start is a program designed for eligible juniors and seniors allowing enrollment in Community College. Students earn both college and high school credit for any completed course. Students must qualify for eligibility for the program by obtaining parent/guardian permission and passing the College Placement Test (CPT) given at the Community College. Students considering Running Start, must hold a high school cumulative GPA of 3.2, as of the 1st semester of their sophomore year and thereafter and a cumulative college GPA of 2.3 or above.

Running Start students pay no college tuition; however, they are responsible for the purchase of textbooks, supplies, transportation, parking and other necessary fees. Running Start students register for classes online through the Community College and are required each quarter to obtain and submit a Running Start Enrollment Verification Form signed by their high school Counselor and parent/guardian. Most students new to Running Start are required by their college of attendance to attend an orientation or complete the orientation online. College Advisors assist students when planning the two-year degree requirements and Glenwood High School staff advise students on high school graduation requirements.

Because of our location, Running Start is an online program requiring access to the internet. It is recommended that the student have access to the internet outside of school to complete coursework. Often, there is not enough time to finish course work during regular school hours, making it necessary to work at home.

For our students to have a successful experience the following requirements must be met:

- A. Students who fail to pass a class with a grade of C- or better will be responsible for reimbursing Glenwood School District for all tuition costs for that class.
- B. All support must come from the college instructor assigned to the class. Glenwood staff will not be available to help or tutor with course work.
- C. Students participating in OSAA sports through Glenwood High School must submit current grade reports every Wednesday to the Administrative Assistant for eligibility.
- D. Students enrolled in Running Start may only have a combined Full Time Equivalency of 1.0 enrollment between Glenwood High School and Running Start classes.

ASSOCIATED STUDENT BODY

Activity/Athletic Participation

To be eligible to participate in athletics, students must meet WIAA for middle school and OSAA for high school students' eligibility guidelines. In addition, students must have the following: A.S.B. card, parental permission, health insurance, current sports physical, and meet the requirements of the activities code.

A.S.B. Cards

A.S.B. cards go on sale at the beginning of the school year. Any student who participates in a school sport or serves as an A.S.B. officer is required to purchase an A.S.B. card. A.S.B. cards are \$20.00 for high school students and \$15.00 for students in grades 5th – 8th. Based upon House Bill 1660, any student who is unable to purchase an ASB card at the regular rate may contact the school office to arrange for a reduced or free rate. All students, regardless of income, may participate in extracurricular activities.

ATTENDANCE POLICY

Absenteeism

Students are expected to attend all assigned classes each day. Teachers shall keep a record of all attendance. Students attending school regularly is the first indicator of success in school. Your child's attendance is important to us, and we know it is important to you as a family as well!

Assignments and/or activities not completed because of an excused absence or tardy may be made up as stated in the late work section of this handbook. Parents will be contacted in the event your child is absent, if prior notification has not been received.

To help reduce the spread of illness and for the consideration of others, students who are ill for any part of the school day will not be allowed to participate in any after-school extracurricular activities for that day (concerts, sports, fundraisers, etc.).

There are 3 types of absences:

1. Excused Absences
2. Unexcused Absences
3. Chronic Absenteeism

An **Excused Absence** is when a parent/guardian contacts the school to verify their child's absence from school for the following reasons:

<ul style="list-style-type: none">• Illness (physical or mental health)• family emergency• religious or cultural purpose• court	<ul style="list-style-type: none">• absence directly related to homelessness• military deployment• suspension/expulsion• safety concern• migrant status• lack of necessary instructional tools	<ul style="list-style-type: none">• administrator approved absence (athletics and other)• postsecondary program visit• state-recognized search/rescue activity
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An **Unexcused Absence** is any absence from school that does not meet the qualifying reasons from the Excused Absence list.

Chronic Absenteeism is when a child is absent 10 percent of the time (*both excused and unexcused absences*). Having 18 or more absences in one school year is considered Chronic Absenteeism.

In the event a student becomes Chronically Absent, missing 10% or more of the school year for excused and/or unexcused absences, the student and parent/guardian will be invited to a meeting to develop an attendance contract to ensure the students' learning needs are being met and school attendance is prioritized.

In accordance with Washington's compulsory attendance law RCW 28A.225.030, the district will work with students and families to address attendance concerns through notification, conferences, and other interventions. If these efforts are unsuccessful, the district may refer the student to a Community Engagement Board (in partnership with ESD 112) or file a truancy petition. **State law requires the district to file a truancy petition with juvenile court after a student's seventh unexcused absence in a month and no later than the student's fifteenth unexcused absence during the school year** when required interventions have not successfully reduced the absences.

- The district must first complete the required attendance interventions under RCW 28A.225.020, such as parent notification, conferences, and attendance supports.
- No later than the **7th unexcused absence in a month**, the district must either:
 - Enter into an attendance agreement,
 - Refer the student to a Community Engagement Board (CEB), or
 - File a truancy petition.
- If interventions are unsuccessful, the district must file a truancy petition **by the student's 15th unexcused absence during the school year**.

RCW 28A.225

Prearranged Absences or Educational Family Trips

The Glenwood school district recognizes the importance of family trips that can be beneficial for overall child development and educational opportunities that do not occur within the classroom walls. Families are required to communicate with the school office 2 days in advance of a preplanned trip and complete a preplanned absence form. Failure to prearrange absences will result in an unexcused absence. While students are absent, they will be required to adhere to the makeup work policy. Prearranged absences will be counted towards their excused absence count that will affect their overall chronic absenteeism total.

Skiping Class

Students who skip class will be assigned detention.

RCW 13.34.300, RCW 28A. 225, Board Policy 3122

Tardiness

Teachers are responsible for submitting a referral form to the office after every 3 tardies for each class. Students need to be in their seat and ready to work when the bell rings.

CODE OF CONDUCT

Student Artificial Intelligence Code of Conduct – Policy 2023F3

This code of conduct is intended to guide students in using AI responsibly and ethically in their academic work and projects. Teachers may choose to use the AI Levels to classify assignments or projects as needed and should provide students with clear expectations for when AI is appropriate, permitted, or restricted. The use of AI must be done in a manner that is consistent with the district's expectations regarding academic integrity. Misuse of generative AI may be considered cheating or plagiarism.

Student Responsibilities

When utilizing generative AI tools to create or support the creation of texts or creative works, students are expected to adhere to these guidelines as well as additional guidance provided by their classroom teacher.

1. **Use AI responsibly:** Students should use AI tools and techniques in a responsible and ethical manner. This includes not using AI to cheat, plagiarize, or gain an unfair advantage. Generative AI tools should only be used for school-related creative work (e.g., to generate text or other creative works) when given approval or guidance from classroom teacher.
2. **Understand the limitations of AI:** Students should understand the limitations of AI and recognize that it is not a substitute for critical thinking, creativity, and problem-solving skills.
3. **Consider the potential biases of AI:** Students should be aware that AI tools and techniques may be biased and should take steps to mitigate bias when using AI.
4. **Maintain data privacy:** The use of AI should be done in a way that protects personally identifiable information (PII). Students should not share any PII with AI technologies, including name, birth date, address, or other financial or confidential information.
5. **Check sources generated by AI:** AI is not perfect, has been known to create inaccurate information, and can be used to create misinformation and disinformation. Use SIFT research skills (Stop, Investigate the Source, Find Better Coverage & Trace to the Original Context) to check sources and find independent facts to confirm AI-generated content.
6. **Provide attribution:** When using AI tools and techniques, students should provide proper attribution and credit to the source of the tool or technique.
7. **Seek guidance when in doubt:** When students are unsure whether the use of AI is appropriate for a particular assignment or project, they should seek guidance from their teacher or instructor.

AI Permissibility Levels

AI Recommended

Generative AI is recommended for use in completing this assignment or project. Students are encouraged to explore AI tools and techniques to enhance their work. Properly cite any AI-generated work products.

AI Permitted

Generative AI is permitted but not required for completing this assignment or project. Students can choose to use AI tools and techniques if they believe it will improve their work. Properly cite any AI-generated work products.

AI Restricted

Generative AI use in completing this assignment or project is restricted. Students are expected to complete the work using only their own knowledge and skills.

If a teacher has not specifically indicated whether generative AI is recommended or permitted for an assignment, students should ask before using generative AI.

When generative AI is recommended or permitted, students should rely on their classroom teacher to provide further guidance on the extent to which students may make use of it in the context of the specific assignment.

Student Conduct Expectations and Reasonable Sanctions – Policy 3240

The board acknowledges that conduct and behavior is closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. The board requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. 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.

The Board also recognizes that schools must take reasonable steps so that students who fail to adhere to the district's rules and regulations and who receive discipline for such misconduct remain engaged or are effectively reengaged in their educational program.

The school administrator will develop written rules of conduct which will carry out the intent of the board and establish procedures necessary to implement this policy.

Procedure Student Conduct Expectations and Reasonable Sanctions – Policy 3240P

Student Conduct Expectations

As authorized by chapter 28A.600 RCW, the following procedure sets forth rights and conduct expectations for students, along with the sanctions that may be imposed for violations of such expectations. At all times, this procedure will be read consistent with federal statutes and regulations, state statutes, common law and rules promulgated by the Washington Office of the School administrator of Public Instruction. For procedures and legal requirements related to imposition of suspension and expulsion, see Policy and Procedure 3241, Classroom Management, Discipline and Corrective Action.

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 operations 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;
- Security against unreasonable searches and seizures;
- The substantive constitutional rights listed in WAC 392-400-215, subject to reasonable limitations upon the time, place, and manner of exercising such rights consistent with the maintenance of an orderly and efficient educational process within limitations set by law, including the right to:
 - Freedom of speech and press,
 - Peaceably assemble
 - Petition the government and its representatives for a redress of grievances,
 - The free exercise of religion and to have their schools free from sectarian control or influence, and
 - Participate in the development of rules and regulations to which they are subject and to be instructed on rules and regulations that affect them, including the periodic review and update of discipline rules, policies, and procedures;
- 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 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, or any other place while under the authority of school personnel.

DISCIPLINE (see Discipline Matrix pages 85-90)

Continuum of Discipline Responses – Policy 3241F2

Type 1 (Level A, B, C) Behavioral Violations:

Disruptive conduct, Dress code, Physical contact, Defiance, Disrespect, Academic dishonesty/plagiarism, Property misuse, Inappropriate language

Classroom Teacher/Staff Actions

Type 1 (Level A): Behavioral violation initially occurs

Teacher or school personnel:

- Reteach behavioral expectations
- Implement best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Select and implement best practices and strategies as appropriate
- Document interventions and monitor effectiveness

Type 1 (Level B): Behavioral violation involving unsuccessful Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Reteach behavioral expectations
- Implement best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Notify the student's parent
- Modify and implement best practices and strategies as appropriate
- Document interventions and monitor effectiveness

Type 1 (Level C): Behavioral violation involving unsuccessful Level B and Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Decides whether to request classroom support from school support staff

- Notifies and attempts to involve the parent in the resolution
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Modifies and implements best practices and strategies as appropriate
- Confers with other school personnel as appropriate
- Documents
- interventions and monitors effectiveness

Type 2 (Level D) Behavioral Violations:

Destruction of property, physical aggression, Tobacco possession/use, Failure to cooperate, Sexually inappropriate conduct, Disruptive conduct

Classroom Teacher/Staff and/or Administrator Actions

- Teacher or school personnel implements Type 1 Level C continuum of responses as appropriate
- Administrator or school support staff provide classroom support
- Teacher or school personnel refers student and notifies administrator of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel and investigates evidence
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
 - Use school referrals and protocols as appropriate
 - Attempt restorative justice practices
 - Consider in-school suspension as appropriate (if allowable)
- Document all referrals and actions

Type 3 (Level E) Behavioral Violations:

Bullying, Fighting (no major injury), Illicit drug possession/use, Marijuana possession/use, Alcohol possession/use, Tobacco distribution, Theft

Administrative Level Actions

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Administrator notifies and attempt to involve the parent in the resolution
- Administrator confers with teacher or other school personnel
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - Attempt restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension as appropriate
- Document all referrals and actions

Type 4 (Level F) Behavioral Violations:

Assault (T4), Fighting (with major injury), Sexual harassment, Discriminatory harassment, Malicious harassment, Arson, Marijuana distribution, Alcohol distribution, Gang intimidation or activity, Safety (T4)

Administrative Level Actions

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Notify and attempt to involve the parent in the resolution
- Confer with teacher or other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - Attempt or consider restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals and actions

Type 5 & 6 (Level G) Behavioral Violations:

Assault (T5), Sexual assault, Illicit drug distribution, Possession of a weapon, Robbery, Assault of a teacher, Safety (T5), Firearm

Administrative Level Actions

- Attempt lower level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of behavioral violation and confer with other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Consider restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals and actions

Detention

It is a commitment of the Glenwood School District to ensure safe and orderly operations of our school to maximize the learning benefit and safety of each student. Student discipline will be conducted as outlined in school board policy 3241.

