

Haller Middle School Handbook

2024 - 2025



A Bridge to Success for Every Student

600 E. First Street
Arlington, WA 98223
(360) 618-6400 Main Office
(360) 618-6401 Attendance Line

Principal: Mrs. Brooke Howell
Asst. Principal: Mr. Joseph Green

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In order to be successful at Haller Middle School and to make the most of your time spent here you need to be prepared for learning. Being prepared involves:

- 1. Coming to school and class on time.*
- 2. Coming prepared with all necessary materials, ready to listen and participate in class.*
- 3. Completing and handing in all class and homework assignments on time.*
- 4. Arranging for extra help from your teacher if you are having difficulty.*

GENERAL INFORMATION

District Non-Discrimination Notice

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

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

TITLE IX OFFICER AND COMPLIANCE COORDINATOR: Mr. Eric DeJong, Executive Director, Human Resources. 315 N French Ave. Arlington, WA 98223 ~ 360.618.6212 ~ edejong@asd.wednet.edu

SECTION 504 COORDINATOR: Mr. Dave McKellar, Director of Special Education. 315 N French Ave. Arlington, WA 98223 ~ 360.618.6209 ~ dmckellar@asd.wednet.edu

Entering Arlington Public School Buildings

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

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

SafeVisitor Visitor Management System

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

ACTIVITIES & LEADERSHIP & CLUBS

A president, vice president, parliamentarian, secretary, and treasurer work with representative senators to lead the monthly ASB meetings. Community service projects, clubs, parties, assemblies, and other special projects are all run by the ASB.

There are various clubs and organizations in which students can become involved at Haller Middle School. For more information regarding the activities being offered each year, students should listen to the morning announcements and visit the student window in the commons. In order to participate in non-academic field trips, students must currently be passing ALL of their classes.

APPOINTMENTS

If you want to see the principal, assistant principal, counselor, or school nurse, you should check in at the main office. Whenever possible, you will be seen the same day. Emergency cases will be seen at once. You do not need to give the reason for an appointment, only the name of the person you want to see.

ASB/PHOTO IDENTIFICATION CARDS & FEES

All Haller Middle School students will receive a photo identification card. Students are encouraged to purchase the Associated Student Body sticker, which will be affixed to the front of the identification card. This will make the ID card an ASB card. ASB cards are sold to help cover the costs of various student activities, i.e. Haller Hootenanny, dances, assemblies, clubs, and athletics. Purchasing an ASB card enables a student to attend school social activities and assemblies at no additional cost. Students must purchase an ASB card to participate in athletics and clubs. Revenues from the ASB cards also allow our ASB to provide meaningful activities for our students, such as assemblies, quarterly student recognition programs, 8th grade celebration, and other end of the year activities. Students who find it difficult to pay for an ASB card should contact their counselor for assistance.

2024-2025 Fees

ASB Cards \$15	Yearbooks \$30	Chromebook Insurance \$30	Athletic Participation \$50 per sport
	After 9/6/2024 (\$35)		(maximum three sports)

ASSEMBLIES

Assemblies provide an opportunity to learn formal audience behavior - courtesy, respect, and appreciation. There are three types of assemblies at Haller Middle School:

Educational/Informational · Student Recognition · Entertainment

Students are expected to sit with their teachers during the assembly. You are expected to pay attention, listen, and participate as directed. When a speaker approaches the microphone or stands in front of the assembly, all talking stops. Express appreciation using applause; whistling, stamping of feet and booing are examples of disrespectful behavior. When dismissed, listen to instructions and leave in an orderly fashion.

ASSIGNMENTS

Assignments given by teachers offer you a chance to practice what you are learning; daily work is also very much like real-life on-the-job-training. In most jobs, you have to repeatedly do things that you already have learned. Advancement in your career(the opportunity to learn something new) depends on how well you perform your daily work. Parents, Family Access is updated regularly and you can use this as a guide for students missing assignments.

