



2024-25 Family Handbook

2024-25 DISTRICT CALENDAR

July 2024						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY/AUGUST

Term Dates

Qtr 1 Ends Nov 1 (43 days)
Qtr 2/Sem 1 Ends Jan 24 (46/89 days)
Qtr 3 Ends Apr 4 (48 days)
Qtr 4/Sem 2 Ends Jun 12 (43/91 days)

September 2024						
Su	M	Tu	W	Th	F	S
1		3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER/OCTOBER

Sep 2 Labor Day Holiday - Buildings Closed
Sep 4 First Day of School
Sep 4-6 WaKids Family Connection for Kindergartners Only
Sep 6, 13, 20, 27 Early Dismissal - All Students (1 hour early)
Oct 4, 11, 18, 25 Early Dismissal - All Students (1 hour early)
Oct 28-31 Elem Fall Conferences- 3 hr early dismissal for elem only

November 2024						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10		12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER/DECEMBER

Nov 1 Elementary conferences- Dismissal at 12:25; MS/HS dismissal at 1:30 p.m.
Nov 6 HS Conferences- 3 hr early dismissal for HS only
Nov 7 MS Conferences- 3 hr early dismissal for MS only
Nov 11 Veterans' Day Holiday - No School - Buildings Closed
Nov 8, 15, 22 Early Dismissal - All Students (1 hour early)
Nov 27 Early Dismissal - 3hr early dismissal for all students
Nov 28-29 Thanksgiving Holidays - No School - Buildings Closed
Dec 6, 13, 20 Early Dismissal - All Students (1 hour early)
Dec 23-31 Winter Break - No School - Buildings Closed

January 2025						
Su	M	Tu	W	Th	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

JANUARY/FEBRUARY

Jan 1-5 Winter Break - No School - Buildings Closed
Jan 20 ML King Jr. Day Holiday - No School - Buildings Closed
Jan 27 In-Service Day - No School - All Students
Jan 10, 17, 24, 31 Early Dismissal - All Students (1 hour early)
Feb 17 Presidents' Day Holiday - No School - Buildings Closed
Feb 7, 14, 21, 28 Early Dismissal - All Students (1 hour early)

March 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

April 2025						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH/APRIL

Mar 31-Apr 3 Elem Spring Conferences- 3 hr early dismissal for elem only
Apr 4 Elementary conferences- Dismissal at 12:25; MS/HS dismissal at 1:30 p.m.
Mar 7, 14, 21, 28 Early Dismissal - All Students (1 hour early)

May 2025						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY/JUNE

May 2, 9, 16, 23, 30 Early Dismissal - All Students (1 hour early)
May 26 Memorial Day - No School - Buildings Closed

June 6 Early Dismissal - All Students (1 hour early)
Jun 12 Last Day - 3 hr early dismissal* for ALL students
Jun 19 Juneteenth - No School - Buildings Closed

Weekly (Fridays) Early Dismissals are 1 hour early

~Elementary Early Dismissal Time = 2:40 pm
~MS/HS Early Dismissal Time = 1:30 pm

Other Early Dismissals* are 3 hours early

~Elementary Early Dismissal Time = 12:40 pm
~MS/HS Early Dismissal Time = 11:30 am

- First Day of School
- Early Dismissal - Elementary at 2:40 pm; MS/HS at 1:30 pm
- No School/Buildings Closed
- Make Up Days (if needed)
- Elementary Family/Student/Teacher Conferences- 3hr early dismissal at 12:40 pm
- Elementary conferences dismissal at 12:25; MS/HS dismissal at 1:30 p.m. - Nov. 1 and March 28
- All students 3hr early dismissal- Elementary at 12:40 pm; MS/HS at 11:30 am- Nov. 27 and June 13
- MS/HS Family/Student/Teacher conferences- 3 hr early dismissal at 11:30 pm

Regular School Hours

Elementary Schools

Grades P-5

Start 9:10 am
Dismissal 3:40 pm

Middle Schools

Grades 6-8

Start 8:00 am
Dismissal 2:30 pm

Arlington High School

Grades 9-12

Start 8:00 am
Dismissal 2:30 pm

Weston High School

Grades 9-12

Start 7:55 am
Dismissal 2:25 pm

Stillaguamish Valley Learning Center

Grades K-12

Start 9:00 am
Dismissal 2:30 pm

Early Dismissals

Weekly (Fridays) Early

Dismissals are one hour early

- Elem. Early Dismissal: 2:40 pm
- MS/HS Early Dismissal: 1:30 pm

Other Early Dismissals are three hours early

- Elem. Early Dismissal: 12:40 pm
- MS/HS Early Dismissal: 11:30 am

Welcome to Arlington Public Schools, where ALL Belong and Learn Here!

We are committed to cultivating a safe and caring learning environment where ALL students know they BELONG and can LEARN. We are dedicated to collectively creating a tapestry of support that nurtures a growth mindset, removes barriers and increases access to learning.

We value our partnership with you, and we need your help with this important work. You are invited to get involved. There are many ways, at both the school and district level, where you can get involved. You can volunteer at your child's school. You can join a parent group like Boosters, PTA or PTSA. You can attend a concert or a game and cheer loudly. You can attend your parent conference, stay connected and communicate with your child's teacher(s) throughout the year.

Other ways you can partner with us is to provide feedback, suggestions and ideas at one of our "Community VOICES" opportunities, complete surveys that are made available for families throughout the year and join a district committee. Some of these district committees include:

- Advisory Council for Education (ACE)
- Facilities Advisory Committee (FAC)
- District Community Equity Team (DCET)
- Budget Advisory Task Force (BATF)
- Instructional Materials & Programs Committee (IMPC)

If you are interested in joining one of the district committees, please complete an application of interest available on the district website at <https://forms.gle/ok3NYELuvwAyrbr97>.

Our School Board Team has five elected community members and two students who are dedicated to serving on the board to support the success of EACH student in Arlington. We have school board meetings on the second and fourth Monday at 6 pm for most months, and the schedule is published on the district website. Meetings are available in person or on Zoom.

We are excited for the new school year. Our mission is clear, TOGETHER we will educate, prepare and inspire each student to successfully transition from grade to grade, graduate from high school and be ready to pursue their goals and life plans after high school.

Passionate for Student Learning!



Dr. Chrys Sweeting
Superintendent

Arlington Public Schools Strategic Plan

Mission

Arlington Public Schools educates all students, preparing and inspiring them to graduate and seek their full potential as lifelong learners.

Our Values

Culture of Equitable Practices

We will use an EQUITY lens for decisions and provide access, opportunity and supports for learning and remove barriers to learning for EACH student.

Collective Responsibility

Everyone shares responsibility for fostering a positive and safe school culture/environment as well as taking care of Arlington Public Schools' equipment and facilities.

Continuous Improvement

We will engage and support ongoing accountability for measurable cycles of improvement and continuous improvement of all programs and services.

Collaborative Culture

We will foster a collaborative culture and engage in meaningful collaboration through Professional Learning Community (PLC) activities.

Goal 1: Student Learning & Achievement

Each student will engage in learning that is rigorous, rich, evidence-based and focused on successful grade level transitions leading to graduation and further life pursuits by making at least one year of growth annually and meeting or exceeding standards.

Learning & Achievement Metrics

- Percentage of all students making a minimum of one year of growth from beginning to end of school year
- Percentage of third grade students reading at grade level by the end of the year
- Percentage of eighth grade students successfully passing math standards
- Number of eligible early high school credits earned by students during eighth grade
- Percentage of ninth grade students on track for completing 24-credits
- Number of students earning college credits, industry-recognized certifications and CTE completer courses
- Graduation rates
- Student, staff and family perceptions of engagement and learning

Goal 2: Safe & Caring Environment

Each student will learn in a safe, caring and inclusive environment that supports a positive culture to increase student learning, achievement and belonging by listening to perspectives and voices of our students, staff, families and community, and by decreasing discipline and harassment, intimidation and bullying incidents.

Safe & Caring School Culture Metrics

- Number of in-school and out-of-school suspensions and expulsions
- Number of harassment, intimidation and bullying incidents
- Average daily attendance rate and chronic absence rate
- Number of safety drills conducted
- Student, staff and family perceptions of belonging and the learning and working environment using surveys and voices opportunities
- Increased awareness of the SafeSchools Alert tipline

Goal 3: Resource Stewardship

Each student will have access to resources that support equitable learning and achievement by allocating and securing quality resources (people, time, money and property) and making decisions using an equity lens, data and needs.

Resource Stewardship Metrics

- Audit and financial review results
- The percentage of general fund balance related to annual costs
- Rates for staff retention
- Educational levels and experience of teaching staff
- Evidence of allocating resources based on need using an equity lens
- Hire high-quality, professional and diverse staff
- K-3 class size ratio
- APP Preservation Rate
- Utility costs
- Student, staff and family perceptions of the learning and working environment using surveys and voices opportunities

Goal 4: Family & Community Partnerships

Students, families, staff and community members will engage and partner with schools and the district in the education of students by increasing communication, partnerships, volunteering and sharing of voices/input and feedback.