If a student has a behavior infraction, a staff member will document the infraction using the Student Discipline Referral form and the parent will be contacted. The administrator will assign appropriate and progressive discipline consequences based upon the nature of the infraction and repeated offences. Offense infractions will be disciplined as appropriate up to suspension and/or expulsion.

All detentions will be served in the office at lunch or after school. Parents will be responsible for transportation if your child is assigned detention.

Student Discipline Referral form will be utilized for behavior infractions including:

- Repeated Tardy to Class
- Uncooperative
- Disruption to the School Environment
- Destructive to Property (school or student)
- Disrespectful to Staff
- Disrespectful to other student (bullying, Harassment, Intimidation)
- Altercation (verbal or physical)
- Insubordination
- Drink in class or hallways (non-water)
- Inappropriate use of Cell Phone
- Inappropriate use of technology/laptop
- Inappropriate language or gestures

Student Discipline – Policy 3241

Introduction/Philosophy/Purpose

The board focuses on the educational achievement of every student. The district holds high expectation for all students and gives all students the opportunity to achieve personal and academic success. The board intends that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

1. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures.
2. Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families.
3. Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible.
4. Providing educational services that students need to complete their education without disruption.
5. Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion.
6. Ensuring fairness, equity, and due process in the administration of discipline.
7. Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success.
8. Providing a safe environment for all students and for district employees.

Rights and Responsibilities / District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

1. Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps; and
2. Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction.

The district will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This district's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

Development and Review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.

The district will ensure that school principals confer with certificated building employees at least annually to review the district's discipline standards and review the fidelity of implementation.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The district will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the

impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline.

Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The district will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The district will consider student program status and demographic information (i.e., gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the district will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

Distribution of Policies and Procedures

The district will make the current version of this policy and procedure available to families and the community. The district will annually provide this policy and procedure to all district personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Procedure – Student Discipline – Policy 3241P

Introduction

The purpose of this student discipline procedure is to implement the district's student discipline policy as adopted by the board. These procedures are consistent with the board's student discipline policy, as well as applicable federal and state laws.

Definitions

For purposes of the student disciplinary policy and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student's behavior that violates the district's discipline policies.

- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for a discretionary behavioral violation.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW [28A.410.270](#), which states “cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.
- **“Discretionary Discipline”** means a disciplinary action taken by a school district for student behavior that violates rules of student conduct adopted by the board under RCW [28A.600.015\(6\)](#). Disciplinary action may include, but is not limited to, oral or written reprimands or written notification to parents or disruptive behavior, a copy of which must be provided to the principal.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency removal”** means the removal of a student from school because the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC [392-400-510](#) through [392-400-530](#).
- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC [392-400-430](#) through [392-400-480](#).
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Nondiscretionary discipline”** means (a) violations of RCW [28A.600.420](#); (b) an offense listed in RCW [13.04.155](#); two or more violations of RCW [9A.46.120](#), [9A.41.280](#), [28A.600.455](#), [28A.635.020](#), or [28A.635.060](#) within a three-year period; or behavior that adversely impacts the health or safety of other students or educational staff.
- **“Other forms of discipline”** means disciplinary actions used in response to behavioral violations.
- **“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 removals. Suspension may also include denial of admission

to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.

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

Engaging with Families & Language Assistance

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parents in the resolution of behavioral violations.

The district will 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 parents understand. These discipline-related communications include notices, hearings, conferences, meetings, 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. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

School Meals, Graduation Requirements, and Recess

The district will not discipline a student in a manner that would result in the denial or delay of a nutritionally adequate meal.

The district will not discipline a student in a manner that would prevent the student from completing subject, grade-level, or graduation requirements.

Recess should not be withheld as discipline.

Behavioral Violations

The district will use the supplemental document 3241F1 Discipline Matrix (see pages 72-77) for defining behavioral violations and corresponding potential disciplinary actions.

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 interfere with the educational process; and on the school bus. Staff have the responsibility to provide a safe and supportive learning environment for all students during school-related activities. In accordance with the board's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.

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 in-school suspension and short-term suspension to certificated administrators and dean of students, to impose long-term suspension to certificated administrators, to impose expulsion to certificated administrators, and to impose emergency removal to certificated administrators.

Authorized staff may administer lunch or after-school detention for not more than 30 minutes on any given day. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding the behavioral violation. At least one school personnel will directly supervise students during the duration of any detention.

Classroom exclusions

A teacher may exclude a student from the teacher's individual classroom and instructional or activity area while the student is under the teacher's immediate supervision. Except in emergency circumstances, a teacher must first attempt one or more alternative forms of corrective action before excluding a student.

A classroom exclusion may be administered for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first.

A classroom exclusion does not include actions that result in missed instruction for a brief duration when the following apply:

1. A teacher or other school personnel uses evidence-based classroom management practices outlined in RCW 28A.405.100, RCW 28A.410.260, and RCW 28A.410.270 to support the student in meeting behavioral expectations.
2. The student remains under the supervision of the teacher or other school personnel during the brief duration.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

Following the classroom exclusion of a student, the teacher 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. Classroom exclusion under the behavioral violation category of "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.

Informal grievance procedure

Any parent/guardian or student who is aggrieved by the administration of discretionary or nondiscretionary discipline, including discipline that excludes a student from transportation or extracurricular activities, has the right to an informal conference with the principal to resolve the grievance. At the informal conference, the student will be given an opportunity to share their perspective and explanation regarding the behavioral violation.

Student who are suspended, expelled, or emergency removed may appeal those actions as described in this procedure.

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 administer discipline, including suspension and expulsion, in any manner related to 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 provide the parents 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 any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

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. Suspension or expulsion under the behavioral violation category of "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.

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 in accordance with WAC 392-400-610. 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:

1. The superintendent or designee grant a petition to extend a student's expulsion under WAC 392-400-480;
2. The change of setting is to protect the victims under WAC 392-400-810; or
3. Other law precludes the student from returning to their regular educational setting.

In-school suspension and short-term suspension – conditions and limitations

Before administering an in-school or short-term suspension, staff members must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations. Before administering in-school or short-term suspension, the district will consider the student's individual circumstances and

the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted.

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 in this policy and procedure, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

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.

When administering an in-school suspension, school personnel will 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 will 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 and classes.

Long-term suspensions and expulsions – conditions and limitations

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 general conditions and limitations for suspensions and expulsions listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may only administer long-term suspension or expulsion for specific severe behavioral violations. 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 behavioral violations that meet the definitions provided under RCW 28A.600.015 (6)(a) through (d), which include:

1. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
2. 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.
 - any sex offense as defined in RCW 9A.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;
 - any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280; or
 - unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW.
3. Two or more violations of the following within a three-year period
- criminal gang intimidation in violation of RCW 9A.46.120;
 - gang activity on school grounds in violation of RCW 28A.600.455;
 - willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
 - defacing or injuring school property in violation of RCW 28A.635.060; and
4. Any student behavior that adversely affects the health or safety of other students or educational staff.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW 28A.600.015(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion. Consistent with this policy and procedure, the district will work to develop definitions and consensus on what constitutes an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.

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.

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.

Except for a firearm violation 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.

When a student is long-term suspended or expelled, 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 policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

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.

Suspensions and expulsions – 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 and the principal or designee will conduct an informal initial hearing with the student to hear the student's perspective. At the initial hearing, the principal or designee must provide the student an opportunity to contact their parent(s), or, in the case of long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact their parent(s) to 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 student and parents understand.

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

1. Notice of the student's violation of this policy
2. An explanation of the evidence regarding the behavioral violation;
3. An explanation of the discipline that may be administered; and
4. An opportunity for the student to share their perspective and provide explanation regarding the behavioral violation.

Suspensions and expulsions – notice

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

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

1. A description of the student's behavior and how the behavior violated this policy and procedure;
2. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
3. 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;
4. The opportunity to receive educational services during the suspension or expulsion;
5. The right of the student and parent(s) to an informal conference with the principal or designee; and

6. The right of the student and parent(s) to appeal the suspension or expulsion; and
7. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Emergency Removals – conditions and limitations

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:

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

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

For purposes of determining sufficient cause for an emergency removal, 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.

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

If the district converts an emergency removal to a suspension or expulsion, the district must (a) apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and (b) provide the student and parents with notice and due process rights under WAC 392-400-430 through 392-400-480 appropriate to the new disciplinary action.

All emergency removals, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the superintendent or designee within twenty-four (24) hours after the start of the emergency removal.

Emergency Removals – notice

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

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

1. 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;
2. The duration and conditions of the emergency removal, including the date on which the emergency removal will begin and end;
3. The opportunity to receive educational services during the emergency removal;
4. The right of the student and parent(s) to an informal conference with the principal or designee; and
5. The right of the student and parent(s) to appeal the emergency removal, including where and to whom the appeal must be requested.

Optional Conference with Principal

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

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

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the behavioral violation and the events that led to the exclusion. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion and 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, expulsion, or emergency removal, 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 removal have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency removal 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 removal, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

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

1. 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;
2. 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
3. If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-school and short-term suspension appeal

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

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

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

Long-term suspension or expulsion and emergency removal appeal

For long-term suspension or expulsion and emergency removals, 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:

1. The time, date, and location of the appeal hearing;
2. The name(s) of the official(s) presiding over the appeal;
3. The right of the student and parent(s) to inspect the student's education records;
4. 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;
5. 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
6. 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 removal 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:

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

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

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

For emergency removal, 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 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:

1. The district made a reasonable effort to produce the witness; and
2. 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:

1. The findings of fact;
2. 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;
3. The duration and conditions of suspension or expulsion, including the beginning and ending dates;
4. 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

5. Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency removal, 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;

1. 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;
2. Whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency removal was converted; and
3. 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 removals. This request may be either oral or in writing.

For long-term suspension, short-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 removal, 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

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, short-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:

1. Whether the School Board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;

2. The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
3. For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency removal, 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:

1. 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.
2. If the emergency removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-430 through 392-400-480 consistent with the disciplinary action to which the emergency removal 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:

1. The behavioral violation that resulted in the expulsion and the public health or safety concerns;
2. The student's academic, attendance, and discipline history;
3. Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
4. The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
5. The proposed extended length of the expulsion; and
6. 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:

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

3. 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:

1. The date on which the extended expulsion will end;
2. 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
3. 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 parents may request the review orally or in writing within ten (10) school business days from the date the superintendent or designee provides the written decision.

The School Board (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 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:

1. Whether the School Board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
2. The date when the extended expulsion will end.

Any 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, expelled or emergency removed to:

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

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

1. Meaningful input from the student, parents, and the student's teachers;
2. 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
3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

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 subjected to suspension or emergency removal up to five (5) days, a school must provide at least the following:

1. Course work, including any assigned homework, from all of the student's regular subjects or classes;
2. 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
3. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.