ATHLETICS

All seventh and eighth grade students (and sixth grade wrestling) are encouraged to participate in athletics at Haller. Students must have a current ASB card to participate . The following sports are offered at Haller Middle School:

- FALL: September-October Girls and Boys Cross Country
- WINTER A: November-DecemberGirls Volleyball and Boys Basketball

WINTER B: January-FebruaryGirls Basketball and Boys and Girls Wrestling
 SPRING: April-May Girls and Boys Track

Eligibility for Participation

To participate in athletics:

- You must be a 7th or 8th grade student (or 6th, 7th, 8th for Wrestling).
- Complete all forms in the athletic packet (These are available through Family Access).
- Purchase an ASB card (\$15.00).
- Pay \$50 Athletic Participation Fee
- Meet all requirements listed in the athletic packet.
- Meet the academic standards outlined below.
- Turn in Informed Consent form.
- Have a current sport physical on file at HMS.

Academic Standards

In order to be eligible to participate in middle school athletics a student must be passing all of their classes. Grade checks will be done every Thursday. Any student who does not meet the minimum academic standard (has one or more Fs) will be placed on “academic probation” for that current week (Friday to the following Thursday). They will continue to be ineligible until they bring a signed note from the teacher(s) indicating that they are passing.

During ineligibility they may practice but cannot participate in games, meets or matches.
 If a varsity player is on academic probation, the coach will have the option of exchanging that player for a JV player.

ATTENDANCE

Regular school attendance is a key factor in academic success.

What does research say about school attendance?

- Attendance affects achievement.
 - Chronically absent students statistically have lower achievement. Missing 10%, or about 18 days of the school year can drastically affect a student’s academic success.
- Attendance is a habit.
- Kids who miss school in the early grades are more likely to be chronically absent in later years.
- Attendance = Graduation; by 6th Grade absenteeism is one of the three signs that a student will drop out of high school.
- Attendance is a team effort!
 - School staff are here to work with families when students are missing too much school.

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

Important Information Regarding State Attendance Laws

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

- 1) Students to attend school full time if they are between the ages of 8-18
- 2) The school provides information on attendance and has parents date and sign to acknowledge review of attendance information.
- 3) The school is to notify you when your child has an unexcused absence
- 4) The school to work/meet with families to identify barriers and develop a plan to improve attendance when a student has:
 - a) Three (3) unexcused absences in a month
 - b) Seven (7) unexcused absences in a month
 - c) Ten (10) unexcused absences in a school year

** After three unexcused absences in a month, or 7 unexcused absences in an academic year, the District will enter into an agreement with the student and parents/guardians to improve the student's attendance. The District will refer the student to a Community Truancy Board, and file a petition and affidavit with the Juvenile Court alleging a violation of RCW 28A.225.010.*

Excused and Unexcused Absences

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

Excused Absences

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

The following principles will govern the development and administration of attendance procedures within the District:

A. The following are valid excuses for absences:

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

absence meets the above criteria for an excused absence. Districts may define additional categories or criteria for excused absences.

A. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.

B. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the District, an absence will default to unexcused until such time as an excused absence may be verified by a parent/guardian or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the District keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

C. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the School District shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one School District employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required. This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.

B. The school will notify a student's parent/guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.

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

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

1. Middle and high school students will be administered the Adverse Childhood Experiences (ACEs) and Resiliency Surveys.

2. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the ACEs and Resiliency, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.

3. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist

where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

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

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

Pre-Arranged Absence (Excused)

A parent/guardian may request a pre-arranged absence for their student for a reason that does not meet one of the valid reasons listed above. The parent/guardian and principal (or designee) will mutually agree upon the student's absence, as excused, if the pre-arranged absence will not have a serious adverse effect on the student's educational progress. Parents/Guardians should make a request at least two (2) days in advance for each day of absence using the [District Pre-Arranged Absence Form](#)

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

Attendance Notification

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

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

Reference: Policy 3122

Skyward Attendance Codes

REASON	EXPLANATION	CODE
Illness	Illness	IL
Medical Appointment	Medical appointment (including but not limited to medical, optometry, dentist, etc.)	HM
Mental Health	Mental Health	MH
Family Emergency	Family emergency, including but not limited to a death or illness in the family.	FE
Medical/Health Condition	A severe medical or health condition that prevents a student from attending school.	Varies
Court	Court, judicial proceeding or serving on a jury.	CT
Religious	Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction.	R
Prearranged Absence	Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.	PA