Family & Community Partnerships Metrics

- Number of partnerships with local community organizations
- Number of registered family/community volunteers
- Number of families and community members on district committees
- Number of SchoolMessenger communications
- Number of social media posts
- Number of press releases
- Number of student advisors
- Student, staff and family perceptions of the learning and working environment using surveys and voices opportunities
- Number of student internships and apprenticeships in the community

Board of Directors and District Administration



Matt Dimond
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matt.dimond@asd16.org



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Legislative Representative
Director District #2.
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Dr. Chrys Sweeting
Superintendent
Secretary to the Board
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Nathan Nichols
Student Advisor to the Board
August 2023 - June 2025



Deja Reed
Student Advisor to the Board
August 2024 - June 2026

Administration Office

315 N. French Ave., Arlington, WA 98223, Office (360) 618-6200 - Fax (360) 618-6221

Superintendent

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(360) 618-6202

Executive Director, Operations

Brian Lewis
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Director, Categorical Programs

Karl Olson
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Director, Equity and Student Well-Being

Kerri Helgeson
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Director, Technology

Dr. Matt Jurick
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Executive Director, Human Resources

Eric DeJong
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Executive Director, Teaching and Learning

Kari Henderson-Burke
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Director, Child Nutrition and Support Services

Ed Aylesworth
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Director, Literacy and Learning Support

Brenda Wyman
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Supervisor, Transportation

Charity Prueher
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Executive Director, Financial Services

Gina Zeutenhorst
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Director, Communications

Gary Sabol
(360) 618-6217

Director, College and Career Readiness

Brian Long
(360) 618-6229

Director, Special Education

Dave McKellar
(360) 618-6209

Arlington Public Schools Information

Arlington High School

Marilee Herman, Principal
18821 Crown Ridge Blvd.
Arlington, WA 98223
(360) 618-6300

Weston High School

Andrea Dixon-Hundredmark, Principal
4407 - 172nd St. NE
Arlington, WA 98223
(360) 618-6340

Haller Middle School

Brooke Howell, Principal
600 East 1st St.
Arlington, WA 98223
(360) 618-6400

Post Middle School

Leslie Olson, Principal
1220 East 5th St.
Arlington, WA 98223
(360) 618-6450

Eagle Creek Elementary

Bethany Belisle, Principal
1216 East 5th St.
Arlington, WA 98223
(360) 618-6270

Kent Prairie Elementary

Colleen Van Belle, Principal
8110 - 207th St. NE
Arlington, WA 98223
(360) 618-6260

Pioneer Elementary

Sarah Durrant, Principal
8213 Eaglefield Dr.
Arlington, WA 98223
(360) 618-6230

Presidents Elementary

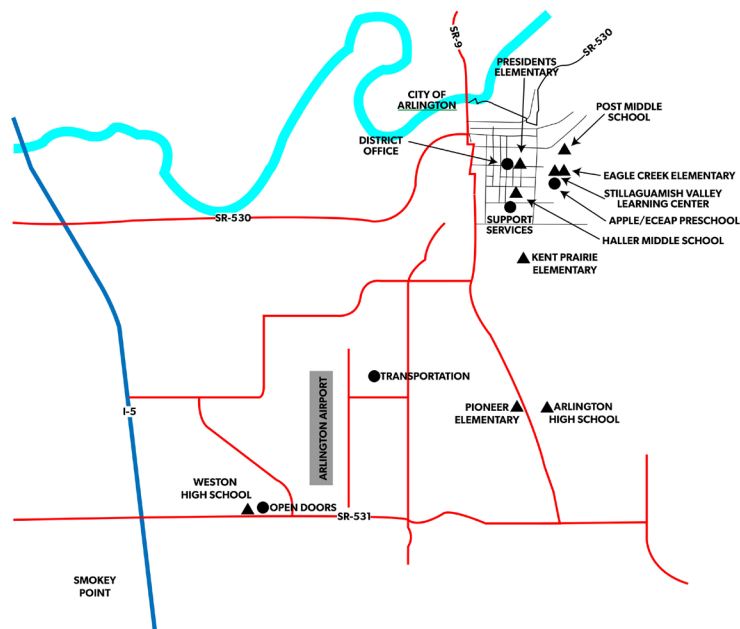
Jamie Miller, Principal
505 East 3rd St.
Arlington, WA 98223
(360) 618-6240

Stillaguamish Valley Learning Center

Karrie Marsh, Principal
1215 East 5th St.
Arlington, WA 98223
(360) 618-6440

ECEAP/APPLE Preschool

Carrie Saunders, Director
1216 East 5th St.
Arlington, WA 98223
(360) 618-6434



Policies and Procedures

Accessibility

The district ensures that each program, service or activity, when reviewed in its entirety, is readily accessible to and usable by individuals with disabilities per the Americans with Disabilities Act.

Assessments

Assessments are used by the state and district to provide information about individual and group learning and achievement. They help schools improve learning. Teachers use ongoing classroom-based assessments to personalize instruction and monitor student progress. Teachers may use observations, tests, quizzes, presentations, performances, online assessments and other tools to assess students' understanding.

Current state assessment information can be found on the OSPI website at <https://ospi.k12.wa.us/student-success/testing/state-testing>

Attendance and Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities; except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the District will inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the District in regard to truancy, and resources available to assist the student and their parents/guardians in correcting truancy. The District will also make this information available online and will take reasonable steps to ensure parents/guardians can request and receive such information in languages in which they are fluent. Parents/Guardians will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the District. At times, students may be absent from class or not able to participate remotely. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the District:

Absences due to the following reasons are excused;

- Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
- Family emergency, including, but not limited to, a death or illness in the family;
- Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- Court, judicial proceeding, court-ordered activity, or jury service;
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- State-recognized search and rescue activities consistent with RCW 28A.225.055;
- Absence directly related to the student's homeless or foster care/dependency status;
- Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
- Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to Chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
- Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
- Absences due to a student's migrant status;
- An approved activity that is consistent with District policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth; and
- Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

(See [Policy/Procedure 3122](#) for full explanation.)

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Bilingual Services-English Language Learners (ELL)

Students who indicate their first language is not English when registering with Arlington Public Schools are given the Washington English Language Proficiency Assessment to determine eligibility for the ELL program. This placement must be done within 10 days of the student's entry into the school district. The district bilingual services include:

- Kindergarten and first grade Transitional Bilingual Program - this is an instructional model that employs two languages.
- Kindergarten through eighth grade Supportive Mainstream - this model provides language development instruction through a pull-out/push-in model.
- High school Content-Based/Sheltered Instruction - this model integrates language and content instruction.

For interpreting services, please call (360) 618-6291.

Civility in the Workplace (Policy 5161)

The Board believes that a safe, civil environment of mutual respect and orderly conduct contributes to a quality educational environment. Conversely, uncivil conduct, similar to other forms of disruptive behavior, may interfere with an employee's ability to accomplish their work and a school's ability to educate its students.

The Board of Directors commits the District in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics. The District expects this value to be manifested in the daily behavior of all constituents. When differences exist, stakeholders will use clear, concise, and courteous communication with the goal of arriving at a goodwill solution. Uncivil conduct on District property or at District-sponsored activities by school directors, staff, parents, volunteers, contractors, or visitors is prohibited.

Expectations of Stakeholders (Board of Directors, Employees, Parents, Students, Volunteers, Contractors, and Visitors)

In support of this policy, the Board of Directors expects its members and all stakeholders to:

- Treat each other and students with dignity and respect;
- Exercise reasonable, good judgment in handling interpersonal disputes;
- Exercise respect, courtesy, and concern for the dignity and cultural background of others;
- Refrain from use of abusive language;
- Model respectful problem-solving;
- Reduce actions or behaviors that might provoke fear, anger, frustration, or alienation;
- Use clear, concise, and courteous oral and written communication to arrive at goodwill solutions;
- Extend common courtesy to others such as saying please and thank you;
- Practice civility in all conversations and behavior;
- Be respectful of others even when in a disagreement;
- Address incivility when it is observed; and
- Seek to understand others' points of view and cultural perceptions.

Definition of Uncivil Conduct

For the purposes of this policy, "uncivil conduct" includes but is not limited to, the following:

- Using vulgar, obscene or profane gestures or words;
- Using insulting or disrespectful nonverbal behaviors toward or in connection with another;
- Taunting, jeering, or inciting others to taunt or jeer an individual;
- Raising one's voice at another individual, and/or repeatedly interrupting another individual who is speaking;
- Using personal epithets or slurs,
- Gesturing or behaving in a manner that puts another in fear for his/her personal safety, including invading the personal space of an individual after being directed to move away, physically blocking an individual's exit from a room or location, or remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave, or other similar disruptive conduct.