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

1. Course work, including any assigned homework, from all of the student's regular subjects or classes;
2. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal; and
3. 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 removal and periodically thereafter until the suspension or emergency removal ends to:
 - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
 - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

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:

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

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

Reengagement

Reengagement Meeting

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

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

The reengagement meeting must occur:

1. 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
2. As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement Plan

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

1. The nature and circumstances of the incident that led to the student’s suspension or expulsion;
2. As appropriate, students’ cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
3. Shortening the length of time that the student is suspended or expelled;

4. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on-track to graduate; and
5. Supporting the student, parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

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

Behavior Agreements

The district authorizes school principals and assistant principals 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 students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individual Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP).

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

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:

1. 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;
2. 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.

GENERAL INFORMATION

Bus Service

The Glenwood School District provides school bus transportation to students in kindergarten through 12th grade. Bus stop pickup times are available in the school office. All buses load and unload in front of the building.

School bus drivers possess the authority to discipline students in accordance with the rules and regulations of the Glenwood School District.

Campus

A modified closed campus is in effect during the school day. A parent/guardian consent form must be turned into the school office for high school students to be eligible to leave campus during lunch break. Students may not check themselves out of school, regardless of age. To be released from school premises during the school day, other than lunch, a parent/guardian must call the office or provide written authorization. Leaving the school without parental permission is considered truancy and will include serving a detention.

Loss of open campus privileges may be lost consequently for the following reasons:

- Three (3) or more tardies to 5th period during a semester;
- Leaving the school without checking out through the office;
- Leaving the school without parent permission.

Celebrations

Students should refrain from handing out birthday or other invitations at school. Please notify the teacher ahead of time if you would like to bring snacks into the classroom for a celebration and make sure there is enough for everyone.

Dress Code

The following are general guidelines of inappropriate dress. The School staff reserves the right to alter these guidelines as necessary. Students who attend school with unsuitable dress will be given a reasonable opportunity to correct the problem. If the problem persists, disciplinary action may be necessary.

Students' dress shall not be regulated except in the following instances:

- A. Shorts, dresses, and skirts must be school appropriate and extend closer to the knee than the hip. Jeans cannot have any holes or tears above mid-thigh.
- B. The student's dress or appearance shall create a material and substantial disruption of the educational process at the school.
- C. Clothing that advertises drugs, alcohol, tobacco products, violence, or uses profanity, or is gang related.
- D. Sexually suggestive or supportive clothing including halter-tops, spaghetti strap tops, muscle shirts, sport bras, or shirts that reveal a student's chest, cleavage, or midriff. Sleeveless shirts and blouses may not expose the midriff or the torso more than 2 inches below the underarm. Undergarments must not be visible.
- E. Students in grades 6th – 12th are permitted to wear hats at school. We ask that students remove their hats during the pledge of allegiance and while at the lunch table. There may be times when students are asked to remove their hat and we ask for their cooperation during these instances. At this time, we are requesting that hoods and beanies not be worn while in the building, so ears are visible.
- F. Pants or shorts worn below the waistline or that show the student's underwear.
- G. Shirts must be worn at all times.
- H. Any other clothing item or personal property deemed as disruptive and/or unsafe by school staff.

RCW 28A.320.140, Board Policy 3224

Extra-Curricular Activities/Field Trips

Permission slips for extracurricular activities and field trips will have a due date on them. Students who do not meet this deadline will not be allowed to attend the event. This is the responsibility of the student.

Food and Beverages

Students may bring water bottles to school; however energy drinks are not permitted. During breakfast and lunch breaks, students should eat their food (school-provided or other) in the cafeteria or in a supervised classroom. Food is not allowed in the halls, gym or commons area.

Meal Charge Policy

All students' meals will be served at no charge to all students through the CEP (Community Eligible Provision) program through school year 2029-2030.

Parking Lot

The parking lot is public property that is under the control of the school district. It is a privilege to park in the lot. All students who drive to school and park must register with the office and provide a copy of their driver's license and proof of insurance (RCW 46.30.020). All students must drive in a safe and appropriate manner. All state and local regulations will be obeyed while driving on school property. Drivers must also meet the requirements of board policy #3243 (Student Driving). Use of the parking lot in any way that violates school rules or criminal law may lead to actions taken by the school or law enforcement. Failure to comply with the above could result in suspension of privileges. Unsafe driving will result in the following discipline:

1st offense – Driving privileges on campus revoked for 1 week

2nd offense - Driving privileges on campus revoked for 1 month

3rd offense - Driving privileges on campus revoked for the remainder of the year.

Phone Numbers

Office: 509-364-3438

Fax: 509-364-3689

Personal Electronic Devices (PED)

At Glenwood School, we value learning, relationships, and belonging. Creating device-free learning spaces helps students stay focused, engage fully in learning, build meaningful relationships, and participate in the life of the school community.

Students may bring Personal Electronic Devices (PEDs) to school; however, devices must be turned off, silenced, and stored upon arrival. **PEDs include, but are not limited to, mobile phones, earbuds and headphones, smart watches and wearable technology, audio or video recording devices (including AI-enabled wearables), personal laptops or tablets not issued by the school, and other personal electronic communication or entertainment devices.** PEDs should remain away for the duration of the school day.

PEDs may be stored in a student's bag, locker, the school office, or with a classroom teacher if that option is provided. PEDs may not be used, displayed, or accessed during the school day. To protect privacy, dignity, and safety, PEDs may not be used or accessed in restrooms, locker rooms, or changing areas before, during, or after school.

Families needing to contact a student during the school day should call the school office. Students who need to make an urgent call may use an office phone in accordance with school procedures. Additionally, students and parents/guardians assume responsibility for any PED brought to school. Glenwood School is not responsible for the loss, theft, or damage of personal devices while on school property or at school-

sponsored activities. For approved e-book or e-note devices (*e.g. Kindle Scribe, ReMarkable 2, Kobo Elipsa 3E, or Supernote A5X*), see administration for guidelines and approved conditions. Noise-cancelling devices (*e.g. Loops*) that do not have wireless or Bluetooth capabilities may be used with staff approval.

This practice supports a positive learning environment where students can focus on learning, strengthening relationships, and fully participating in the Glenwood School community.

Glenwood School uses a progressive discipline approach to support student responsibility and compliance with this practice. Consequences may include a 30-minute detention, parent or guardian retrieval of the device, restorative activities, and conferences involving the student, family, and administration. Repeated violations may result in additional disciplinary action consistent with school procedures and board policy.

Public Display of Affection

Display of affection is limited to holding hands on school premises, property or at school sponsored events. Each incident will be dealt with on an individual basis.

School Day

The school day begins at 8:00AM with the first warning bell at 7:55AM. The school day ends at 2:40PM, with school buses leaving for their afternoon route at 2:45PM. Preschool will begin at 8:15AM and end at 10:45AM.

Staff Room

The staff room is always off limits to students. Staff restrooms are for adult use only.

Visiting the School

All visitors are to report directly to the main office and check in. Parents and other interested citizens of the community are welcome to visit, but prior arrangements should be made. This procedure will help to ensure that anyone entering the school building is accounted for in the case of an emergency. Visitors will not be permitted to accompany students to class.

Websites

School information may be found on-line at www.glenwoodsd.org
Glenwood School Facebook page: <http://facebook.com/glenwoodsd>

GRADUATION

Commencement

To be eligible to participate in the graduation exercises, each senior student must have successfully met all the local and state graduation requirement of the Glenwood School and attended all preparatory practices. The administration can make an exception to this rule when special circumstances arise. Participation in commencement is not a requirement for receiving a diploma.

Valedictorian/Salutatorian

The valedictorian and salutatorian awards will be assigned, respectively, to the two graduating seniors with the highest cumulative high school grade point average for four years (grades 9 through 12) two of

which must have been at GHS. If more than two students have 4.0 GPAs, they will all be celebrated as co-valedictorians, and no salutatorian will be chosen. Student GPAs will include all high school course work grades earned during high school and Running Start through the second quarter of their senior year. Students who receive an Incomplete or Pass/Fail grade on their transcript or have a modified Education Plan will not be eligible for valedictorian or salutatorian. This will be determined by administration on a case-by-case basis on the rigorousness of the course. The minimum GPA for valedictorian is a 3.5 and for salutatorian is 3.2.

NONDISCRIMINATION AND SEXUAL HARASSMENT

Civil Rights Statement

The Glenwood School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained guide dog or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination, Compliance coordinator, Section 504 coordinator, and Title IX coordinator: Ms. Bev Scott, Principal, 320 N Bunnell Street, Glenwood, WA 98619, (509) 364-3438.

RCW 28A.640, Board Policy 3210

Nondiscrimination – Policy 3210

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 identity, marital status the presence of nay 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.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the district's course offerings; educational programming or any activity will not be tolerated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The district's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment application, and other publications made available to all students, parents, or employees. The statement will include: 1) notice that the district will not discriminate in any programs or activities on the bias of any of the above-listed categories; 2) the name and contact information of the district's compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the district's Section 504 and Title IX compliance officers.

The district will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language they can understand, which may require language assistance), and employees of the district's discrimination complaint procedure.

The superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the district.

The district will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

Procedure – Nondiscrimination – Policy 3210P

This complaint is adopted in accordance with chapter 392-190 WAC.

Complainant

Anyone may file a complaint against the district alleging that it has violated anti-discrimination laws. The person filing the complaint is referred to as the "complainant."

Formal Complaint

A formal complaint must be in writing and describe the specific acts, conditions, or circumstances alleged to violate anti-discrimination laws.

A complaint must be filed within one year of the occurrence giving rise to the complaint. The deadline will not be imposed if the complainant was prevented from filing a complaint because (1) the district specifically misrepresented that it had resolved the problem forming the basis of the complaint or (2) the district withheld information it was required to provide under chapter 392-190 WAC.

A complaint may be filed by mail, fax, email, or hand delivery to any district or school administrator or to the compliance officer.

Informal Complaint

A complainant may bring an informal (i.e., oral) complaint to the district. If that occurs, the compliance officer or their designee will schedule a meeting to discuss the informal complaint and how to resolve the complainant's concerns. Using this informal process does not limit the complainant's right to file a formal complaint. Further, as part of this informal process, the district will notify the complainant in writing about their right to file a formal complaint. The notice will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

Receiving a Formal Complaint

Any district or school administrator who receives a formal complaint will promptly notify the compliance officer. Once the compliance officer receives a complaint, they will do the following:

1. Provide the complainant with a copy of Policy 3210 and this procedure in a language they can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.
2. Ensure that the district conducts a prompt and thorough investigation into the allegations in the complaint.

In lieu of investigating, the district and the complainant may agree to resolve the complaint. If the complaint is resolved, no further action is necessary.

Written Response to a Formal Complaint

After completing the investigation, the compliance officer or their designee will give the superintendent a full written report of the complaint and the investigation results.

The superintendent or their designee will issue a written response to the complainant within thirty calendar days after the district receives the formal complaint. The thirty-day timeline can be extended if agreed to by the complainant or if exceptional circumstances related to the complaint require an extension. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date. The notice will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

The written response must include a summary of the results of the investigation; a finding as to whether the district failed to comply with anti-discrimination laws; notice to the complainant of their right to appeal, including where and to whom the appeal must be filed; and, if the district failed to comply with anti-discrimination laws, the corrective measure deemed necessary to correct the noncompliance. Any corrective measures must be instituted as expeditiously as possible but no later than thirty calendar days after the written response is issued unless otherwise agreed to by the complainant. The written response will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

The district will send a copy of the written response to the Office of Superintendent of Public Instruction (OSPI) when it sends the response to the complainant.

Appeal to the Board

If a complainant disagrees with the superintendent's written response, they may appeal to the board. The appeal must be in writing and filed with the superintendent within ten calendar days of receiving the written response.

The board must issue a written appeal decision within thirty calendar days of receiving the appeal unless the complainant agrees otherwise. The board may schedule a meeting to hear from the complainant and district representatives before issuing its decision. If it doesn't schedule a meeting, the board will consider the investigation report, the written response, and any documentation the complainant submits before making its decision.