The school district may excuse a student's absence for the following reasons (Board Policy #3122)

REASON	EXPLANATION	CODE
Suspension	Absence resulting from a disciplinary/corrective action.	S
Expulsion	Absence resulting from a disciplinary/corrective action.	EX
In-School Suspension	Absence resulting from a disciplinary/corrective action.	IS
School Activity	Participation in a district or school approved activity or instructional program.	SA
School Related	Post-secondary visitations, technical school or apprenticeship program visitation, scholarship interview.	SR
Office	Absence resulting from students being in the office.	O
Homeless	Absence directly related to student's homeless status.	H

General Health

Is My Child Too Sick To Go To School? A Guide for Parents

APPEARANCE/ BEHAVIOR– unusually tired, pale, no appetite, hard to wake, or confused.

EYES– If there is drainage, vision change, and/or redness of the eyelid, itching, pain or sensitivity to light. This may be a sign of “pink eye” (conjunctivitis) and the student should be checked by a healthcare provider.

FEVER– temperature of 100 degrees Fahrenheit (38 degrees C) or higher. Students need to be fever free for 24 hours before returning to school WITHOUT medications to reduce the fever.

BAD COLD AND/OR COUGH – Students need to be able to cover their cough to be at school. If a cough is new or persists, the student may need to be seen by a health care provider.

DIARRHEA– 2 or more watery stools in 24 hours, especially if the student acts or looks ill. Students should stay home for 24 hours after the last watery stool.

VOMITING– vomiting 2 or more times in 24 hours. Student should stay home for 24 hours after the last time they vomited.

RASH– Bothering body rash, especially with fever or itching. Some rashes may spread to others and should be checked by a healthcare provider.

INJURY/SURGERY – if students are unable to concentrate due to pain or pain medication, they should stay home. Please have your health care provider contact the school nurse to help your child safely return to school. Letting the school nurse know in advance of any planned surgery will be helpful.

STILL HAVE QUESTIONS about whether or not your student is healthy enough to come to school?
Contact the school nurse or your child's health care provider.

Keeping ill students at home, encouraging frequent hand washing, and covering coughs protects everyone, including those with fragile immune systems.

Students are expected to participate in all parts of the school day including recess or PE. If your doctor has restricted activity please send a doctor's note, for example: "No contact sports x 1 week."

Thank you for your support to keep students safe & healthy.

Adopted from Edmonds School District and OSPI, Infectious Disease Control Guide for School Staff, 2014

Tardies

When you come to school late, you must check in at the office with a note explaining the reason for the tardiness. Excessive tardiness is disruptive to the educational environment and will result in an administrative conference and possible disciplinary action. Missing your bus in the morning or oversleeping are not legitimate excuses to be tardy. They will be marked unexcused. Middle school students may not ride to school on elementary buses.

Tardies	Consequences
1 st & 2 nd	Warning
3 rd	Student Referred to Counselor
4 th	Teacher/Parent Contact (<i>email or call</i>)
5 th	1 Day Lunch Detention
6 th	2 Days Lunch Detention
7 th or more	ISS/After-School Detention (<i>Admin discretion</i>)

BACKPACKS

Backpacks are only to be used to transport school related items to and from school. Please leave unnecessary/expensive items at home.

BALLOONS

Please do not send balloons to school as part of a celebration. The balloons trigger motion sensors with our security system. In addition, balloons are not permitted on the bus due to the interference with the bus driver's view.

BIKES, SKATEBOARDS, ROLLERBLADES, SCOOTERS

Students who ride their bike to school are to lock it at one of the bike racks located in front of the school. Students may bring skateboards, rollerblades, and scooters to school for transportation purposes only. They must be checked in at the office as soon as you arrive at school.