"Uncivil conduct" does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as (1) the ideas are presented in a respectful manner and at a time and place that are appropriate, and (2) such expression does not materially disrupt, and may not be reasonably

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anticipated to disrupt, the educational process. Nor does “uncivil conduct” include regular supervisory-subordinate interactions, including but not limited to, corrective action, discipline, unsatisfactory evaluations, plans for improvement, or probation.

Addressing Uncivil Conduct

Stakeholders are expected to:

- Calmly and politely caution or warn any speaker who is engaged in uncivil conduct. If the conduct does not cease, politely end the conversation;
- Attempt to resolve differences with another employee first in a private conversation. If that is not feasible or successful, request an appropriate administrator to conduct a private conference with all parties of concern;
- Resolve personal complaints or grievances with a supervisor’s decision or action by requesting a problem-solving conference with the supervisor or with the administrator’s supervisor.
- Persons who observe or experience uncivil behavior have an obligation to intervene, share their reflection with the offender about the impact of that behavior, or report the uncivil behavior to a supervisor.
- Supervisors have an obligation to address reports of uncivil behavior.

Employees who engage in uncivil behavior may be subject to corrective action or discipline. Retaliation for reporting allegations will result in discipline.

Community Flyers for Students & Families

The district uses an electronic flyer communication tool called “Peachjar.” Instead of having paper copies of flyers at schools, flyers will be posted online as full-color, visually engaging images and emailed to families. A Peachjar tab is located on the front of the district website and each schools’ website to allow parents and community members to view approved flyers.

Community Use of School Facilities

The public is encouraged to use school facilities for activities such as evening meetings and other uses. Fees

are based on a fee schedule, utility cost and custodial services required. To reserve a facility, complete a [Facility Use Application](#) available on the district website or contact the Facility Coordinator at the district office. Activities sponsored by the district, including curricular and co-curricular functions, have first priority. For more information, call (360) 618-6205.

CTE and STEM

Career and Technical Education (CTE) offers students in grades 7-12 an opportunity to explore career options, support basic academic and life skills, enable



achievement of leadership skills and options for high skill, as well as advanced continuing education. Contact Brian Long at (360) 618-6325.

Science, Technology, Engineering and Math (STEM) coursework has become a national priority in education with a focus on preparing our students to compete in these fields internationally. Arlington offers many STEM courses in middle and high school. Interested students should contact their counselor with questions and career pathway options.

Curriculum

Parents/guardians have the right to inspect any district instructional materials. Requests to review materials should be made in writing to the Teaching & Learning Department, 315 N. French Ave., Arlington, WA 98223 or by calling (360) 618-6216.

Educational Services for Displaced Youth

The purpose of the McKinney-Vento Act is to provide educational services for homeless students which are equal to those provided for all other enrolled students, and ensure that homeless children and youth have

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equal opportunities to enroll in, attend, and be successful in school. Your child may qualify as homeless if you are:

- Sharing housing with others due to loss of housing, economic hardship, or similar reason;
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate living accommodations;
- Living in emergency or transitional shelters;
- Are abandoned in hospitals;
- Awaiting foster care placement;
- Living in public or private places not designed for, or ordinarily used as, regular sleeping accommodations for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; or
- Migratory children living in conditions described above.

According to the child's best interest, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. The district liaison for homeless students is Brian Long at (360) 618-6325.

Emergency Closure Information

Severe weather or other emergencies may cause changes to the school day. When this happens, schools may need to close, start late or dismiss early. Plan in advance for such emergencies.

Please ensure that your child's school has your family's current emergency contact information.

We understand that decisions about school schedules and bus route changes have an impact on our families. We appreciate your patience during these situations. While we know that our students and families are best served when we are open, our main concern is the safety of our students and staff. Typically, decisions regarding schedule changes are made in the early morning before school. This allows for the most current

weather information to factor into the decision. This information is generally posted by 5:30 a.m.

When it is necessary to close school due to extreme weather conditions or other unusual circumstances, announcements will be made on local radio and TV stations early in the morning. Please do not call the school office. You can also check:

www.flashalert.net

Please take time in advance to sign up for notifications by going to the above site. They will send out email and/or text notices to you if you sign up!

Family & Community Engagement

It is the district's policy to encourage and support family involvement in education at home, in our schools and communities, and in school governance. We have several district committees such as Advisory Council for Education, Facilities Advisory Committee, District Community Equity Team, and Instructional Materials & Program Committee where parents, students, staff and community members meet to discuss, study, provide feedback and grapple with issues. They also have opportunities to make recommendations to the board and/or superintendent.



Graduation Requirements (Policy 2410)

As established by the Arlington Public Schools Board of Directors, the following are needed in order to earn a diploma from Arlington Public Schools:

- Complete 24 credits in subjects specified in [Policy 2410](#).
- Demonstrate career and college readiness by completing a high school and beyond plan;

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- Meet the requirements of at least one graduation pathway option described in the [Procedure 2410](#)

Please read [Policy 2410](#) on the district website under Administration/School Board/Policies & Procedures for details and a schedule of assessment and graduation requirements. Information regarding state-approved assessments, state-approved alternatives and the high school and beyond plan is contained in [Procedure 2410P](#).

Health Information

The health information you provide at registration and throughout the year is shared with staff as necessary to benefit the health and safety of your child and others. Please notify your child's school when there are changes in your child's health and when your emergency contact phone numbers change.

Highly Capable Program

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes.

- A student may be referred for the district's Highly Capable Program by his/her parent or guardian, community member, student's teacher, or school administrator by completing the district's Referral Form 2190F1. Completed referral forms are to be submitted to the building principal or the Highly Capable Program Facilitator.
- Such referrals will be accepted throughout the school year with the emphasis being placed in the fall.
- The Highly Capable Multidisciplinary (HCM) team will screen each referral to identify students who qualify for further assessment.
- The district will obtain written parental permission prior to conducting assessments.
- The HCM team will evaluate individual student assessment profile data to determine program eligibility.
- Parents will be notified of the HCM team decision and

be provided with a full explanation of the procedures and assessments results.

Contact your student's principal for more information.

Immunizations

Before children can attend school, parents/guardians must provide proof of full immunization, proof that a schedule of immunization has begun or a certificate of exemption. Immunization must be provided against Diphtheria, Pertussis (Whooping Cough), Tetanus, Polio, Mumps, Measles, Rubella, Hepatitis B and Varicella. Kindergarten and any newly enrolled students will not be able to attend school and/or be assigned to a classroom until all immunizations are in compliance. School immunization requirements for children can be found at <https://doh.wa.gov/sites/default/files/2022-05/2022-2023%20Parent%20School%20Chart.pdf?uid=630797fa8fd73>.

If a child has been exempted from a vaccine, s/he will be excluded from school in the event of an outbreak of that particular disease.

Integrated Pest Management and Asbestos Management Plan

The health and safety of students and staff is paramount. The district manages vegetation and pests using a minimum of pesticides. The district uses physical, mechanical, cultural, biological and educational tactics as primary controls. Chemical controls are a last resort and the least toxic alternative is used. When pesticides are used, notification signs are posted at buildings 48 hours prior to pesticide use and for 24 hours after. Individuals wishing advance notification of pesticide use at any site may contact the Support Services Department. The asbestos notification requirement is in response to the Asbestos Hazard Emergency Response Act (AHERA). The district has developed and maintains an asbestos management plan, including records of surveillance, training and abatement activities. Detailed reports of both pesticide use and asbestos records are available at the Support Services Department, 135 S. French Ave., or by calling (360) 618-6430. Arlington Public Schools has copies of the AHERA reports in all school offices in buildings that were built before 1988. If you have any questions,

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please contact the Executive Director of Operations at (360) 618-6238.

Learning Assistance Program (LAP)

LAP programs serve eligible students who need academic support for reading, writing and math, or who need readiness skills to learn these core subjects. With special emphasis on reading literacy in the early grades, schools use their state LAP funds to deliver supplemental services that give these students the strong start they need for academic success.

Maintaining Professional Staff/Student Boundaries (Policy 5253)

The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all District staff and volunteers. For purposes of this policy and its procedure, the terms “District staff,” “staff member(s),” and “staff” also include volunteers.

General Standards

The Arlington Public Schools Board of Directors expects all District staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries.

Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

The interactions and relationships between district staff and students should be based upon mutual respect, trust, and commitment to the professional boundaries between staff and students in and outside of the educational setting, and consistent with the educational mission of the district.

District staff will not intrude on a student’s physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the staff member’s duties in the district. Inappropriate boundary invasions can take various forms. Any type of sexual conduct with a student is an inappropriate boundary invasion.

Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with

students. Staff members will notify and discuss issues with their building administrator or supervisor whenever they suspect or question whether their own or another staff member’s conduct is inappropriate or constitutes a violation of this policy.

The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy, the appearance of impropriety, and the appearance of favoritism. Staff members will proactively discuss these circumstances with their building administrator or supervisor.