The appeal decision must include notice of the complainant's right to file a complaint with OSPI under WAC 392-190-075. The district will send a copy of the appeal decision to OSPI.

The appeal decision will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

Complaint to the OSPI

If a complainant disagrees with the board's decision, or if the district fails to comply with this procedure, the complainant may file a complaint with OSPI.

A complaint must be received by OSPI on or before the twentieth calendar day following the date upon which the complainant received the board's decision unless OPSI grants an extension for good cause.

Complaints may be submitted by mail, fax, email, or hand delivery.

A complaint must be in writing and include the following: (1) a description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; (2) the name and contact information, including address, of the complainant; (3) the name and address of the district subject to the complaint; (4) a copy of the district's written response and appeal decision, if any; and (5) a proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the student's name and address and the name of the school and school district the student attends. If the student is homeless, the complaint should include contact information.

Upon receipt of a complaint, OSPI may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the board.

Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with chapter 392-190 WAC or OSPI's guidelines and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Administrative Hearing

The complainant or the district may appeal OSPI's written decision by filing a written notice of appeal with OPSI within thirty calendar days of receiving the decision. OSPI will conduct a formal administrative hearing in accordance with the Administrative Procedures Act, chapter 34.05 RCW.

Mediation

The district may offer mediation at any time during the complaint procedure. The purpose of mediation is to offer the complainant and the district an opportunity to resolve disputes and reach an acceptable

agreement concerning the complaint using an impartial mediator. The parties may agree to extend the complaint procedure deadlines to pursue mediation.

Mediation is voluntary, requires the agreement of both parties, and may be terminated by either party at any time.

The mediator must be impartial, may not be an employee of the district or any agency providing education or related services to a student who is involved in the mediation, and must not have a personal or professional conflict of interest. A person is not disqualified as a mediator solely because the district pays them to serve as a mediator.

If the parties resolve a dispute through mediation, they may execute a legally binding agreement that describes the resolution, states that all discussions that occurred during mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing, or civil proceeding, and is signed by the complainant and the district's representative.

Recordkeeping

The compliance officer's office will maintain documentation for each complaint received (e.g., the complaint, notices, the investigation report, the written response, the appeal decision, documentation of corrective measures, etc.) for six years.

Sexual Harassment of Students Prohibited – Policy 3205

The 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.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student, or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees, or third parties involved in school district activities.

The term "sexual harassment" may include:

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

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The

more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

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

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes, or is a witness in, a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating, and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's 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.

District/school staff, including employees, contractors, and agents shall not provide a recommendation of employment for an employee, contractor, or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

Notice and Training

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

Policy Review

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

Procedure Sexual Harassment of Students Prohibited – Policy 3205P

The procedure is intended to set forth the requirements of Policy 3205, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at students carried out by other students, employees or third parties involved in school district activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

Title IX Coordinator, Investigator, and Decision-maker

The district will designate and authorize at least one employee to act as "Title IX Coordinator" to coordinate the district's state and federal sex discrimination and sexual harassment regulation compliance efforts. The decision-maker who reaches the final determination of responsibility for alleged Title IX sexual harassment will be the superintendent or designee. The decision-maker cannot be the same person who serves as the Title IX Coordinator or the investigator of the Title IX complaint.

Any individual designated as Title IX Coordinator, an investigator, or decision-maker, and any person who facilitates an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents in general or individually, and must receive training on the definition of sexual harassment under Title IX, the scope of the district's education program or activity, how to conduct an investigation and grievance process and informal resolution process, and how to serve impartially. The

decision-maker must also receive training on any technology to be used during hearings if the district provides for a hearing, on issues of relevance of questions and evidence, and on how to create an investigative report that fairly summarizes relevant evidence.

Any training materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of complaints. The district will maintain for a period of seven years records of any informal resolution and the result; and all materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, and make such materials available on the district's website or make these materials available upon request for inspection by members of the public.

Notice

- Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, be reproduced in each student, staff, volunteer and parent handbook.
- In addition to the posting and reproduction of this procedure and Policy 3205, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at the Glenwood School office: 320 N. Bunnell St., Glenwood, WA

Staff Responsibilities

- The district is on notice and required to take action when any employee knows, or in the exercise of reasonable care should know, about possible sexual harassment.
- In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement.
- The principal will notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality

- If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the Title IX coordinator for evaluation.
- The superintendent or designee should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.
- If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff, and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

Retaliation

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made

the complaint (“complainant”), was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

Informal Complaint Process, State Requirements

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to the Title IX Coordinator and Superintendent. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district’s investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating students; or
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or because the district believes the complaint needs to be more thoroughly investigated.

The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Formal Complaint Process, State Requirements

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process under state law, the district will take interim measures to protect the complainant before the final outcome of the district’s investigation. The same allegations may qualify as a sexual harassment allegation under federal Title IX regulations, which require actions in addition to the process for investigating sexual harassment allegations under state law.

The following process will be followed:

Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the district Title IX Coordinator, at 320 N. Bunnell St., Glenwood, WA; 509-364-3438, or bev.scott@glenwoodsd.org. Any district employee who receives a complaint that meets these criteria will promptly notify the coordinator.

Investigation and Response

- The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the coordinator will provide the complainant with a copy of this procedure.
- Investigations will be carried out in a manner that is adequate in scope, reliable, and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.

Sexual Harassment Complaint under Title IX

The Title IX Coordinator will assess whether a formal complaint of sexual harassment meets the criteria for a Title IX complaint. If so, the district will implement investigation and response procedures under state law, as well as the following additional procedures as required by Title IX regulations.

Under federal law, the term "sexual harassment" means:

- an employee of the district conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
- conduct that creates a "hostile environment," meaning unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
- "sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Supportive Measures under Title IX

Once any district employee knows, or in the exercise of reasonable care should know, about possible sexual harassment, the Title IX Coordinator must contact the complainant and offer to provide the complainant with supportive measures. See *“interim measures” required under state law above for a similar requirement*. Supportive measures must be offered to the complainant, before or after the filing of a formal complaint, or where no formal complaint has been filed. Supportive measures may also be provided to the respondent. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the district’s education program or activity without unreasonably burdening the other party. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

When Additional Title IX Procedures are Required

The district will implement additional Title IX procedures in response to a sexual harassment complaint when the alleged conduct constitutes sexual harassment as defined by Title IX regulations, and:

- The written complaint is filed by the complainant of the alleged sexual harassment, by the complainant’s legal guardian, or by the Title IX coordinator;
- The complaint requests that the district investigate the allegation(s) of sexual harassment, as defined under Title IX regulations;
- The complaint is against a named respondent who, at the time of the alleged harassment, was under the control of the school district (such as a student, employee, or volunteer);
- The alleged sexually harassing conduct occurred in the United States; and
- The complainant is participating in or attempting to participate in the district’s educational program or activity at the time.

If the formal complaint is determined to meet the criteria for a Title IX complaint, the district must respond promptly in a manner that is not deliberately indifferent. “Deliberately indifferent” means that the district’s response is clearly unreasonable in light of the known circumstances. The district’s investigation and determination regarding responsibility will be completed within 30 days unless the parties agree to a different timeline.

The district will acknowledge receipt of the formal complaint by providing the following written notice to the respondent and complainant:

- Notice of the complaint, investigation, and grievance processes.
- Notice of the allegations of sexual harassment with sufficient time for the parties to prepare a response before any initial interview and with sufficient detail. Such sufficient detail includes the identities of the parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known.
- Notice that the parties may have an advisor of their choice who may be an attorney or non-attorney, and who may inspect and review evidence of the alleged sexual harassment.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility for alleged sexual harassment is made at the conclusion of the grievance process.
- Notice of any provision in student conduct policies and procedures that prohibits false statements or submitting false information.

Title IX Informal Resolution Process, *See state Informal Complaint Process, above*

At any time prior to a determination regarding responsibility for alleged sexual harassment as defined by Title IX regulations, the district may permit a complainant to waive the formal complaint grievance process in favor of an informal resolution process not involving a full investigation and adjudication, provided that the district obtains the parties' voluntary, written consent, the district does not offer informal resolution of sexual harassment allegations against a respondent who is an employee of the district, and the district provides the parties with written notice disclosing the allegations, the requirements for the informal resolution process, and the circumstances in which the parties would be precluded from continuing with a formal resolution process for the same allegations.

A party has the right to withdraw from the informal resolution process and resume the formal Title IX grievance process at any time prior to agreeing to a resolution. The district may not require the waiver of the right to an investigation and adjudication of formal complaints of sexual harassment under Title IX as a condition of enrollment, employment, or enjoyment of any other right, nor may the district require the parties to participate in an informal resolution process.

Title IX Formal Resolution Process

The district must investigate allegations contained in a formal complaint. If the conduct alleged would not constitute sexual harassment under Title IX regulations even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the recipient must dismiss the formal complaint under Title IX. Such dismissal does not preclude action under another provision of district policy or procedure or under sexual harassment investigation procedures as required by state law.

The district's investigation of a Title IX complaint must:

- Ensure that the district bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility for the alleged sexual harassment. The district may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in their professional capacity and made and maintained in connection with the provision of treatment to the party unless the district obtains the party's voluntary, written consent to do so.
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding; including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney or non-attorney. The district will apply any restrictions regarding the extent to which an advisor may participate equally to both parties;
- Provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, interviews, or other meetings, with sufficient time for the parties to prepare to participate;
- Prior to the completion of an investigative report, provide an equal opportunity for the parties to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence that the district does not intend to rely on in reaching a determination of responsibility for the alleged sexual harassment, regardless of the source of the evidence. The parties will have at least ten (10) days to

submit a written response for the investigator to consider prior to completion of the investigative report.

- At least ten (10) days prior to a determination regarding responsibility, create an investigative report that fairly summarizes relevant evidence, and send the investigative report in an electronic or hard copy format to each party and each party's advisor for their review and written response.
- After transmitting the investigative report to the parties, but before reaching a final determination regarding responsibility, the decision maker must give each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or unless they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

The district's Title IX investigative and grievance process is not required to include investigative hearings.

At the conclusion of the investigation, the decision-maker (superintendent or designee) must issue a written determination of responsibility regarding the alleged sexual harassment. The district may choose whether the decision-maker will apply a preponderance of the evidence standard or a clear and convincing evidence standard in Title IX investigations, provided that the same standard will apply to all investigations whether the respondent is a student or an employee.

The superintendent's written determination must be issued to the parties simultaneously and must include the following:

- Identification of the allegations potentially constituting sexual harassment under Title IX regulations;
- A description of the procedural steps taken from the time of the district's receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings supporting the determination;
- Conclusions regarding the application of the district's code of conduct policies to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and bases for appealing the superintendent's determination.

Title IX Investigation Appeals

The district must offer both parties an appeal from the superintendent's determination regarding responsibility or from the district's dismissal of any allegations contained in a formal complaint, in addition to the complainant's right to appeal under state requirements and the respondent's potential appeal rights under student discipline provisions of district policy and state requirements.

A party may appeal the determination regarding responsibility on the following bases:

- Procedural irregularity affecting the outcome of the matter;

- New evidence that was not reasonably available at the time the determination regarding responsibility was made that could affect the outcome of the matter;
- The Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or individually that affected the outcome of the matter; or
- Additional bases as determined by the district.

Regarding appeal, the district must:

- Provide written notice to the other party when an appeal is filed;
- Implement appeal procedures equally for both parties;
- Ensure that the decision-maker for the appeal is not the same decision-maker who reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
- Ensure that the decision-maker for the appeal has received the training required for decision-makers as required by this procedure.
- Provide both parties with a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome of the initial determination; and
- Issue a written decision describing the result of the appeal and the rationale for the result.