BUS PASSES

A bus pass may be obtained at the main office before school or during lunch to ride a different bus home with a friend. A note from a parent/guardian is preferred, however phone communication is acceptable in a time-sensitive situation. Your communication should include the student's name, name of the friend, the bus number and the bus stop. Passes will be issued after lunch only in special circumstances. Due to the end of the day being a very busy time of day, please make sure all phone communication is done before 2:00 Monday thru Thursday and before 1:00 on Friday.

BUS TRANSPORTATION

Rules and regulations governing student procedures, conduct and discipline for students riding school district transportation are determined by the Arlington School District. Riding school district vehicles is a privilege, which can be denied a student for serious or repeated violations of conduct/safety rules. Student conduct while being transported must be respectful of the rights and the safety of others. To that end, the following circumstances are prohibited: no loud talking, no throwing of materials or objects in or from the vehicle, no standing or moving about the vehicle while it is in motion, no obstructing the aisle or exits with objects or legs, feet, etc., no body parts beyond the window ledge of the vehicle if windows are open, no opening of windows without permission from the driver, no live animals, no weapons, no breakable containers, no flammable substances, no explosives, no balloons or anything or other conduct which would or does adversely affect the safety of others or other proper operation of the vehicle being ridden in.

CELL PHONES/ELECTRONIC DEVICES

All personal electronics – including cellphones and earbuds - need to be placed on Airplane Mode and stored in the student's backpack from 7:30am-2:30pm and during the transition period. Cellphones are not allowed out on campus at any time unless directed by a teacher or with adult permission. Additionally, if a student asks to use the restroom, their cell phone will remain in the classroom stored in their backpack. If a student refuses to store their cell phone during the school day as instructed by the teacher / staff, or has their cell phone out without permission, the following progressive discipline will be enforced by the teacher and administration:

1st Infraction: Electronic device is delivered to the SSR Room by the student and student may pick up item in office at end of day

2nd Infraction: Electronic device is delivered to the SSR Room by the student and student may pick up item in SSR Room at end of day & parent contacted via email

3rd Infraction: Electronic device is delivered to the SSR Room by the student and student calls parent

4th Infraction: Electronic device is delivered to the SSR Room by the student and parent picks up item in office

5th Infraction: Electronic device delivered to the SSR Room by the student parent who picks up the device in office, and the student must check the device in the SSR Room each day.

In special situations such as spirit days, we will have designated areas “Cellphone Zones”, where students will be able to use their cellphones, but privilege to those areas can and will only be granted by a teacher or staff member.

****Please note that if Smartwatches are used as a phone, disciplinary consequences will be issued.****

CHECK OUT PROCEDURES

Haller Middle School is a closed campus. Students may not leave, without permission, from the time that they arrive on campus until the end of the school day. If students need to leave campus during the day they must check out in the appropriate manner. A guardian must sign students out at the main office desk when leaving school at an irregular time of day and must be prepared to show ID. If someone other than a parent or guardian is picking up a student, we must have a note or phone call from a guardian to release the student. If a student is sick and wishes to go home, they *must* check out with the school nurse. Students are not to call or text their parents to pick them up without the nurse's knowledge.

CIVILITY POLICY

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

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

- A. Any individual who disrupts or threatens to disrupt school/office operations; threatens the health and safety of students or staff; willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on school property will be directed to leave school or school district property promptly by the Superintendent or designee.
- B. If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the District employee will verbally notify the abusing party that the meeting, conference or telephone conversation is terminated and, if the meeting or conference is on District premises, the offending person will be directed to leave promptly.
- C. When an individual is directed to leave School District property pursuant to circumstances referenced above and refuses to leave, the school administrator or designee may notify law enforcement officials. Restraining orders may be sought by the District when warranted.
- D. When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions, at the time of the occurrence. The employee will notify his/her supervisor of the incident.
- E. When a patron has been asked to leave school premises due to the use of abusive, hostile or obscene speech or disruptive conduct or actions, the school administrator will communicate in writing to that patron regarding Board Policy and Procedure 4299.

Reference: Policy No. 4299

CONFERENCES

Conferences are an important part of the communication between the teacher and parents/guardians. We strongly encourage you to attend organized all school conference times. Individual parent conferences can be scheduled at parent request.