Medications at School

Medication Authorization forms are available at the school or can be downloaded from the district’s website. A new Medication Authorization form is required each school year.

Prescription medication must be provided in its prescription bottle with directions and non-prescription medication must be provided in the original manufacturer’s container. The form and medication must be brought to school by a parent/guardian. Under no condition should any type of medicine be sent to school with the student, in lunches or with the bus driver. If a health professional and a student’s parents request that a student be permitted to carry his or her own medication and/or be permitted to self-administer the medication, the principal may grant permission after consulting with the school nurse. The process for requesting and providing instructions shall be the same as established for oral medications.

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Non-Discrimination and Inclusive Schools (Procedure 3210)

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

Training and Professional Development

When possible, the district will conduct staff training and professional development in an effort to build the skills of all staff and students to prevent, identify, and respond to harassment and discrimination. The district will designate one person to be the primary contact regarding this policy and procedure relating to transgender or gender-expansive students. The primary contact must participate in at least one mandatory training offered by the Office of the Superintendent of Public Instruction (OSPI). When possible, the district will conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
- Strategies for preventing and intervening in incidents of harassment and discrimination, including bullying and cyber-bullying;
- District and staff responsibilities under applicable laws and District policies regarding harassment, discrimination, gender identity, gender expression issues.

Gender-Inclusive Schools

The principal or building administrator, or an appropriate, designated school employee, is

encouraged to request a meeting with a transgender or gender-expansive student upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or identity. Before contacting a student's parents, the school will consult with the student about the student's preferences regarding family involvement and honor those preferences.

The goals of the meeting are to:

- develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the district will provide according to Policy 3210 and this procedure and under state and federal law; and
- develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The school may not require the student to attend a meeting as condition of providing them with the protection to which they are entitled under Policy 3210, this procedure, and state and federal law regarding gender expression or identity.

Key Definitions/Terms

- Assigned sex at birth: The sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, etc.)
- Cisgender: A term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity and/or gender expression is also female).
- Gender Expansive: A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.
- Gender Expression: The external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.
- Gender Identity: A person's internal and deeply-felt sense of being female, male, both, non-binary, gender-expansive, or other-regardless of the gender assigned at birth.
- Transgender: A term often used to describe a person whose gender identity or expression, or both, are different from those traditionally associated with their sex assigned at birth.
- Transitioning: The process in which a person goes from living and identifying as one gender to living and identifying as another.

Communication and Use of Names and

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Pronouns

An appropriate school employee will privately ask known transgender or gender-expansive students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. However, the student's legal name should be accessible by only necessary staff members – it should not be visible to teachers or other staff who have access to the electronic records system.

When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of the proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

When communicating with transgender or gender-expansive students regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student's actual or perceived gender identity or gender expression. Before communicating with parents of transgender or gender-expansive students, it's important to ask the student how school employees should refer to the student when talking with their parents and guardians. The district will not condone the intentional or persistent refusal to respect a student's gender identity or gender expression, or inappropriate release of information regarding a student's transgender or gender-expansive status.

Official Records

The standardized high school transcript is the only official record that requires a student's legal name. School staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender-expansive status. The district will change a student's official records to reflect a change in legal name upon receipt of:

- Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or
- A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's official gender designation upon parent or student request pursuant to OSPI's process found at <https://www.k12.wa.us/sites/>

[default/files/public/cedars/pubdocs/2018-19cedarsreportingguidance.pdf](https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2018-19cedarsreportingguidance.pdf). The process should not be overly cumbersome, and the district may not require verification from a physician.

The school must use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, and directory information.

Confidential Health or Educational Information

Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99). Therefore, to ensure the safety and well being of the student, school employees should not disclose a student's transgender or gender-expansive nonconforming status to others, including the student's parents and/or other school personnel, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.

Restroom Accessibility

Students will be allowed to use the restroom that corresponds to the gender identity they assert at school. No student will be required to use a restroom that conflicts with their gender identity. Any student – regardless of gender identity – who requires greater privacy should be given access to an alternative restroom. However, schools may not require a student to use an alternative restroom because of their transgender or gender-expansive status.

Locker Room Accessibility

Use of locker rooms by transgender or gender-expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender-expansive student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities and ensuring the student's safety. The district will take an approach that conforms with OSPI's guidelines. In most cases, the District should provide the student access to the locker room that corresponds to the gender identity they assert at school. Reasonable alternatives to locker room conditions for any student who wants additional privacy include, but are not limited to:

- use of a private area (e.g., nearby restroom stall with a door; an area separated by a curtain, an office in the locker room, or a nearby health office restroom);
- a separate changing schedule (i.e. utilizing the locker room before or after the other students).

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The school will provide accommodations needed to allow the student to keep their transgender or gender expansive status private. No student will be required to use a locker room that conflicts with his, her or their gender identity.

Sports and Physical Education Classes

The District will provide all students, including transgender and gender-expansive students the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with their gender identity.

A student may seek review of his, her or their eligibility for participation in interscholastic athletics by working through the Gender Identity Participation Procedure set forth by the Washington Interscholastic Activities Association (WIAA).

Dress Codes

The district will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their school site and within the constraints of the district guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel). School dress codes will be gender-neutral and will not restrict a student's clothing choices on the basis of gender. The district will take an approach that conforms with OSPI's guidelines.

Other School Activities

In any school activity or other circumstance involving separation by gender (i.e., class discussions, field trips, and overnight trips), students will be permitted to participate in accordance with the gender identity they assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

Discrimination and Harassment Complaints

Discrimination and harassment on the basis of sex, gender identity, or gender expression are prohibited within the district. It is the responsibility of each school, the district, and all staff to ensure that all students, including transgender and gender-expansive students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the person designated as the primary contact relating to transgender or gender expansive students. The primary contact will communicate with the District's Civil Rights Compliance Coordinator.

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the

same manner as other discrimination and harassment complaints. This includes investigating the incident and taking age and developmentally-appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined below.

The district will share this policy and procedure with students, parents/guardians, employees and volunteers.

Filing a Complaint of Discrimination

Anyone may file a complaint against the district alleging that the district has violated anti-discrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration, and the board. This grievance procedure will apply to the general conditions of the Nondiscrimination policy (Policy 3210) and more particularly to policies dealing with Guidance and Counseling (Policy 2140), Co-Curricular Program (Policy 2150), Service Animals in Schools (Policy 2030), and Course Design, Selection, and Adoption of Instructional Materials (Policy 2020). As used in this procedure:

1. "Grievance" means a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws.
2. "Complaint" means a written charge alleging specific acts, conditions, or circumstances, which are in violation of the anti-discrimination laws. 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 any District, school or to the District Compliance Officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the Compliance Officer.
3. "Respondent" means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The district is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this

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policy and procedure and from retaliating against an individual for filing such a grievance.

Informal Process for Resolution

Anyone with an allegation of discrimination may request an informal meeting with the Compliance Officer or designated employee to resolve their concerns. Such a meeting will be at the option of the complainant. If unable to resolve the issue at this meeting, the complainant may submit a written complaint to the Compliance Officer. During the course of the informal process, the District must notify complainant of their right to file a formal complaint.

Formal Process for Resolution

Level One – Complaint to District

The complainant must set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of the complaint, the Compliance Officer will provide the complainant a copy of this procedure. The Compliance Officer will investigate the allegations set forth within thirty (30) calendar days. The district and complainant may agree to resolve the complaint in lieu of an investigation. The officer will provide the Superintendent with a full written report of the complaint and the results of the investigation.

The Superintendent or designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than thirty (30) calendar days following receipt of the written 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 decision of the Superintendent or designee will include 1) a summary of the results of the investigation; 2) whether the District has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the District deems necessary to correct it; and 4) notice of the complainant's right to appeal to the School Board, and the necessary filing information. 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.

Any corrective measures deemed necessary will be instituted as expeditiously as possible, but in no event later than thirty (30) calendar days following the

Superintendent's or designee's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

Level Two – Appeal to the District Board of Directors

If a complainant disagrees with the Superintendent's or designee's written decision, the complainant may appeal the decision to the district's board by filing a written notice of appeal with the secretary of the board 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. 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 of the board will be provided in a language 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.

Level Three – Appeal to the Superintendent of Public Instruction

If a complainant disagrees with the decision of the board, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.

1. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20th) calendar day following the date upon which the complainant received written notice of the board's 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.
2. A complaint must be in writing and include: 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

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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.

3. 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

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.

Mediation

At any time during the discrimination 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 discrimination 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.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. Parents or eligible students who wish to ask the school to amend a record they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA should write the school principal, clearly identify the part of the

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record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on a special committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about school.

OEO listens, shares information and referrals, and works informally with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit our website: <https://www.oeo.wa.gov/en>; email oeoinfo@gov.wa.gov, or call: 1-866-297-2597

Our district protect students from Harassment, Intimidation, and Bullying (HIB)

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

What is HIB?