Emergency Removals for Alleged Sexual Harassment under Title IX

These additional Title IX sexual harassment procedures do not preclude a school district from removing a student from school on an emergency basis consistent with Policy and Procedure 3241/3241P - Student Discipline and the associated student discipline regulations for emergency removal.

Title IX Investigation Recordkeeping

The district will maintain records of each Title IX sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; and any appeal from the result of a determination regarding responsibility, for a period of seven years.

The district must maintain records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX, for a period of seven years.

Superintendent Response, State Requirements

- The superintendent will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).

- The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Level Two - Appeal to Board of Directors - State Requirements

Notice of Appeal and Hearing

- If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors, by filing a written notice of appeal with the superintendent within ten (10) calendar days following the date upon which the complainant received the response.
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

Board Decision, State Requirements

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction (OSPI).

Level Three - Complaint to the Superintendent of Public Instruction

Filing of Complaint, State Requirements

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.

- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

Investigation, Determination and Corrective Action, State Requirements

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing, State Requirement

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

Other Complaint Options

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

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Mediation

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents. As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;

- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

Policy and Procedure Review

Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

Prohibition of Harassment, Intimidation, or Bullying- Policy 3207

The board is committed to a safe and civil educational environment for all students, employees, parents/guardians, volunteers, and community members that is free from the harassment, intimidation, or bullying. As defined in legislation, “Harassment, intimidation, or bullying” means any intentional, written message or image – including those that are electronically transmitted - verbal, or physical act, including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and RCW 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.

This policy recognized that ‘harassment,’ ‘intimidation,’ and ‘bullying’ are separate but related behaviors. Each must be addressed appropriately. “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

Harassment refers to any malicious act, which causes harm to any person’s physical or mental well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment.

Intimidation refers to implied or overt threats of physical violence.

Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or

educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendos, 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 for students 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.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm a student 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 and 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 oversee 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.

Procedure Prohibition of Harassment, Intimidation and Bullying – Policy 3207P

A. Introduction

The Glenwood School District strives to provide students with optimal conditions for learning by maintaining a school environment where every student is treated with respect and students are not physically or emotionally harmed.

In order to ensure respect, prevent harm, and improve school climate, it is a violation of district policy for a student to be harassed, intimidated, or bullied by other students in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation, or bullying or to whom such actions have been reported, must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

B. Definitions

Aggressor is a student, staff member, or other member of the school community who engages in the harassment, intimidation or bullying of a student.

Harassment, intimidation, or bullying is an intentional electronic, written, verbal, or physical act that:

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

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation, or bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group, whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation, or bullying. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website:
www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx.

Retaliation is when an aggressor harasses, intimidates, or bullies a student who has reported incident of bullying.

Staff includes, but is not limited to: educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted student is a student against whom harassment, intimidation or bullying has allegedly been perpetrated.

C. **Relationship to Other Laws**

This procedure applies only to RCW 28A.300.285 - Harassment, Intimidation, and Bullying prevention. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. RCW 28A.300.285 – Harassment, Intimidation, and Bullying
2. RCW 28A.640.020 – Sexual Harassment
3. RCW 28A.642 – Prohibition of Discrimination in Public Schools
4. RCW 49.60.010 – The Law Against Discrimination

The district will ensure its compliance with all state laws regarding harassment, intimidation, or bullying of a student. Nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate harassment or discrimination based on a person's gender or membership in a legally protected class under local, state, or federal law.

D. **Prevention**

1. **Dissemination**

In each school and on the district's website the district will prominently post information on reporting harassment, intimidation and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance

officer. The district's policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, or is posted on the district's website.

Additional distribution of the policy and procedure is subject to the requirements of Washington Administrative Code 392-400-226.

2. Education

Annually, students will receive age-appropriate information on the recognition and prevention of harassment, intimidation or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based form.

3. Training

Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the district's Incident Reporting Form.

4. Prevention Strategies

The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches.

Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation, and bullying in schools.

E. Compliance Officer

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation, or bullying. If the allegations in a written report of harassment, intimidation, or bullying indicate a potential violation of Policy 3207, the district staff member who receives the report must promptly notify the district compliance officer. During the course of an investigation of harassment, intimidation or bullying, if the district becomes aware of a potential violation of Policy 3207, the district investigator must promptly notify the compliance officer. In response, the compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through 392-190-075. The investigation and response timeline begins when the school district knows or should have known that a written report of harassment, intimidation or bullying involves allegations that the school district has violated its Policy 3207;
2. Provide support and assistance to the principal or designee in resolving complaints;
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations;

4. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern;
5. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough;
6. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training;
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis; and
8. In cases where, despite school efforts, a targeted student experiences harassment, intimidation, or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: <https://ospi.k12.wa.us/SafetyCenter/default.aspx>.

F. Staff Intervention

All staff members will intervene when witnessing or receiving reports of harassment, intimidation, or bullying of a student. Minor incident that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation, or bullying, may require no further action under this procedure.

G. Filing an Incident Reporting Form

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, may report incidents verbally or in writing to any staff member. If the allegations in a written report of harassment, intimidation or bullying indicate a potential violation of this procedure, the district employee who receives the report must promptly notify the HIB compliance officer. Alternatively, during the course of an investigation, if the district become aware of a potential violation of this procedure, the district employee investigating the report must promptly notify the HIB compliance officer.

Upon receipt of this information, the HIB compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through WAC 392-190-075. The investigation and response timeline set forth in WAC 392-190-065 begins when the district knows or should have known that a written report of harassment, intimidation and bullying involves allegation that the district has violated this procedure or the guidelines adopted under WAC 392-190-059 or 392-190-005.

H. Addressing Bullying – Reports

Step 1: Filing an Incident Reporting Form

In order to protect a targeted student from retaliation, a student need not reveal his identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose their identity (non-confidential).

Status of Reporter

1. **Anonymous**

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

2. **Confidential**

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

3. **Non-confidential**

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible, staff who initially receive an oral or written report of harassment, intimidation, or bullying will attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, if the incident does not meet the definition of harassment, intimidation, or bullying, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying will be recorded on a district Incident Reporting Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation, and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation, or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the complainant, and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.
3. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation, and bullying.
4. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation, or bullying. If professional school personnel suspect that a student is subject to abuse or neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
5. The investigation will include, at a minimum:
 - a. An interview with the complainant;
 - b. An interview with the alleged aggressor;
 - c. A review of any previous complaints involving either the complainant or the aggressor; and
 - d. Interviews with other students or staff members who may have knowledge of the alleged incident.
6. The principal or designee may determine that other steps must be taken before the investigation is complete.
7. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
8. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
 - a. The results of the investigation;

- b. Whether the allegations were found to be factual;
- c. Whether there was a violation of policy; and
- d. The process for the complainant to file an appeal if the complainant disagrees with the results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker), that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

If the incident cannot be resolved at the school level, the principal or designee will request assistance from district.

Step 4: Corrective Measures for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to district policy 3241, Classroom Management, Corrective Actions or Punishment. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation, or bullying, that student may be subject to corrective measures, including discipline.

Step 5: Targeted Student's Right to Appeal

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
2. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the

secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.

3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the School Board. The School Board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

Step 6: Discipline/Corrective Action

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation, or bullying of a student. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation, or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district policy 3241, Classroom Management, Corrective Actions or Punishment.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

If staff have been found to be in violation of this policy and procedure, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

Step 7: Support for the Targeted Student

Students found to have been subjected to harassment, intimidation, or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student will be addressed and remedied as appropriate.

I. Immunity/Retaliation

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation, or bullying. Retaliation is prohibited and will result in appropriate discipline.

J. Other Resources

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation, or bullying. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate

discrimination or harassment based on a person's membership in a legally protected class under local, state, or federal law. A harassment, intimidation or bullying complaint may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office
360.725.6162
Email: equity@k12.wa.us
www.k12.wa.us/Equity/default.aspx
- Washington State Human Rights Commission
800.233.3247
www.hum.wa.gov/index.html
- Office for Civil Rights, U.S. Department of Education, Region IX
206.607.1600
Email: OCR.Seattle@ed.gov
www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
877.292.3804
www.justice.gov/crt/
- Office of the Education Ombudsman
866.297.2597
Email: OEOinfo@gov.wa.gov
www.governor.wa.gov/oeo/default.asp
- OSPI Safety Center
360.725.6068
www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

K. Other District Policies and Procedures

Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation, or bullying as defined in this procedure, but which are, or may be, prohibited by other district or school rules.

Protecting Students from Harassment, Intimidation and Bullying (HIB)

We strive to make our school a safe and inclusive environment where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section explains what HIB is, what to do when you see or experience it, and how our school responds to it.

What is HIB?

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

- (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.”

HIB often involves one student having, or appearing to have, more power than another student. While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.

HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

How can I make a report about HIB?

Talk to any school staff member, start with whoever you feel most comfortable with, such as a teacher, counselor, coach, or other school staff. You can report HIB by telling school staff in person or in writing (written reports can be made in your home language; please ask your school or district for support with translation). You can make your report anonymously/without giving your name or confidentially (asking that your name not be shared with other students or parents/caregivers involved). No student will be disciplined based only on an anonymous or confidential report.

If a staff member learns about, sees, or hears HIB happening, they must act quickly to stop the behavior(s) and keep it or them from happening again. Our district also has a HIB Compliance Officer (Principal Bev Scott, bev.scott@glenwoodsd.org) who helps prevent and respond to HIB.

What happens after I make a report about HIB?

When you report HIB, school staff must act quickly to stop the behavior and prevent it from happening again. If you and the school agree the problem is resolved, then no further action may be needed. But, if you feel that you or someone you know is facing HIB that is unresolved, severe, or keeps happening, you should ask for an official HIB investigation by completing an Incident Reporting Form (https://aptg.co/c_295C).

The school must also make sure that students who report HIB are not treated badly for speaking up. This is called retaliation, and it is not allowed.

What is the investigation process?

The HIB investigation begins if you submit the HIB Incident Report Form (https://aptg.co/c_295C) and the incident meets the definition of HIB toward a student. When you submit the Incident Reporting Form, the HIB Compliance Officer or the staff member leading the investigation must notify the families of the students involved that a complaint was received. They must make sure a prompt and thorough investigation takes place. The investigation is usually finished within five school days. If it takes longer, the school will keep you updated, generally once a week, until it is done.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must share the results with you within two school days.

This response should include:

- A summary of what the investigation found
- A decision about whether the HIB was substantiated (found to have happened)
- Any steps the school will take to address the problem
- Clear information about how you can appeal the decision

If HIB is confirmed, the school will address it.

What are the next steps if I disagree with the outcome?

For the student named as the “targeted student” in a complaint:

If you disagree with the school district’s decision, you may appeal. To appeal, send a written request asking the superintendent (or the person they’ve assigned) to review the investigation. They will send you a written decision.

For the student named as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of the investigation itself. They can, however, appeal any corrective actions (consequences) that come from the HIB investigation findings.

What information may I have about other students?

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

For more information about the HIB complaint process, including important timelines, please see the district’s *HIB Policy* [3207: <https://aptg.co/rbYKK7>] and *Procedure* [3207P: <https://aptg.co/rbYKK7>].

How do I make a HIB complaint about a staff member?

This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff member’s behavior, ask your school for information on how to report it.

Our School Stands Against Discrimination

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

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other behavior that is threatening, harmful, or humiliating. It happens when the behavior is based on a student’s protected status and is serious enough to create a hostile environment. A hostile environment is created when behavior is so severe, pervasive, or persistent that it limits a student’s ability to participate in or benefit from the school’s services, activities, or opportunities.

To review the district’s *Nondiscrimination Policy* [3210: <https://aptg.co/93KkKZ>] and *Procedure* [3210P: <https://aptg.co/92h3pG>], visit: <https://www.glenwoodsd.org/page/policies-and-procedures>

What is sexual harassment?