DANCES/HOOTENANNIES

Associated Student Body-sponsored dances and social activities are open to all Haller students and are considered to be a part of the overall Haller Middle School educational program. Students who attend dance and social activities agree to follow the following eligibility guidelines:

- The student must be enrolled at Haller Middle School as a student.
- The student must have purchased an ASB card or paid admission for the event.
- The student must not have been removed from the previous activities or *Hootenanny*.
- The student must be in attendance a minimum of four periods the day of the activity.
- The student must not have been suspended on the date of the activity.
- Students may not leave campus and return to the dance or *Hootenanny*.
- Students may not move in a manner that places themselves or others at risk of injury.
- Students are required to follow directions given by the D.J., administration, and/or chaperones.

FIELD TRIPS

Field trips are an extension of learning opportunities, however, school rules pertain at all times. For those events that are considered non-academic field trips, such as ASB and athletic events, students must be passing all of their classes in order to be eligible to attend. Students are responsible for ensuring that pre-arranged absence slips are completed by all of their teachers, signed by their parents, and submitted to the teacher leading the trip, prior to their participation.

Student Discipline Exclusion Policy

(Parties, Field trips, Dances, Hootenannies & etc.)

- Students' discipline infractions will be tracked two-weeks prior to school events.
- Parents and students will be notified before the two-week tracking begins.
- Each student will have three strikes before being excluded from event(s).
- Student infractions will be tracked by administration.
- Infractions that result in exclusion will be up to the discretion of administration.
- Parent(s) will be notified of student exclusions from event by school administrator
- Infractions are inclusive of campus wide behaviors, not just classroom misbehavior.

EIGHTH GRADE PROMOTION & RETENTION PROCEDURE

Every student will take twenty-eight (28) classes per year. At the end of the year, any eighth grade student who fails eight or more classes will be considered for retention or placement in an alternative program at Arlington or Weston High Schools. Issues of retention will be at the discretion of the administration.

ENERGY DRINKS

In an effort to maintain the best possible learning conditions for our students, energy drinks are considered a prohibited item at Haller Middle School.

FAMILY ACCESS

Family Access is an excellent tool for you to track your student's academic performance. Grades, standardized test scores and other important school information are only a click away. Please access www.asd.wednet.edu to obtain more information.

Family Access is simple to use -- click on the appropriate school and you'll see the "login-box". Enter your student's school ID, their password, and select the appropriate school. Then press the "Login" button. If you do not have a password, you'll need to contact the school to obtain it or ask your student. The information contained within Family Access is considered confidential, so please be careful with the ID and password. After you've logged in, you'll see a "summary screen" that displays your student's current grade for the teachers.

The school office can assist you with student and parent passwords. If you lose or do not know your password, please contact the school at (360) 618-6400.

FINES/SCHOOL PROPERTY

Includes textbooks, library books, athletic equipment, or other items checked out from the school or unpaid fees that have been assessed. Fines will be assessed throughout the year for items damaged, lost, or not returned.

FOOD & DRINK

NO FOOD OR DRINKS ARE ALLOWED in the hallways. Food is not allowed in the classroom except by teacher permission.

FREEDOM OF EXPRESSION

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

Substantial disruption includes:

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

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

GANG ACTIVITY OR ASSOCIATION

- ❖ Groups of students who initiate, advocate, or promote activities that threaten the safety or well being of persons or property on school grounds or which disrupt the school environment are harmful to the educational process.
- ❖ Incidents involving initiations, intimidations, and/or related activities of such group affiliations and which are likely to cause bodily danger, physical harm, vandalism, or personal degradation or disgrace resulting in physical or mental harm to students and/or staff are prohibited. Disciplinary action will include police referral and up to long-term suspension or expulsion.

- ❖ Clothing, signs and symbols worn or displayed considered to be gang-related are not to be worn or displayed at school. This includes school materials.

GUEST/SUBSTITUTE TEACHERS

Substitute teachers are guests to Haller MS; please cooperate and be as helpful as possible. They have the same authority as your regular teachers. Students who get in trouble with a substitute will be subject to disciplinary action.