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

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

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

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How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([link to form](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer Kerri Helgeson that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed

- Clear information about how you can appeal the decision

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

For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:

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

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

Our district stands against discrimination

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

What is discriminatory harassment?

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

To review the district's Nondiscrimination [Policy 3210](#) and [Procedure 3210P](#), visit <https://www.asd.wednet>.

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[edu/for_families/for_parents/nondiscrimination_and_inclusive_schools.](#)

What is sexual harassment?

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

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment [Policy 3205](#) and [Procedure 3205P](#), visit https://www.asd.wednet.edu/for_families/for_parents/harassment_intimidation_or_bullying_h_i_b_.

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

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

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator:
Mr. Eric DeJong

Executive Director, Human Resources
315 N French Ave.
Arlington, WA 98223
360.618.6212
eric.dejong@asd16.org

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator:
Mr. Eric DeJong
Executive Director, Human Resources
315 N French Ave.
Arlington, WA 98223
360.618.6212
eric.dejong@asd16.org

Concerns about disability discrimination:

Section 504 Coordinator:
Mr. Dave McKellar
Director of Special Education
315 N French Ave.
Arlington, WA 98223
360.618.6209
dave.mckellar@asd16.org

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator:
Ms. Kerri Helgeson
Director of Equity and Student Well-Being
315 N French Ave.
Arlington, WA 98223
360.618.6228
kerri.helgeson@asd16.org

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

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.

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The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

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

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

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

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about

harassment, intimidation, and bullying)

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

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

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

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

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

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

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

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

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our district 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, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity

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- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools [Policy 3210](#) and [Procedure 3210P](#), visit https://www.asd.wednet.edu/for_families/for_parents/nondiscrimination_and_inclusive_schools. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Kerri Helgeson, Director of Equity and Student Well-Being, kerri.helgeson@asd16.org, 360-618-6228, 315 N French Ave, Arlington, WA 98223.

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

Parent/Student/Teacher Conferences

Conferences are held throughout the year. These conferences are intended to give parents an opportunity to meet with the teacher and set academic goals. Parents are invited to contact the teacher to arrange a conference at any time regarding their child's progress.

Payment Policy

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

For assistance regarding check payment recovery, you may contact PAYTEK at (866) 399-4101. In addition, providing a non-sufficient funds check will result in you being barred from writing checks to the school or

district for the remainder of the school year.

Photographs

Occasionally, school or district staff take photographs of students for use in district or school-produced materials (for example: annual yearbooks, newsletters, school or district website, videos, or presentations, to name a few) or for use in the news media. If you do not wish to have your child's photograph released, you must notify the school in writing. You can complete the Use of Student Information Form at the back of this family handbook and give it to the office staff at your child's school. Parents objecting to the release of their child's photograph should submit the form as soon as possible after the school year has begun.

PPRA Notice

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the district to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationship, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parent(s); or
- Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings. The district will provide parent(s), within a reasonable period of time prior to

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the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under state law.)

Prohibition of Harassment, Intimidation and Bullying (Policy 3207)

Arlington Public Schools is committed to a safe and civil educational environment that is free from the harassment, intimidation, or bullying of any student. As defined in Chapter 28A.600 RCW (Students), “Harassment, intimidation, or bullying” means any intentional electronic, written, verbal or physical act, including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and RCW 28A.642.010, or other distinguishing characteristics, when the act:

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

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

“Other distinguishing characteristics” can include, but are not limited to, physical appearance, clothing or other apparel, socio-economic 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).

This policy and accompanying procedure do not govern harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

Behaviors/Expressions

This policy recognizes that harassment, intimidation, and bullying are separate but related behaviors towards a student. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however, this differentiation should not be

considered part of the legal definition of these behaviors.

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

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 toward students. 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,

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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, being identified as a targeted student, or participating in an investigation.

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

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 will develop procedures addressing the elements of this policy.

Release of Information Post-Secondary (College and Military) Organizations

The federal Elementary and Secondary Education Act requires high schools to provide military recruiters with a list of its 11th and 12th grade students. If you do not wish to have such information released, you must notify the school in writing. You can complete the Use of Student Information Form at the back of this family handbook and give it to the office staff at your child's school. Parents objecting to the release of their child's name should submit the form as soon as possible after the school year has begun.

Releasing Students

Students will not be released from school grounds, any school building or school function during school hours except by an authorized person, according to district procedures. Before a student is released or excused, the person seeking to remove the student must present proof/evidence of authority to do so according to the principal's satisfaction. Exceptions will be made when protective custody is dictated by appropriate legal authorities and in specific legal circumstances, according to Washington state law RCW 28A.605.010.

Releasing Student Information

Most information about our students is confidential and cannot be made public without consent of parents/guardians. However, the federal Family Educational Rights and Privacy Act (FERPA) permits a school district to release "directory information" about a student unless a parent/guardian chooses not to have it released. Requests for this type of information often come from the news media for news stories, sports articles, academic achievements, awards and special programs. There are also times when schools or the district may want to recognize students in newsletters and other district publications.

The district defines directory information as the student's name, photograph, address, telephone number, email address, date and place of birth, dates of attendance, grade in school, graduation year, participation in officially recognized activities and sports, weight and height of members of athletic team members, diplomas and awards received, and the most recent school attended by the student. You have the right to withhold this information. If you do not wish to have such information released, you must notify the school in writing by completing the Use of Student Information Form and giving it to the office staff at your child's school.

Sexual Harassment (Policy 5011)

This district is committed to maintaining a positive and productive working environment that is free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational,

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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 student to adult, adult to adult, or can be carried out by a group of students or adults. The district prohibits sexual harassment of district employees by students, employees, or third parties involved in district activities.

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

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s employment 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 a work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A “hostile environment” for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the District will promptly investigate to determine what occurred and will 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 every time a report, complaint, and grievance 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 staff or other third parties involved in district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

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

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

Staff Responsibilities

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

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the District’s Title IX or Civil Rights Compliance Officer. All staff are also responsible for directing complainants to the formal complaint process.

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A formal complaint filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Officer. Reports of disability discrimination or harassment will be referred to the District's Section 504 Compliance Officer.

Notice and Training

The Superintendent will develop procedures to provide information and education to district staff, 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 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, parents, volunteers and visitors. Information about the policy and procedure will be easily understood and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook. Such notices will identify the district's Title IX/Civil Rights Compliance Officer and provide contact information, including the Compliance Officer's email address.

Policy Review

Annually, the Superintendent or designee will review this policy for regulatory changes. As needed, 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 the procedure if recommended by the committee.

Skyward Family Access

Family Access is a part of Skyward that allows family members to access student information over the

Internet. One of the great things about Family Access is that it is available from your home, office or anywhere you have access to the Internet. Secure user names and passwords are issued to parents/guardians and to middle and high school students for access to Family Access.

Family Access is configured so that parents/guardians and students have access to student information, such as lunch account balances, attendance, schedules, current grades and report cards and can annually update student information.

Social Media

Social media technology has had an impact on our world and lives. People that we might otherwise not hear from are now a click away and our lives have the potential of being an "open book." Our thoughts, ideas, photos and happenings can be posted continuously and instantly. All of these things have social and educational implications.

One area of concern is posting photos as they relate to student confidentiality and safety. Here are some guidelines for you to consider when using Facebook, Instagram, etc.:

- Many parents do not want their child's photo online. Written permission from the child's parent/guardian must be received prior to posting any pictures from school/classroom events. This is for your own protection as well as the protection of the student(s).
- Do not tag or list students' last names on posted photos.
- Any photo taken by a company is copyrighted and should not be posted (e.g., class and individual student pictures).
- Pictures should not be taken at school for the purpose of posting online. Prior permission from the school office must be obtained anytime you take pictures on campus. Office staff must also screen pictures taken for yearbooks and annuals, since parents can opt out of having their student's picture included.
- Student photos are not to be used to promote a

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business of any kind.

Our school district recommends that staff members do not “friend” our families or students. This is to make sure to keep professional boundaries. We appreciate your willingness to adhere to these guidelines. As a school district, we are responsible for the safety of our students while they are on school grounds.

Section 504

Students who are disabled under the definition of Section 504 of the Rehabilitation Act of 1973 are eligible for accommodations/services that allow the student to participate in and benefit from the educational program. Please contact your building principal if you believe your child may be eligible.

Special Education Child Find

Arlington Public Schools provides for a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons, ages 0-21 which includes preschool, who have disabilities in the following areas: autism, deaf-blindness, developmental delay, deafness, hearing impairment, intellectual disabilities, multiple disabilities, orthopedic impairment, other health impairment, emotional disability, specific learning disability, speech or language impairment, traumatic brain injury and visual impairment.

Parents/guardians of children who may have any of these conditions and live within the Arlington Public Schools’ boundaries are encouraged to contact their school counselor or psychologist.