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

Examples of sexual harassment include:

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

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

To review the district's Sexual Harassment Policy [3205: <https://5il.co/3c2py>] and Procedure [3205P: <https://aptg.co/6kNVJ2>] visit: <https://www.glenwoodsd.org/page/policies-and-procedures>

What should my school do about discriminatory and sexual harassment?

When a school learns about possible discriminatory harassment or sexual harassment, it must investigate and take steps to stop the unwanted behavior. The school must address any effects of the harassment on the student at school, including eliminating the hostile environment, and prevent the harassment from happening again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff to report your concerns, ask questions, or learn more about how to resolve your concerns. If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.

Concerns about discrimination:

Civil Rights Coordinator: Jerry Lewis, Superintendent, PO Box 12, Glenwood, WA 98619, jerry.lewis@glenwoodsd.org, 509-364-3438.

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Bev Scott, Principal, PO Box 12, Glenwood, WA 98619, bev.scott@glenwoodsd.org, 509-364-3438.

Concerns about disability discrimination:

Section 504 Coordinator: Bev Scott, Principal, PO Box 12, Glenwood, WA 98619, bev.scott@glenwoodsd.org, 509-364-3438.

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Bev Scott, Principal, PO Box 12, Glenwood, WA 98619, bev.scott@glenwoodsd.org, 509-364-3438.

To submit a written complaint, describe the behavior or incident that you believe may be discriminatory. Send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible so the school district can investigate it promptly. You must submit your complaint within one year of the behavior or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator will make sure your complaint is investigated promptly and thoroughly. The investigation will be completed within 30 calendar days unless you agree to a different timeline. If exceptional circumstances require more time, the Civil Rights Coordinator will notify you in writing and tell you the expected date for the response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. The response will include:

- A summary of the investigation results.
- A determination of whether the school district failed to comply with civil rights laws.
- Any corrective actions or remedies that are needed.
- Information about how to appeal the decision.

What are the next steps if I disagree with the outcome?

If you disagree with the decision about your complaint, you may appeal the decision to the School Board. You may then file a complaint with the Office of Superintendent of Public Instruction (OSPI). For more information about this process, including important deadlines, see the school district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

[https://lawfilesexternal.wa.gov/biennium/2025-26/Pdf/Bills/Session Laws/House/1296-S.S.L.pdf?q=20250630102046](https://lawfilesexternal.wa.gov/biennium/2025-26/Pdf/Bills/Session%20Laws/House/1296-S.S.L.pdf?q=20250630102046)

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can be discrimination if it is based on a protected status. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P: <https://aptg.co/92h3pG>) and the HIB Procedure (3207P: <https://aptg.co/rbYKK7>) to fully address your concerns.

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, whether or not they have legally changed their name.
- Update students' gender designation so they accurately reflected in school records.
- Provide students with access to restrooms and locker rooms that align with their gender identity.
- Ensure students can participate in sports, physical education classes, field trips, and overnight trips consistent with their gender identity.
- Keep students' health and education information private and confidential.
- Allow students to wear clothing that reflects their gender identity and enforce dress codes without regard to a student's gender or perceived gender.
- Create an inclusive, respectful environment and protect students from teasing, bullying, or harassment based on their gender or gender identity.

If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:
Bev Scott, Principal, PO Box 12, Glenwood, WA 98619, bev.scott@glenwoodsd.org, 509-364-3438.

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

Our School is Committed to Students and State Law

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

These laws include requirements related to:

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

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

You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.

If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at [How to File a Complaint](#), and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.

Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

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

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

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our School is Committed to Safety at School Activities and Events

Washington State wants school activities and events, like athletic competitions, performances, and other extracurricular activities, to be safe for everyone who takes part in them or watches them.

What does state law say?

Washington State law has long banned intimidation, force, and threats of violence at school events. [ESB 5272](#) (which takes effect in 2026) made those protections stronger. It now also covers officials and volunteers at extracurricular athletic activities, and it has created new consequences for breaking the law. For non-students, if they are convicted of a crime, they may be banned from school activities for up to 18 months, receive a fine, or go to jail for no more than 6 months. For students, other school consequences, including removal from school, may also apply under [RCW 28A.600.015](#).

How is this different from HIB?

This is different from our school's HIB policy, which deals with conduct between students through a school process. ESB 5272 covers more people and more situations and is enforced through criminal law and school discipline procedures instead of the school's HIB process.

The expectations in this section are broader. They apply to everyone at school activities — students, parents, and community members alike — and they cover behavior toward everyone involved, not just students. This section and the HIB section work together but cover different situations.

What should I do if I experience or witness this conduct?

- Call 911 if there is an immediate safety concern
- Report to a coach, event supervisor, school administrator, or other trusted adult as soon as possible. They can connect you with the right support and make sure the right steps are taken
- If a student was the target of the conduct, you may also be able to file a report under our school's HIB policy — see the HIB section of this handbook for more information

Who can I contact with questions?

For questions about safety at school events, contact your school principal: Bev Scott, PO Box 12, Glenwood, WA 98619, bev.scott@glenwoodsd.org, 509-364-3438.

For questions about whether conduct student-to-student may also be HIB, contact the HIB Compliance Officer: Bev Scott, Principal, PO Box 12, Glenwood, WA 98619, bev.scott@glenwoodsd.org, 509-364-3438.

SAFETY

Substance Abuse

If a student appears to be demonstrating behavior which indicates that she/he may be under the influence of drugs/alcohol/tobacco, or drugs/alcohol/tobacco are found in a student's possession, school officials will take the following actions:

- A. Law enforcement will be notified.
- B. Parents will be offered appropriate assessment and treatment options.
- C. Appropriate school disciplinary action will be taken.
- D. The school district will encourage the student to engage in a drug/alcohol assessment and appropriate treatment.

RCW 69.50.435, Board Policy 2121

STUDENT HEALTH

Accident and Injury Procedure

In the event of an accident or injury, report the incident immediately to the staff member in charge or the nearest staff or administrator available.

If a student gets injured or has a medical emergency the school needs authority to give consent to surgical or medical treatment by any licensed medical professional or hospital for the student when such treatment is deemed necessary, and the parent/guardian cannot be reached within a reasonable length of time. Such consent may include, but is not limited to, transportation to a hospital emergency room, administration of necessary anesthetics, medical treatment, tests, x-ray, examination, transfusions, injections or drugs, and the performing of whatever operation may be deemed necessary or advisable. This authorization will be given in advance of any specific diagnosis, treatment, or hospital care being required. A signed

emergency medical authorization must be completed and handed into the school office before your child will be allowed to participate in extracurricular activities. Any student injured in a sport who seeks treatment from a licensed health care provider shall not be allowed to resume participation in any sport until they provide a doctor's release note to the school office signed by a licensed health care provider.

Medication at School

It is highly recommended that prescribed oral medication and oral over-the-counter medication be dispensed before and/or after school under the supervision of the parent or guardian. If a student, however, must receive medication while at school, the parents must provide both written authorization and a licensed physician/dentist's written instructions. If an injection is required, the parents must provide written consent for the injection, and even then, the medication will only be administered if an appropriately trained staff member is available. All medical dispensation requests will expire at the end of the school year and must be renewed at the start of the next school year if medication for the child is to continue.

Over the counter medications such as pain relievers must be dispensed through the school office. Students cannot carry them on their person, in their backpack or have them in their locker.

RCW 28A.210.260

Student Immunizations

Each student must present evidence that he/she has been immunized against the following diseases: chickenpox, diphtheria, pertussis (whooping cough), polio, measles, rubella, mumps, tetanus, and hepatitis B. A student satisfies the measles requirement upon a physician's verification that the student has had the disease. An immunization form must be completed and submitted to the main office at the time a student is enrolled. The school district will utilize the Immunization Information System to assist in attaining student immunization records.

RCW 28A.210, Board Policy 3413

STUDENT SERVICES

School/PE/Athletic Lockers

All lockers including school, PE and athletic lockers are public property, students are granted the use of them for the school year. By using a school locker, the student agrees not to use the locker in any way that will violate school rules or criminal law. The school reserves the right to search the locker at any time to verify compliance. Any damage caused by inappropriate stickers or signs is the responsibility of the student and fines may be assessed. Glenwood School is not responsible for any lost, stolen, or damaged items brought to school.

Students are responsible for keeping locker rooms picked up and maintained. Students/Athletes will be assigned a locker and expected to utilize the locker for their personal items. They do not need to place a lock on the locker; however, their items need to be stored in the locker. Placing items on the floor, benches, or in the showers is not acceptable. If they have too many items to place in the locker, they need to create a plan with their teacher, coach, or advisor. Garbage needs to be picked up and thrown in the receptacles. The locker rooms are not to be used as a storage space; they are a location for our students and teams to become better athletes and focus on their fitness. We need to treat our facilities with respect and take pride in our school and our PE/Athletic programs.

Telephones

Limited student phone use may be made using the phone located in the office. The phones are only available for use during lunch, before, and after school. Only phone calls that are an immediate emergency will be transferred to the classroom for students. A message will be taken and given to the student for all other calls. Office phones are available for contacting parents/guardians if needed by a student.

If a student is feeling ill or needs to leave school the student should report to the office to contact the parent/guardian to ensure that clear communication is made between the school and the parent. The student is not to use their cell phone for checking out of school due to illness or other reasons. It is the responsibility of the school to ensure that students are safe and remain on campus until appropriate school checkout procedures are met.

Textbooks and Laptops

Students will be provided textbooks, workbooks, laptops, chargers and other materials necessary for class. If textbooks, laptops, or chargers are lost or damaged, the student assigned the damaged item will be responsible for compensation.

WEAPONS & PERSONAL PROTECTIVE SPRAY

Dangerous Weapons

The term “dangerous weapons” under state law includes:

- A. Any firearm: Any device commonly known as “nunchuck sticks,” consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- B. Any device, commonly known as “throwing stars,” which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- C. Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- D. Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- E. Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- F. The following instruments:
 - a. Any knife, dirk or dagger;
 - b. Any razor with an unguarded blade;
- G. Any sling shot, sandbag, or sand club;
- H. Metal knuckles;
- I. A sling shot;
- J. Any metal pipe or bar used or intended to be used as a club;
- K. Any explosives;
- L. Any weapon containing poisonous or injurious gas;

- M. Any implement or instrument which has the capacity to inflict death and from the way it is used, is likely to produce or may easily and readily produce death.

In addition, the District considers the following weapons in violation of this policy:

- A. Any knife or razor not listed above, except for instruments authorized or provided for specific school activities.
- B. Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

Weapons on School Premises

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities unless specifically authorized by state law. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9A.12.020 is a criminal offense.

The school administrator is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and RCW 9A.12.020 are reported annually to the School administrator of Public Instruction.

Personal Protection Spray

In accordance with RCW 9A.12.020, persons over eighteen years of age, and persons between fourteen and eighteen years of age with written parental or guardian permission, may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices. No one eighteen years or older may deliver a spray device to anyone under fourteen, or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law.

Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of district policy.

Reporting Dangerous Weapons

An appropriate school authority will promptly notify the students’ parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy will be subject to discipline. Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility shall be expelled for not less than one year pursuant to RCW 28A.600.420. The school administrator may modify the one-year expulsion for a firearm on a case-by-case basis.

The district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm.

No expulsion under RCW 28A.600.420 prevents the district from continuing to provide educational services in an alternative educational setting in compliance with RCW 28A.600.015. Any alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include one-on-one tutoring and online learning.

Exceptions to State Law and this Policy

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

- A. Persons engaged in military, law enforcement, or school district security activities;
 - B. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course;
 - C. Persons competing in school authorized firearm or air gun competitions; and
 - D. Any federal, state or local law enforcement officer.
- The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:
- E. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and
 - F. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized martial arts class.

Willful Noncompliance Complaint Process

State Law Noncompliance Complaints

If parents, students, or community members believe that their local school district superintendent, local school board, or individual board members have engaged in willful noncompliance with state law, there are steps they can take to resolve their concerns.