GUM POLICY

Teachers may adopt their own rule regarding gum within their classroom. **NO** gum will be allowed in the gym, library, Commons, or Band Room.

HALLWAY BEHAVIOR

In the halls and on campus, we believe every student has a responsibility to move from place to place in an orderly manner. Expected behaviors include:

- ❖ Walking at all times in the school and in the outside areas (to include no sliding on banisters).
- ❖ Carrying a pass whenever in the hallway during class periods.
- ❖ Staying to the right in all hallways or outside areas.
- ❖ Not scuffing the floors or damaging the walls and lockers.
- ❖ Keeping hands and feet to oneself.
- ❖ Not drinking soda, coffee drinks, juice or eating in the hallway areas.
- ❖ Being orderly while waiting to be admitted to class.
- ❖ Speaking at a moderate volume level.

HALL PASSES

A hall pass is required for a student who leaves the class while it is in session. When a student is requested to report to the office, they must bring their pass.

HARASSMENT

Our Schools 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?

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

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

HIB may involve 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.

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 (Eric DeJong, eric.dejong@asd16.org) 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 School 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.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. 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: <https://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://www.ed.gov/>
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

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

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools [Policy 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 on page 2.

Harassment, Intimidation and Bullying:

Arlington Public Schools is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and patrons that is free from harassment, intimidation, or bullying. "Harassment, intimidation, or bullying" is an intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated by race, religion, creed, color, national origin, age, marital status, honorably discharged veteran or military status, sex, sexual orientation, including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, or other distinguishing characteristics, that:

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

Behaviors/Expressions:

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

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

Training:

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

Prevention:

The District will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the District may 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 perpetrator, 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 for targeted student(s) and perpetrator(s). Interventions will range from education, counseling, correcting behavior and discipline, to law enforcement referrals.

Corrective Actions:

Staff members and school administrators will use both informal remedies and disciplinary action up to suspension and including expulsion.

-Disciplinary actions will be appropriate to the goal of ending harassment, intimidation, and bullying and to prevent its reoccurrence. Such disciplinary action will be consistent with District policy and state and federal law.

-Constitute grounds for disciplinary action including suspension and/or expulsion from school. Legal agencies may be contacted.

Retaliation/False Allegations:

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

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

Compliance Officer:

The Superintendent will appoint a Compliance Officer as the primary District contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the Compliance Officer will be communicated throughout the District.

Sexual Harassment:

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

Definitions:

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

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

- ❖ acts of sexual violence;
- ❖ unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- ❖ unwelcome sexual advances;
- ❖ unwelcome requests for sexual favors;
- ❖ sexual demands when submission is a stated or implied condition of obtaining an educational benefit; and
- ❖ sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual. A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response:

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on

reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint alleging sexual harassment comes to the attention of the district, either formally or formally.

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

Retaliation and False Allegations:

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

Staff Responsibilities:

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

Notice and Training:

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

Policy Review:

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

Reference: Policy 3205

HOMEWORK

Homework has been shown to increase student achievement at the middle school level, provided that it is used to reinforce and practice skills that students have already learned. The amount of homework will vary with your grade level and class schedule. However, a sixth grader should expect to do about 60 minutes of homework per night, a seventh grader should expect to do about 70 minutes per night, and eighth graders should expect about 80 minutes per night. If you find you are consistently doing more homework than this, make sure that you are using every minute of class time wisely. If the concern continues, you should talk with your teachers or counselor.

INSURANCE

The Arlington School District 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 occurring during school and outside activities. At the beginning of each school year, the District provides information to parents on voluntary insurance programs offered by student accident insurance providers. For students who are not covered by a family health or accident insurance plan, parents/guardians should consider purchasing student accident insurance available through the district.

LIBRARY

The library is open from 7:30am to 2:30pm each school day. Students who wish to stay later than 2:30pm may do so by appointment only. While in the library you must be with your class or have a pass that will need to be signed by the librarian. You must behave quietly so you do not disturb others. Guidelines for behavior are posted in the library—failure to comply with the rules may result in the loss of library privileges. Students are responsible for turning in overdue library items. No further check out of materials is possible until overdue books are returned and fines for lost items are paid.