Student Discipline (Policy 3241)

Introduction/Philosophy/Purpose

The Board of the Arlington Public Schools focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the School District in response to behavioral violations including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a

manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

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

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- 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

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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 consistent with Board Policy 3112 Social Emotional Climate.

Development and Review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations and other forms of discipline the District considered or attempted 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 develop and/or review building discipline

standards and review the fidelity of implementation of those standards. At each District school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings;
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias;
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved;
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the Superintendent or designee.

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

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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.

The District will support each school to:

- set at least one goal annually for improving equitable student outcomes;
- create an actions plan or plans;
- provide access to professional development in, and allocate resources to, restorative justice, class meeting circles, and problem-solving circles;
- evaluate previous goals and action plans; and

- revise goals and action plans, based on evaluations. Schools will share identified goals and action plans with all staff, students, parents, families, and the community and report results.

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. At the building level, schools will annually provide the current building discipline standards to all school 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. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.

Application

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

Student Discipline (Procedure 3241)

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 all applicable federal and state laws.

Definitions

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

- "Behavioral violation" means a student's behavior that violates the District's discipline policy.
- "Best practices and strategies" refers to other

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forms of discipline the District identified that school personnel should administer to support students in meeting behavioral expectations.

- “Classroom exclusion” means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include actions that result in missed instruction for a brief duration when:
 - a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - the student remains under the supervision of the teacher or other school personnel during such brief duration.
- “Culturally responsive” has the same meaning as “cultural competency” in RCW 28A.410.270, which states “cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.
- “Discipline” means any action taken by a school district in response to behavioral violations.
- “Disruption of the educational process” means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- “Emergency 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.
- “Other forms of discipline” means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- “Parent” has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- “School Board” means the governing Board of Directors of the local school district.
- “School business day” means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the Office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.
- “School day” means any day or partial day that students are in attendance at school for instructional purposes.
- “Suspension” means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency 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

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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 parent 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 parent(s) understand. These discipline related communications include notices, hearings, conferences, meeting, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. 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.

Supporting Students with Best Practices and Strategies

The District will implement culturally responsive discipline that provides every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>.

[es-strategies/behavior-menu-best-practices-strategies](https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies).

Each District school will take into consideration the skills of school personnel and needs of students when identifying a continuum of best practices and strategies school personnel should use to support students in meeting behavioral expectations.

The District will ensure schools 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.

Each school within the District will implement best practices and strategies consistent with this procedure. In accordance with [WAC 392-400-110\(1\)\(e\)](#), the District has identified the following continuum of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations.

School-based and District-based identified best practices and strategies will be administered across severity levels of behavioral violations at the classroom level and administrative level through MTSS practices, such as behavior support and monitoring practices, restorative justice practices, social skills instruction, de-escalation, and trauma-informed approaches or other best practices and strategies.

All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. At least annually, school personnel at each District school will review the identified best practices and strategies as well as building discipline standards. The District will provide training for newly hired school personnel on implementation of the identified best practices and strategies.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, school personnel must first attempt one or more best practices and strategies to support students in meeting

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behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension. Before considering imposing a long-term suspension or expulsion, school personnel must first consider one or more best practices and strategies.

When administering best practices and strategies in response to behavioral violations, school personnel will follow this policy and procedure as well as building discipline standards.

Behavioral Violations

Having sought the participation of school personnel, students, parents, families, and the community, the District has developed definitions for behavioral violations, which clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered.

WAC 392-400-110 requires development and review of definitions for behavioral violations with the participation of school personnel, students, parents, families, and the community.

The District will continue to further develop and/or revise the definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In addition to these District definitions, school principals will confer with certificated building employees at least annually to develop and/or review building discipline standards as stated in the Board Policy. This development of building standards will also address differences in perception of subjective behaviors and reduce the effect of implicit or unconscious bias.

Staff Authority and Exclusionary Discipline

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus. Staff 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 building administrators, to impose long-term suspension to building and District administrators, to impose expulsion to building and District administrators, and to impose emergency removal to building and District administrators.

Exclusions from Transportation or Extra-Curricular Activities and Detention

The Superintendent authorizes District and building administrators to administer other forms of discipline that exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the District will provide transportation according to 3115 Students Experiencing Homelessness – Enrollment Rights and Services.

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.

The District will not administer other forms of discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements. The District will not exclude a student from transportation services without providing access to alternative transportation the student needs to participate fully in regular educational services or educational services provided during suspension or expulsion.

Students and parents may challenge the administration

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of other forms of discipline, including exclusions from transportation or extra-curricular activities and detentions using the district's grievance procedures.

Classroom Exclusions

After attempting at least one other form of discipline, as set forth in this procedure, teachers have statutory authority to exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision in accordance with this policy and procedure and building discipline standards. Additionally, the District authorizes building administrators to administer classroom exclusion with the same authority and limits of authority as classroom teachers. As stated in Policy 3241, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavioral violations that disrupt the educational process to reduce the effect of implicit or unconscious bias.

Except for emergency circumstances, the teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations before considering using classroom exclusion. Classroom exclusion may be administered for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency removal and must include the required notification and due process outlined in the procedures below.

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

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the

behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. 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. As noted above, the District must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

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

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

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

Grievance Procedures for Classroom Exclusion and Other Forms of Discipline

Any parent/guardian or student who is aggrieved by the administration of classroom exclusion and/or other forms of discipline including discipline that excludes a student from transportation or extra-curricular activities and detention has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the District will notify that employee of the grievance as soon as reasonably possible.

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

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related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action.

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 not administer any discipline including suspension and expulsion in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The District will provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering 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. The District will not administer any discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the District may deny a student admission to, or entry upon, real and personal property that the District owns, leases, rents, or controls. The District must provide an opportunity for students to receive educational services during a suspension or expulsion 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:

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

In-School Suspension and Short-Term Suspension - Conditions and Limitations

The Superintendent designates building administrators with the authority to administer in-school and short-term suspension. Before considering administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations. Before administering in-school or short-term suspension, the District will consider the student's

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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 will not administer in-school or short-term suspension in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

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.

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

When administering an in-school suspension, school personnel 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 or 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 other general conditions and limitations listed above.

Unless otherwise required by law, the District is not required to impose long-term suspension or expulsion and may 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;
 - 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;
 - 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 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to register as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - any weapons violation of chapter 9A.41 RCW,

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including having a dangerous weapon at school in violation of RCW 9A.12.280; or

- unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW.
- 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
- 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.

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

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

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share 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;
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:

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

An emergency removal may not exceed ten 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:

1. Apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and
2. 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

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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,

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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.

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

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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:

1. The findings of fact;
2. 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;
3. 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
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.

Reconsideration of Appeal

The student or parents may request the School Board review and reconsider the District's appeal decision for long-term suspensions or expulsions and emergency 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.

1. In reviewing the District's decision, the School Board must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.

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2. The School Board may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
3. The decision of the School Board will be made only by Board members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision.

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

1. Whether the School Board 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 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 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.
3. 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 392-400-455 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

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

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

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

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

1. Whether the School Board affirms, reverses, or

modifies the decision to extend the student's expulsion; and

2. The date when the extended expulsion will end.

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

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

Educational Services

The District will offer educational services to enable a student who is suspended, 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.

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

As soon as reasonably possible after administering a suspension or expulsion, the District will provide written notice to the student and parents about the

Policies and Procedures

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 his or her parent(s)/guardian(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

Policies and Procedures

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 staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe District actions planned to support 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). The District will provide any

behavior agreement in a language and form the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

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.

Student Insurance

Arlington Public Schools does not provide student insurance coverage for injuries arising from accidents during school, in athletic competition, in work-based learning or during school-sponsored activities, such as ASB activities or field trips. Parents and guardians are responsible for the payment of medical treatment or hospitalization for student injuries incurred during school and outside activities.

At the beginning of the school year, the district provides parents with information on voluntary insurance programs offered by student accident insurance providers. Student accident insurance brochures are available at your child's school. For students who are

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not covered by a family health or accident insurance plan, parents/guardians should consider purchasing student accident insurance available through the district.

Suicide Prevention, and Students in Emotional or Behavioral Distress (Policy 2145)

The Arlington Public Schools Board of Directors recognizes that suicide is a leading cause of death among youth, and that suicidal indicators such as substance abuse and violence are complex issues that should be taken seriously. While District staff may recognize potentially suicidal youth and can make an initial risk assessment, the District cannot provide in-depth mental health counseling. Instead, the Board directs District staff to refer students who exhibit suicidal behaviors to an appropriate service for further assessment and counseling.

District staff who have knowledge of a suicide threat must take the proper steps to support the student and to report this information to the building principal or designee who will, in turn, notify the appropriate school officials, the student's family, and appropriate resource services.