This page explains how to file a complaint alleging noncompliance with a state law or rule under OSPI's authority. It also describes who may file a complaint, how complaints are reviewed, and what to expect during the process.

About the Willful Noncompliance Complaint Process

OSPI is responsible for investigating and securing equitable resolutions for complaints alleging willful noncompliance with state law by local school district leaders.

These laws include requirements related to:

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

For purposes of this process, “willful” means a nonaccidental action or inaction where a person knew, or reasonably should have known, that the conduct would result in noncompliance with state law.

OSPI rules, Chapter 392-187 WAC, detail the willful noncompliance process.

Limited and Broad Complaints

Complaints may address concerns affecting an individual student, multiple students, or broader school or district-wide issues. Complaints that affect one or more individual students are considered limited complaints. Complaints that affect an entire student body, a subgroup of students, a school, or an entire school district are considered broad complaints.

A limited or broad complaint may be submitted by:

- A student enrolled in the school district
- A parent or legal guardian of a student enrolled in the school district

In addition, community members who live within the boundaries of a school district may submit broad complaints.

How to File a Complaint

Existing Complaint Processes:

Before filing a willful noncompliance complaint with OSPI, individuals must exhaust available complaint procedures, including with the school district, if such procedures exist. If no complaint process for addressing the concern exists, individuals must provide written notice of the issue to the school district superintendent. The district must be given at least 30 calendar days to respond to such notice before a complaint is filed with OSPI.

Complaints to OSPI:

Complaints to OSPI must be sent within 30 calendar days of a final decision reached by the local school district or other entity, when applicable. They must be in writing and include sufficient detail to describe the concern and the actions or inactions that may constitute willful noncompliance.

The complaint must include the following information:

1. A description of the specific acts, conditions, or circumstances alleged to violate state law, including relevant facts (what occurred, who was involved, and when).
2. The complainant's name and contact information, including a mailing address.
3. The name and title of the school district superintendent, the board of directors, or the individual member(s) of the board of directors alleged to have engaged in willful noncompliance.
4. Copies of any complaints and responses submitted through prior complaint procedures, or a copy of the written notice provided to the school district superintendent.

OSPI provides an optional complaint form, (<https://aptg.co/KF07V6>) which is designed to help ensure that all information necessary to evaluate whether to open an investigation is included.

Written complaints including completed forms may be submitted to the Office of Superintendent of Public Instruction, Legal Affairs Office:

- Email: OLA@k12.wa.us
- Mail: PO Box 47200, Olympia, WA 98504-7200
- Hand delivery: 600 Washington St. SE, Olympia, WA 98504-7200

The Complaint Process flowchart (<https://aptg.co/ClyRKs>) provides a visual overview of the complaint process.

OSPI's Processing of Your Complaint

After a complaint is received, OSPI will review the information to determine whether the complaint meets the requirements for investigation. This includes assessing whether:

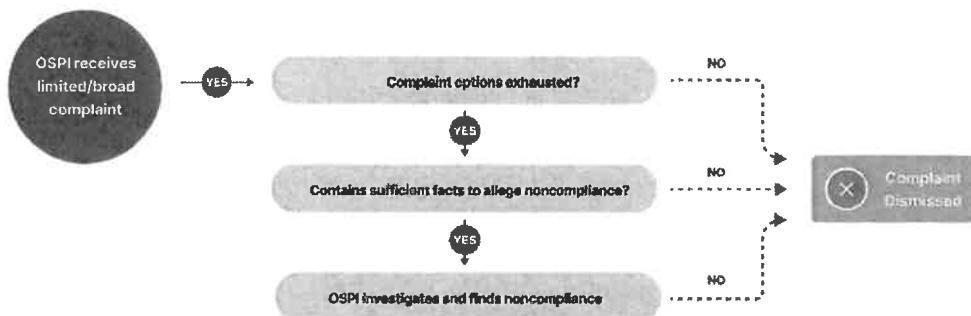
- The complaint includes sufficient facts to allege noncompliance, and
- Available complaint process has been exhausted

If the complaint meets these requirements, OSPI will open an investigation and provide written notice of the allegations.

If the complaint does not meet the requirements, OSPI will notify the complainant and the school district superintendent and explain the reason the complaint cannot move forward.

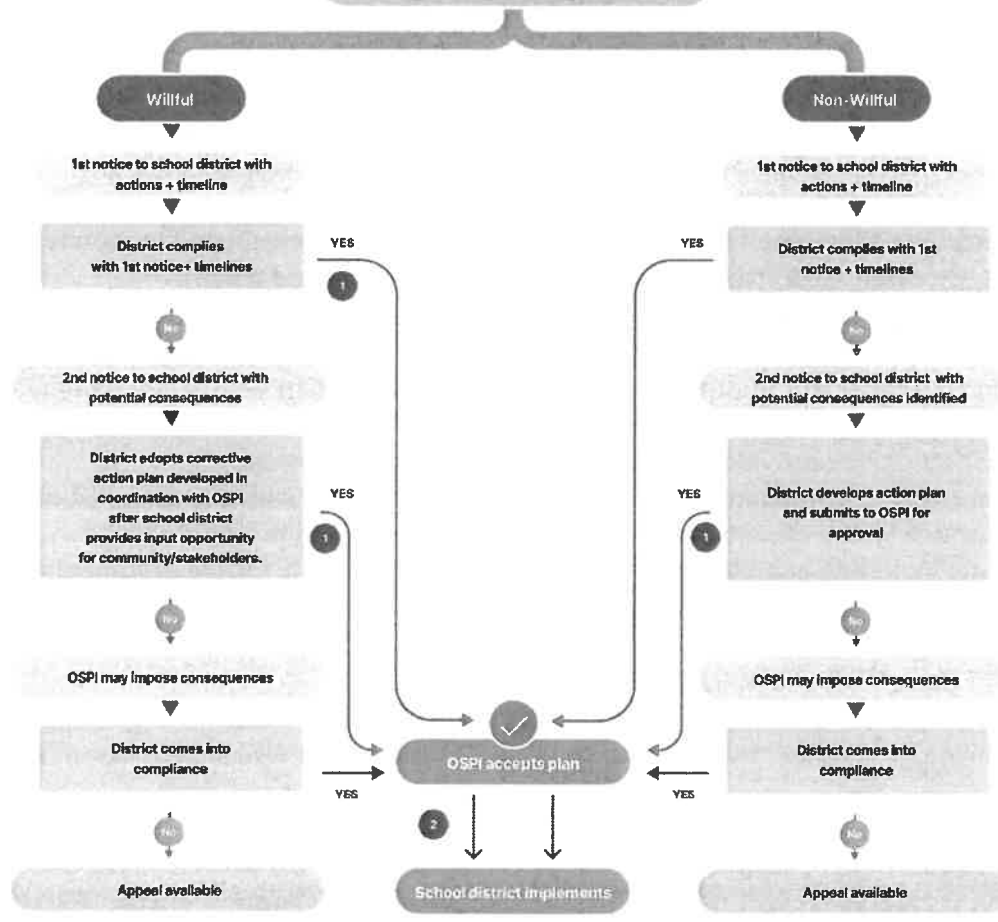
01

Phase 1



02

Phase 2



1 Hold public meeting with comment on plan

2 Hold public meeting every 6 months during process

* All plans must comply with process requirements

Office of Legal Affairs Willful Noncompliance Complaint Form

Important: Before filing a willful noncompliance complaint with the Office of Superintendent of Public Instruction (OSPI), you must first: (1) use available complaint processes to try to resolve your concern, or (2) notify the local school district superintendent of your concerns and wait at least 30 days.

Complainant Information		
First name	Middle Initial	Last Name
Mailing Address (Include Full City, State and Zip Code)		
Primary Phone Number	Alternate Phone Number	Email
Best way to reach you: ☐ Mail ☐ Phone ☐ Email ☐ Other		
Representative Information		
Do you have a representative? ☐ Yes ☐ No		
Do you have written authorization from representative? If so, please attach. ☐ Yes ☐ No		
First name	Last Name	
Mailing address (Include Full City, State and Zip Code)		
Phone	Email	
Complaint Information		
<i>(attach additional pages and supporting documentation as needed)</i>		
1. Provide the name of the school district Superintendent or school board member(s) who you believe has engaged in willful noncompliance.		
2. Date(s) of recent alleged willful noncompliance (mm/dd/yyyy)	3. Location and/or address of the school district	
4. Select the state law(s) you believe were knowingly or intentionally violated. ☐ Civil rights and discrimination ☐ Harassment, intimidation, or bullying ☐ Use of restraint or isolation ☐ Student discipline ☐ Other. Please describe:		



Washington Office of Superintendent of
PUBLIC INSTRUCTION

<p>9. If no, did you provide written notice to the superintendent?</p> <p>☐ Yes</p> <p>☐ No</p> <p>Date notice was sent: _____</p>	
<p>10. Have you filed this complaint with another agency or court other than your local school district?</p> <p>☐ Yes</p> <p>☐ No</p>	
<p>11. If yes, with what agency or court did you file?</p>	<p>12. If yes, when did you file? (mm/dd/yyyy)</p>
<p>13. If yes, what was the outcome, if known?</p>	
<p>14. Supporting documentation. Attach copies of any complaints filed with the school district or other agency, any responses received, written notice to the superintendent (if applicable), and any other relevant documents.</p>	



5. Describe the specific acts, conditions, or circumstances that you believe constitute willful noncompliance. Include relevant dates, locations, and individuals involved. *You may attach additional pages and supporting documents as needed.*

6. How would you like to see this complaint resolved?

Other Complaint Processes/Notice

7. Before filing with OPSPI, you must either complete an available complaint process or, if no complaint process is available, you must notify the superintendent of your concerns and wait at least 30 days. Have you used a complaint process?

☐ Yes

☐ No

8. If yes, date of final decision:



Washington Office of Superintendent of
PUBLIC INSTRUCTION

INSTRUCTIONS
<p>PURPOSE: The OSPI Willful Noncompliance Form may be used to file a complaint that a school district superintendent, school board, or individual board members has engaged in willful noncompliance with state law. Use of this form is optional. It is designed to help ensure you provide this office with information needed to evaluate whether to open an investigation into your complaint.</p> <p>WHERE TO FILE YOUR COMPLAINT: You may submit your completed form or letter to OSPI, Office of Legal Affairs by: Email: OLA@k12.wa.us Mail: PO Box 47200, Olympia, WA 98504-7200 Hand delivery: 600 Washington St. SE, Olympia, WA 98504-7200</p> <p>QUESTIONS: Questions about this form or the willful noncompliance complaint process may be emailed to the OSPI Office of Legal Affairs at OLA@k12.wa.us</p>
LEGAL INFORMATION
<p>Retaliation Prohibited: No Agency, officer, employee, or agent of the school district, including persons representing the school district and its programs, shall intimidate, threaten, harass, coerce, discriminate against, or otherwise retaliate against anyone who has filed a complaint of alleged willful discrimination or who participates in any manner in an investigation or other proceeding.</p> <p>Statement of Nondiscrimination: OSPI provides equal access to all programs and services without discrimination based on 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 a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200, Olympia, WA 98504-7200.</p>



3241F1
Glenwood School District Discipline Matrix^{d1}

Behavioral Violation ¹ & Severity Level ²	Range of potential responses based on conditions, limitations, and interventions ³						
	Best practices ⁴	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁵
Type Six Firearm ⁶	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral ⁷
Type Five Assault – II ⁸	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Sexual assault ⁹	Level G	✓	✓	✓	No K-4	No K-4	Title IX Coordinator referral ¹⁰
Illicit drug distribution ¹¹	Level G	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral ¹²
Possession of a weapon ¹³	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Robbery ¹⁴	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Assault of teacher ¹⁵	Level G	✓	✓	✓	No K-4	No K-4	Classroom reassignment ¹⁶
Felony violent offense ¹⁷	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Safety – II ¹⁸	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Type Four Assault – I ¹⁹	Level F	✓	✓	✓	No ²⁰	No	School-based threat assessment referral
Fighting with major injury ²¹	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Sexual harassment ²²	Level F	✓	✓	✓	No ²³	No	Title IX Coordinator referral
Discriminatory harassment ²⁴	Level F	✓	✓	✓	No ²⁵	No	Civil Rights Coordinator referral ²⁶
Malicious harassment ²⁷	Level F	✓	✓	✓	No ²⁸	No	School-based threat assessment referral
Arson ²⁹	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral

Behavioral Violation ¹ & Severity Level ²	Range of potential responses based on conditions, limitations, and interventions ³							
	Best practices ⁴	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁵	
Marijuana distribution ³⁰	Level F	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral	
Alcohol distribution ³¹	Level F	✓	✓	✓	No ³²	No	Prevention/intervention referral	
Gang intimidation or activity ³³	Level F	✓	✓	✓	No K-4 ³⁴	No K-4	School-based threat assessment referral	
Safety – I ³⁵	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral	
Type Three Bullying ³⁶	Level E	✓	✓	✓	No	No	HIB Compliance Officer referral ³⁷	
Fighting without major injury ³⁸	Level E	✓	✓	✓	No	No	School-based threat assessment referral	
Illicit drug possession or use ³⁹	Level E	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral	
Marijuana possession or use ⁴⁰	Level E	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral	
Alcohol possession or use ⁴¹	Level E	✓	✓	✓	No	No	Prevention/intervention referral	
Tobacco distribution ⁴²	Level E	✓	✓	✓	No ⁴³	No	Prevention/intervention referral	
Theft ⁴⁴	Level E	✓	✓	✓	No	No		
Other – III ⁴⁵	Level E	✓	✓	✓	No	No		
Type Two Destruction of property ⁴⁶	Level D	✓	✓	✓	No K-4	No K-4		
Physical aggression ⁴⁷	Level D	✓	✓	✓	No	No		
Tobacco possession or use ⁴⁸	Level D	✓	✓	✓	No	No	Prevention/intervention referral	
Failure to cooperate ⁴⁹	Level D	✓	No	No	No	No		
Sexually inappropriate conduct ⁵⁰	Level D	✓	✓	✓	No	No		
Disruptive conduct – II ⁵¹	Level D	✓	No	No	No	No		

Behavioral Violation ¹ & Severity Level ²	Range of potential responses based on conditions, limitations, and interventions ³							
	Best practices ⁴	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁵	
Other – II ⁵²	Level D	✓	✓	✓	No	No		
Type One								
Disruptive conduct – I ⁵³	Levels A–C	✓	No	No	No	No		
Dress code ⁵⁴	Levels A–C	✓	No	No	No	No		
Physical contact ⁵⁵	Levels A–C	✓	No	No	No	No		
Defiance ⁵⁶	Levels A–C	✓	No	No	No	No		
Disrespect ⁵⁷	Levels A–C	✓	No	No	No	No		
Academic dishonesty/plagiarism ⁵⁸	Levels A–C	✓	No	No	No	No		
Property misuse ⁵⁹	Levels A–C	✓	No	No	No	No		
Inappropriate language ⁶⁰	Levels A–C	✓	No	No	No	No		
Other – I ⁶¹	Levels A–C	✓	No	No	No	No		

¹ "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC 392-400-110(1)(a), *Example District's* policies and procedures must clearly state the types of behaviors for which discipline—including classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option corresponding with provisions under RCW 28A.600.015(6) as well as grade-level conditions and limitations under WAC 392-400-440(3) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. For example, to administer a long-term suspension or expulsion, the conduct must be the kind described under RCW 28A.600.015(6)(a)–(d), and the district must determine that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW 28A.600.015(6) as well as conditions and limitations under chapter 392-400 WAC and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure their discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community, consistent with WSSDA policy 3241 and WAC 392-400-110(2). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.

- ² Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix, the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices, and the *Type Two* category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC 392-400-430(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.
- ³ "Range of potential responses based on conditions, limitations, and interventions" refers to the recommended corrective action the first time a student engages in each behavioral violation. However, school personnel may use higher levels of discipline if prior attempts at lower forms of corrective action have failed. Specifically, for *Type One* Behavioral Violations, school personnel cannot use in-school suspension or short-term suspension for a first offense but may use such disciplinary actions if prior classroom exclusions or corrective action have been ineffective.
- ⁴ "Best practices" refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC 392-400-110(1)(e). Refer to "3241P Attachment B: Example District Continuum of Discipline Responses" for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.
- ⁵ Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.
- ⁶ "Firearm" refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the Gun-Free Schools Act, WAC 392-400-820(1), and RCW 28A.600.420(1).
- ⁷ "School-based threat assessment referral" refers to policies and procedures under WSSDA policies 3225 and 3225P.
- ⁸ "Assault – II" refers to behavioral violations that meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.
- ⁹ "Sexual assault" refers to behavioral violations that meet the definition of certain sex offenses under RCW 9.94A.030(47).
- ¹⁰ "Title IX Coordinator referral" refers to the school district personnel designated to coordinate the district's compliance with Title IX of the Education Amendments of 1972, as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters 28A.640 RCW and 392-190 WAC.
- ¹¹ "Illicit drug distribution" refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter 69.50 RCW.
- ¹² "Prevention/intervention referral" refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.
- ¹³ "Possession of a weapon" refers to behavioral violations that meet the definition of an offense under RCW 9.41.280.
- ¹⁴ "Robbery" refers to behavioral violations that meet the definition of an offense under RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210.
- ¹⁵ "Assault of teacher" refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC 392-400-810(1) and RCW 28A.600.460(2)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.
- ¹⁶ RCW 28A.600.460(2) provides that a student who commits an offense under that statutory provision "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."
- ¹⁷ "Felony violent offense" refers to all other violent offenses identified in RCW 9.94A.030(58) that don't constitute any other behavioral violation identified in the matrix.
- ¹⁸ "Safety – II" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW 28A.600.015(6)(d) and meets the criteria for administering expulsion under WAC 392-400-440(1) but that does not constitute a *Type Five* behavioral violation under any other category.
- ¹⁹ "Assault – I" refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021.
- ²⁰ No long-term suspension or expulsion unless the assault adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

- ²¹ "Fighting with major injury" refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.
- ²² "Sexual harassment" refers to behavioral violations that meet the definition of an offense under RCW 28A.640.020(2)(f) and WAC 392-190-056.
- ²³ No long-term suspension or expulsion unless the sexual harassment adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.
- ²⁴ "Discriminatory harassment" refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, ethnicity, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, homelessness, immigration or citizenship status, veteran or military status, the presence of any sensory, mental, or physical disability, neurodivergence, or use of a trained dog guide or service animal in violation of district policy.
- ²⁵ No long-term suspension or expulsion unless the discriminatory harassment adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.
- ²⁶ "Civil Rights Coordinator referral" refers to the school district personnel designated to be responsible for monitoring and coordinating the district's compliance with state nondiscrimination laws under chapters 28A.640 and 28A.642 RCW, and chapter 392-190 WAC.
- ²⁷ "Malicious harassment" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.020(1).
- ²⁸ No long-term suspension or expulsion unless the malicious harassment adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.
- ²⁹ "Arson" refers to behavioral violations that meet the definition of an offense under RCW 9A.48.020 or RCW 9A.48.030.
- ³⁰ "Marijuana distribution" refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter 69.50 RCW.
- ³¹ "Alcohol distribution" refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.
- ³² No long-term suspension or expulsion unless the alcohol distribution adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.
- ³³ "Gang intimidation or activity" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.120 or RCW 28A.600.455. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.
- ³⁴ No long-term suspension or expulsion unless this is the second violation within a three-year period, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.
- ³⁵ "Safety – I" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW 28A.600.015(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC 392-400-440(2) but that cannot be categorized under any other *Type Four* behavioral violations.
- ³⁶ "Bullying" refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW 28A.600.477(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.
- ³⁷ "HIB Compliance Officer referral" refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW 29A.600.477—which may coincide with other responses such as a school-based threat assessment referral.
- ³⁸ "Fighting without major injury" refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4).
- ³⁹ "Illicit drug possession or use" refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter 69.50 RCW.
- ⁴⁰ "Marijuana possession or use" refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter 69.50 RCW.
- ⁴¹ "Alcohol possession or use" refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.
- ⁴² "Tobacco distribution" refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.

- ⁴³ No long-term suspension or expulsion unless the tobacco distribution adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.
- ⁴⁴ "Theft" refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.
- ⁴⁵ "Other – III" refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.
- ⁴⁶ "Destruction of property" refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW 28A.635.060. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.
- ⁴⁷ "Physical aggression" refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.
- ⁴⁸ "Tobacco possession or use" refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.
- ⁴⁹ "Failure to cooperate" refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.
- ⁵⁰ "Sexually inappropriate conduct" refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.
- ⁵¹ "Disruptive conduct – II" refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.
- ⁵² "Other – II" refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.
- ⁵³ "Disruptive conduct – I" refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.
- ⁵⁴ "Dress code" refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters 28A.640 or 28A.642 RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including "protective hairstyles" such as afros, braids, locks, and twists.
- ⁵⁵ "Physical contact" refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.
- ⁵⁶ "Defiance" refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.
- ⁵⁷ "Disrespect" refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.
- ⁵⁸ "Academic dishonesty/plagiarism" refers to behavioral violations involving knowingly submitting the work of others as one's own or assisting another student in doing so or using unauthorized sources in violation of district policy.
- ⁵⁹ "Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.
- ⁶⁰ "Inappropriate language" refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.
- ⁶¹ "Other – I" refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.

Student and Parent Sign Off

Handbook Sign Off

The signatures below indicate that the Glenwood Schools handbook has been read and that the student and parent(s) agree to comply with the content. After signing, remove this page and turn into Mrs. Troh. Keep the handbook for reference during the school year.

Student Printed Name: _____ Student Signature : _____

Parent Signature: _____ Date: _____

Student Records and Directory Information

The Glenwood School District maintains student education records in accordance with federal and state law. Parents and eligible students have the right to inspect and review student records, request amendment of records they believe are inaccurate, and consent to disclosures of personally identifiable information except as otherwise authorized by law. The District may disclose designated "directory information" without prior written consent unless a parent or eligible student requests in writing that such information not be released. Directory information may include:

• Student name	• Participation in officially recognized activities/sports
• Address	• Weight and height of athletic team members
• Telephone number	• Dates of attendance
• Email address	• Grade level
• Photograph	• Honors, awards, and degrees received
• Date and place of birth	• Most recent school attended

Directory information may be used in school publications, yearbooks, honor rolls, activity programs, athletic programs, graduation materials, District websites, and similar school-related communications. Parents or eligible students who do not want directory information released must submit a written request to the school office annually.

Check the box below if you do **NOT** want us to release your student's directory information.

☐ **Do NOT release my student's directory information.** Directory information may be used in school publications, yearbooks, honor rolls, activity programs, athletic programs, graduation materials, district websites, and similar school-related communications.

Military Recruiter Information

Federal law requires school districts receiving federal funds to provide military recruiters, upon request, access to the names, addresses, and telephone listings of secondary students unless a parent or eligible student directs the District not to release such information.

A parent or eligible student may opt out of the release of information to military recruiters by submitting a written request to the school office.

In accordance with Washington law, military recruiters will be provided access to students and campus opportunities that is equal to access provided to colleges, technical schools, and other organizations that inform students about postsecondary educational or career opportunities.

Parents or eligible students who do not want directory information released must submit a written request to the school office annually.

Check the box below if you do **NOT** want us to release your student's name, address, and telephone listing to military recruiters.

☐ **Do not release my student's name, address, or telephone listing to military recruiters.** Parents or eligible students who do not want directory information released must submit a written request to the school office annually. Checking this box meets the requirement of a written request.