LOCKERS

School lockers will not be used during the 24-25 school year.

LOST & FOUND

Students are encouraged to place their names on articles, especially clothing, and lunch boxes, so they can be identified. If an item is lost: check with the office. If it has not been turned in there, students may search the Lost and Found, which is located in the commons. The lost and found will be cleaned out at the end of each quarter and by the end of June.

LUNCH & BREAKFAST

Breakfast is served from 7:35-7:50am each morning. For lunch, a variety of foods are offered, including pizza, hamburgers, nachos, sandwiches, and salads. Parents can establish a lunch or breakfast account through Food Services. The best time to credit your student's account is before school. Qualifying students can apply for free or reduced breakfast and/or lunch. To apply for a free or reduced breakfast/lunch, pick up a form from the office, take it home for your parents to fill out, and bring it back to the office. You may also download the form from the website. *Families should apply for Free or Reduced Priced Meals to be eligible for Fee Waivers, P-EBT benefits and for grant funds.*

- Breakfast - \$2.50
- Lunch - \$4.00
- Additional Entree - \$2.25

LUNCHROOM RULES

There are three lunch periods. Please follow these rules for good order in the lunchroom:

- Put garbage in the garbage cans, recycle when available, and leave a clean table
- No food is allowed in the courtyard or grass areas

- No throwing food or trash
- No cutting or pushing in the lunch line
- Be respectful to the kitchen servers
- Speak in a normal tone (i.e. no shouting or yelling)
- All school rules apply in the lunchroom, particularly those rules which deal with respecting one another
- Running, throwing, or other inappropriate behaviors are not allowed
- Be seated while eating
- Serve all assigned lunch detentions and study hall
- Cell phones, listening devices, and electronic games are NOT allowed at lunch

LUNCHTIME BOUNDARIES

We want you to have fun and enjoy your lunch break. You can eat lunch in the lunchroom or outside at the tables. We encourage you to play outside whenever possible and run off some energy. You may play ball, walk, or just hang out on the field or courtyard. The library is usually open at lunch. Students are encouraged to use the library, but please remember to be quiet so others can work. Students are not allowed in the hallways during lunch without permission of a staff member. Because we can't supervise you everywhere on campus, you may not visit the following areas during lunch unless under the supervision of a staff member:

- * Any off-campus area * Flower beds * Football field, track, and grandstands * East and south (back) of gym
- * Front of the school * Parking lots * Bike racks * Courtyard by band room * Classrooms and hallways

Please, NO RUNNING in the building or on the sidewalks. Tackle football is not allowed. Students are expected to display appropriate behavior at all times. Please keep areas neat and clean.

MEDICATION AT SCHOOL

In accordance with Arlington District Policy (3416), Procedure 3416 and the requirements of RCW 28A.210.260, designated school personnel will administer only prescribed oral medication to students if the following procedures have been completed. No over-the-counter medication will be given, except in special circumstances, and will require both parent and the Health Care Provider's authorization to administer to student. The medication procedure is to ensure that students receive only medication at the direction of the student's health care provider and with the knowledge and authorization of the parent/legal guardians. We encourage your cooperation in this process to protect the health and welfare of students.

Medication to be taken by Student Independently

Parents/guardians and licensed medical practitioners may request the student be allowed to take their medication on their own. This medication may include such items as inhalers and Epi-Pens.

In a situation where parent and licensed medical practitioner believe it is in the best interest of the student to carry medication the student shall have only one day's dose in the original, labeled container (*prescriptions must contain students name, name of medication, dosage, time to be administered, route, and expiration date*). Parents are responsible for adequately informing the school personnel of the student's medication program. There is a required medication form that needs to be completed before medication can be carried independently. The school district assumes no responsibility for the administration of this medication.

1. Students are not permitted to carry more than one day's dosage of any medication, whether prescription or over-the-counter.
2. All Narcotics/Prescription-Stimulants must be administered through the health room.
3. In the event an issue regarding safety or compliance with the above policy arises, the school administrator or school nurse has the right to refuse or discontinue the self-medication privilege. In that case, parent/guardian are

notified and the medication will be distributed from the health room once the required medication forms are obtained from the parent/guardian and licensed medical practitioner.