The Board also recognizes the need for youth suicide prevention procedures. The District will adopt and, at the beginning of each school year, provide to all District staff, including substitute and regular bus drivers, a plan for recognizing, screening, referring, and responding to students in emotional or behavioral distress. At a minimum, the plan will:

- Identify training opportunities for staff on recognizing, screening and referral of students in emotional or behavioral distress, including those who exhibit indicators of substance or sexual abuse, violence, or suicide;
- Describe how to utilize the expertise of District staff trained in recognition, screening and referral;
- Provide guidelines, based on staff expertise, for responding to suspicions, concerns or warning signs of emotional or behavioral distress;
- Address development of partnerships with community organizations and agencies for referral of students to support services, to include development of at least one memorandum of

understanding between the District and one such entity;

- Contain procedures for communication with parents and guardians, including notification requirements in accordance with RCW 28A.320.160;
- Describe how staff should respond to a crisis situation where a student is in imminent danger to himself or herself or others;
- Describe how the District will provide support to students and staff after an incident of violence or student suicide or allegations of sexual abuse of a student;
- Describe how staff should respond when allegations of sexual contact or abuse are made against a staff member, volunteer, parent, guardian or family member of the student, including how staff should interact with parents, law enforcement, and child protective services;
- Describe how the District will provide certificated and classified staff training on the obligation to report physical abuse or sexual misconduct required under RCW 28A.400.317.

The Superintendent or designee will develop and implement the plan and a staff training schedule to achieve the Board's goals and objectives.

Suicide Prevention, and Students in Emotional or Behavioral Distress (Procedure 2145)

I. Prevention

Suicide prevention strategies may include, but are not to be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and each other, and is characterized by caring staff and harmonious inter-relationships among students.

A. Student Health Education Program

The district's comprehensive health education program will promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills and self-esteem. Developmentally appropriate suicide prevention instruction will be incorporated into the health education curriculum and designed to help students:

- Identify and analyze signs of depression and

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self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy and anxiety can lead to thoughts of suicide;

- Identify alternatives to suicide and develop coping and resiliency skills;
- Learn to listen, share feelings and get help when communicating with friends who show signs of suicidal intent; and
- Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse and/or suicide prevention services.

B. Student Responsibility

The district will encourage students to notify a teacher, principal, counselor or other adult when they are experiencing depression or thoughts of suicide or when they suspect or have knowledge of another student's despair or suicidal intentions.

Where appropriate, the district will use students to help educate their peers to identify the warning signs of suicidal behavior and to get a suicidal student adult help.

C. Staff Training

The district's suicide prevention training will help staff identify and respond to students at risk of suicide. The training shall periodically be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health or public health agencies and may include information on:

- Identifying risk factors such as previous suicide attempts, history of depression or mental illness, substance use problems, bullying and harassment, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability and other factors;
- Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality or behavior;
- School and community resources/services; and
- District procedures for intervening when a student attempts, threatens, discloses the desire to commit suicide or displays other indicators.

D. Principal/Designee Prevention Planning

School administrative teams will designate specific individuals to be promptly contacted regarding a suicide threat including the school counselor, psychologist, nurse, superintendent, the student's parent/guardian and, as necessary, local law enforcement or mental health agencies. The principal or counselor will develop a re-entry plan, including a student/staff support plan for use after a suicide attempt.

II. Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions he/she shall take proper steps to support the student, promptly notify the principal or school counselor and request that appropriate school staff conduct an initial risk interview.

The principal or counselor shall then notify the student's parents/guardians as soon as possible, unless notification of the parents will jeopardize the student's safety. The district may also refer the student to mental health resources in the community.

Additionally, the principal or designee shall ensure the student's physical safety by one of the following as appropriate:

- Secure immediate medical treatment if a suicide attempt has occurred;
- Secure emergency assistance if a suicidal act is being actively threatened;
- Keep the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
- Document the incident and disposition in writing as soon as feasible;
- Follow up with the parent/guardian and student, in a timely manner, to provide referrals to appropriate services as needed;
- Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident; or
- Provide an opportunity for all who respond to the

Policies and Procedures

incident to debrief, evaluate the effectiveness of the strategies used and make recommendations for future actions.

A. Parent Responsibility

If a student is determined to be at risk, the principal or designee shall contact the parent/guardian and:

- Ask the parent/guardian whether he or she is aware of the student's mental state;
- Ask the parent/guardian how he/she will obtain mental counseling or appropriate support for the student;
- Provide names of community counseling resources, if appropriate, and offer to facilitate the referral;
- Determine the parent's/guardian's intent to seek appropriate services for the student; and
- Discuss the student's re-entry into school.

B. Post-Event

In the event that a suicide occurs or is attempted, the principal or designee shall follow the crisis intervention procedures contained in the school safety plan.

After consultation with the superintendent or designee and the student's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians and staff with information, counseling and/or referrals to community agencies as needed.

School administrators may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students and staff. Following a suicide, the district will also assess the impact within all schools and the local community and provide appropriate information and support.

III. Communications

The district's suicide prevention policy and procedure and the crisis intervention plan will be available for all staff, students and community through the District Family Handbook and in school and district offices.

All requests for specific information regarding an incident will be directed to the building principal or

designee.

IV. Resources

The district will utilize school counselors, the crisis telephone hotline, physician/health care providers, mental health specialists, coaches and youth leaders, parents and clergy as resources for prevention and intervention. Community resources include:

A. Prevention Resources:

- Washington Youth Suicide Prevention Program, www.yspp.org, (206) 297-5922;
- Washington State Department of Health, www.doh.wa.gov/preventsuicide; (360) 236-2800;
- Prevention Center of Northwest Educational Service District 189, (360) 299-4010 ; and
- 211 System – This is an information referral service and it assists with providing resources in your community.

B. Crisis Response Resources:

- Emergency Response: 911
- Local Crisis Hotline: Care Crisis (425) 258-4357 or 1 (800) 584-3578
- National LifeLine: 1 (800) 273 and Talk (8255)
- Mental Health: North Sound Mental Health Agency 1 (888) 693-7200.

Technology/Internet Access

The board recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board believes that students need to be proficient users of information, media, and technology to succeed in a digital world. Parents and students should read and fully understand the expectations provided by the school. If you do not want your child to access the Internet at school, please complete the opt out portion of the Network Use Expectations form and turn it in to your school office. This must be done at the beginning of each school year. If no documentation is on file, it will be assumed that permission for Internet usage has been granted.

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Title I

Title I is a federally funded program designed to help children who are achieving below grade level in reading and math. Trained teachers, instructional assistants and materials are provided by Title I funds to qualifying schools. Based on their scores, children receive instruction to accelerate their learning. Families at Title I schools are invited to participate in the planning and evaluation of the program. Schools that receive Title I funds are Eagle Creek, Kent Prairie and Presidents. Teachers assigned to Title I, Part A targeted assistance programs and all teachers assigned to a Title I, Part A schoolwide building must meet applicable state certification and licensure requirements.

Paraeducators in schools that operate a Title I, Part A schoolwide or targeted assistance programs must continue to meet certain federal standards.

If you would like to be involved in Title I policy development and program coordination, please contact Karl Olson, Director of Categorical Programs, at 360-618-6210.

For citizens' complaints regarding federal programs, please following Arlington School District Policy 4220. If concerns continue, see information at <https://www.k12.wa.us/TitleI/Citizencomplaint.aspx>.

Tobacco, Vaping, Alcohol, and Drug-Free Schools

Under the Drug-Free Schools and Communities Act, all Arlington Public Schools must be totally free of unlawful drugs (including marijuana except as permitted by new law effective July 28, 2019) and alcohol. No one is allowed to possess, use or distribute such drugs (including marijuana) or alcohol while at school or while taking part in school activities. In addition, State Law and Board Policy prohibit the use of tobacco products and vaping by anyone on public school property. Disciplinary actions will be taken for drug, alcohol and tobacco violations. The law allows for discipline that may include prosecution for illegal acts, as well as suspension or expulsion for students.

The district fully supports the Drug-Free School and Communities Act. It is expected that all students and employees will follow the regulations and policies prohibiting possession, use or distribution of drugs, alcohol and tobacco on school property or as part of any

school activity. Services are available within this area for students who are involved with drugs or abusing alcohol. Resources can be found by contacting school staff or your family doctor.

Use of Technology

The board supports the use of technology to communicate for educational purposes. However, when the communication is unrelated to school work or other legitimate school business, district staff are prohibited at all times from communicating with students by phone, e-mail, text, instant messenger, or other forms of electronic or written communication. District staff members are prohibited from engaging in any conduct on social networking websites that violates the law, District policies or procedures, or other generally recognized professional standards. This prohibition includes prohibiting staff from "friending" and/or "following" students on social media.

Staff whose conduct violates this policy may face discipline and/or termination consistent with the District's policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

The Superintendent/designee will develop protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

Visiting Our Schools

Families and community members are encouraged to visit our schools. We require all visitors to check in at school offices, wear a visitor's badge and follow school procedures.

Arlington Public Schools uses SafeVisitor to screen visitors. Visitors will be asked to show a state issued identification like a drivers license, or be asked to answer a few questions about their name. Visitor names will be checked against the national sex offender registry. Approved visitors will receive a self expiring name badge that cannot be reused.

Volunteering

Arlington Public Schools recognizes that involvement of parents and community members in each student's education contributes to a positive and successful school experience. Parent involvement continues to have a strong effect on academic performance, even

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throughout high school. Besides helping the school, volunteers are teaching the next generation the joy and obligation of giving some of one's precious time to worthwhile causes!

For the safety of our students, volunteer applicants must undergo a Washington State Patrol background check before they can begin their service.

Arlington Public Schools uses SafeVisitor to accept volunteer applications. To volunteer in our district, com-



plete the following online application: <https://secure.safevisitorsolutions.com/Safe/Volunteer/Arlington/volunteer>

If your application is approved, you will then receive a notification email. If you don't receive an approval immediately, your application has been flagged for a review by district staff, who may contact you for additional information. Please do not complete another application. Volunteer applications are valid for one year from the approval date. *If you do not have valid photo identification, or if you have limited access to email and the Internet, please check with office staff at the building at which you wish to volunteer.



USE OF STUDENT INFORMATION

Student's Full Name (*please print clearly*)

Most information about our students is confidential and cannot be made public without having consent of parents/guardians. However, the Federal Family Educational Rights and Privacy Act (FERPA) permits a school district to release "directory information" about a student unless a parent/guardian files this written objection form with the school office.

Arlington Public Schools identifies as directory information the student's name, photograph, address, telephone number, email address, date and place of birth, dates of attendance, grade in school, graduation year, participation in officially recognized activities and sports, weight/height of members of athletics teams, diplomas and awards received, and the most recent school attended by the student. Student work may also be published or released unless the parent or guardian has objected below. Directory information is not released for commercial purposes.

If you **DO NOT** want your child's directory information and/or student work to be published or released, please complete the form below and return it to your child's school.

MILITARY

☐ Do not release

↓ HIGH SCHOOL STUDENTS ONLY ↓

Military

Examples include, but are not limited to:

- > Army
- > Air Force
- > Navy
- > Coast Guard

HIGHER EDUCATION

☐ Do not release

Higher Education

Examples include, but are not limited to:

- > Colleges
- > Technical Schools
- > Trade Schools

PUBLIC

☐ Do not release

Broad Public Audience Beyond School Families

Examples include, but are not limited to:

- > Newspapers & Other Media
- > Publications to General Public
- > Other Agencies' Websites or Publications
- > Child's Former Teachers

DISTRICT

☐ Do not release

Internal Use Only

Examples include, but are not limited to:

- > Signs/Posters in District Bldgs
- > Videos Used in School/District

LOCAL

☐ Do not release*

*This WILL restrict your student from being included in the annual yearbook.

School Families are the primary audience, but accessible by general public.

Examples include, but are not limited to:

- > Yearbooks
- > Rosters
- > Programs
- > Newsletters to School Families
- > District Website
- > Family Handbook
- > For release to District/School-selected vendors and event planners like photographers, trip organizers, alumni assoc.

These instructions will remain in effect until revised by a parent/guardian, however, it is recommended, if you have objections to the release of your child's directory information and/or student work, that you complete a new form each school year as definitions, categories, or laws may have changed.

I HEREBY REQUEST THAT MY CHILD'S DIRECTORY INFORMATION AND STUDENT WORK **NOT BE PUBLISHED OR RELEASED** FOR THE CATEGORIES I HAVE MARKED ABOVE.

Parent/Guardian
Signature

Date

See something? Say something!

Report it on the SafeSchools Tipline!

EASY WAYS TO REPORT



Visit the website

asd.wa.safeschoolsalert.com



Email your Tip to

1348@alert1.us



Call to report your tip

844.241.1346



Text your Tip to

844.241.1346

REPORT ON:

- Bullying
- Intimidation
- Harassment
- Weapons
- Drugs
- Threats



2024–25 Child Nutrition Eligibility & Education Benefit Application
ARLINGTON SCHOOL DISTRICT

Apply online: SKYWARD FAMILY ACCESS/FOOD SERVICE/APPLICATIONS

This application may qualify you for: meal benefits, Summer EBT benefits (if enrolled in a NSLP/SBP school), reduced fees for other programs and activities, and/or help secure funding for your school district. If your child(ren) are enrolled in a Community Eligibility Provision (CEP) or Provision 2 school, completing this application will not impact your eligibility to receive meals at no cost.

Complete, sign, and return this application to: SCHOOL OFFICE OR CHILD NUTRITION (135 SOUTH FRENCH AVENUE, ARLINGTON, WA 98223)

Check here if you received meal benefits last year: ☐

1. List all students living with you that are attending school. If the student is in foster care, experiencing homelessness, or receiving migrant education services, indicate this by placing an "x" in the appropriate box. Include any personal income received by the student and make an "x" in the correct box for how often it is received. ☐ Homeless ☐ Migrant

Student's Last Name	Student's First Name	MI	Foster	Date of Birth	School	Grade	Student Income	Weekly	Bi-weekly	2 X Month	Monthly
			<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If any Household Members (including yourself) currently participate in one or more of the following assistance programs, please write in a case number. If no, go to Step 3.

☐ Basic Food ☐ TANF ☐ Food Distribution Program on Indian Reservations (FDPIR) Case Number: _____

3. List the names of all other household members - Enter income (in whole dollars) and CHECK how often it is received. If a household member does not receive income, write 0. If you enter 0 or leave the income sections blank, you are promising there is no income to report.

Names of ALL other household members (do not include students listed above)	Foster	Earnings from work (before any deductions)	Weekly	Bi-weekly	2 X Month	Monthly	Public Assistance/ Child Support/ Alimony	Weekly	Bi-weekly	2 X Month	Monthly	Pensions/ Retirement/ Social Security (SSI)	Weekly	Bi-weekly	2 X Month	Monthly	Any Other Income Not Already Listed	Weekly	Bi-weekly	2 X Month	Monthly
	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Total Household Members (include all people living in your household): ☐ Last Four Digits of Social Security Number (SSN) of ☐ Check if no SSN: ☐
(total listed must equal number of household members listed above)
Primary Wage Earner or Other Household Member (Optional if only applying for Summer EBT)

5. Contact Information & Signature – Complete, sign, and return this application to:

I certify (promise) that all information on this application is true, that all income is reported, and that my household does not receive Summer EBT benefits through a different State or Indian Tribal Organization (if applicable). I understand that this information is given in connection with the receipt of federal or state benefits and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose these benefits, and I may be prosecuted under applicable State and Federal laws.

Printed Name of Adult Household Member

Adult Household Member Signature

E-mail Address

Mailing Address

City, State & Zip Code

Daytime Phone

Date

6. Children's Racial and Ethnic Identities (Optional) – We are required to ask for information about your child(ren)'s race and ethnicity. This information is important and helps make sure we are fully serving our community. Responding to this section is optional and does not affect your child(ren)'s eligibility for free & reduced-price meals.

Mark one or more racial identities:

- ☐ American Indian or Alaska Native
☐ Black, or African American
☐ White

Mark one ethnic identity:

- ☐ Asian
☐ Hispanic or Latino
☐ Native Hawaiian or Other Pacific Islander
☐ Not Hispanic or Latino

Child Nutrition Eligibility: The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced-price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (Basic Food), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced-price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Arlington School District's Non-Discrimination Statement

Arlington Public Schools provides equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The District will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with hearing, vision, or speech disabilities. The following employees have been designated to handle questions and complaints of alleged discrimination: (1) TITLE IX OFFICER AND COMPLIANCE COORDINATOR: Mr. Eric DeJong, Executive Director, Human Resources, 315 N French Ave., Arlington, WA 98223, 360.618.6212 edejong@asd.wednet.edu (2) SECTION 504 COORDINATOR, Mr. Dave McKellar, Director of Special Education, 315 N French Ave, Arlington, WA 98223, 360.618.6209, dmckellar@asd.wednet.edu

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

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

TITLE IX/SEX EQUITY OFFICER AND CIVIL RIGHTS COMPLIANCE COORDINATOR

Mr. Eric DeJong, Executive Director, Human Resources, 315 N French Ave., Arlington, WA 98223, 360.618.6212, edejong@asd.wednet.edu

HARASSMENT, INTIMIDATION AND BULLYING (HIB) COMPLIANCE OFFICER

Ms. Kerri Helgeson, Director of Equity and Student Well-Being, 315 N French Ave., Arlington, WA 98223, 360.618.6228, khelgeson@asd.wednet.edu

SECTION 504/ADA COORDINATOR

Mr. Dave McKellar, Director of Special Education, 315 N French Ave., Arlington, WA 98223, 360.618.6209, dmckellar@asd.wednet.edu