Washington State Law, SHB 2834, now requires that the necessary order, medications, equipment and nursing plan must be in place before a student with a life-threatening condition may attend school.

MOU- ARLINGTON POLICE PARTNERSHIP

The Arlington Police Department and the Arlington Public Schools have jointly agreed on a procedure that focuses on providing a safe and healthy environment for students and faculty. We have mutually agreed that some violations of the law may be promptly reported to the police department and that an investigation may be charged. This action is in addition to any administrative action taken by the school. The principal or assistant principal may report to the Arlington Police Department the following crimes when they occur on school district property or at a school district function within the city limits:

- Arson
- Assault
- Blackmail
- Bomb Threats
- Burglary
- Coercion
- Criminal Trespass
- Theft
- Disturbances
- Explosives
- Extortion
- Harassment
- Forgery
- Robbery
- Destruction of Property
- Sale, use, or possession of alcohol and drugs or drug paraphernalia
- Tampering with fire apparatus or alarms
- Dangerous Weapons Violations

OFFICE VISITS

Please be polite, quiet, and patient when talking to office staff.

OPEN GYM

The gym is open on a grade level rotation from 7:30-7:55am each morning. Student safety is important and horseplay and other unsafe activities will result in removal from the gym and possible disciplinary action. Students must follow the directions of the supervisor.

PASSING PERIOD

You have four (4) minutes passing time between each class. Be on time for your next class.

P.E. UNIFORMS

Students are expected to suit up for P.E. every day. Plain blue shorts/sweats, grey T-shirt /sweatshirt and good tennis shoes are required for proper attire. P.E. clothes should be washed at home weekly. PE teachers will review the dress requirements further in class.

PROFESSIONAL STAFF/STUDENT BOUNDARIES

The purpose of this policy is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults. The Arlington Public Schools Board of Directors expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students. Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established and maintained professional boundaries. The interactions and relationships between staff members and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the schools.

Staff members will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve an educational or physical, mental and/or emotional health purpose. An educational purpose is one that relates

to the staff member’s duties in the District. The Superintendent or designee will develop staff protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

REPORT CARDS

Report cards will be posted on SKYWARD after the semester.

SAFETY/HORSEPLAY

Most middle school accidents are caused by horseplay (having fun throwing things, chasing each other, pushing, kicking, tripping, or playing practical jokes). THEREFORE, HORSEPLAY CANNOT BE ALLOWED ANYWHERE IN THE SCHOOL. If you do have an accident and injure yourself, even if it does not seem serious, notify a staff member immediately.

SCHEDULE CHANGES

Since personnel, facilities, and material resources are assigned to the campus based on student course choice, it is imperative that students choose courses carefully (including alternates). Low enrollment or teacher availability may cause some courses to be canceled. Changes to student schedules create an impact on many other courses, and therefore will be made on a limited basis. Schedule change forms are available in the counseling office. Schedule changes are approved by the student’s counselor and/or administrator.

SCHOOL RULES/CLASSROOM RULES

Rules are usually made to protect somebody’s rights. Your basic right as a student is to get an education. Most rules are made to be sure some other student does not take that right away. Some rules are made just to make things run more smoothly. Other rules are made to keep our school looking nice. Most of us follow them and do not see them as a problem, but rather a protection of our rights. The staff at Haller Middle School will endeavor to establish an optimum and positive learning environment based on the foundation of the three categories below.

Respect for Self	Respect for Others	Respect for our Campus
Arrive to class on time Bring materials to class Follow classrooms/school rules Dress appropriately Settle conflicts appropriately Serve lunch detentions/study hall	Treat staff with respect Clean up after self Move safely through the building Respect others’ property Use appropriate language Regard feelings of others Honor personal space Respect teaching and learning environment Regard health and safety	Respect all school property Respect for library materials

All students have the right to learn without disruption or harassment. Students will understand that they have choices about ways to behave and that natural and/or logical consequences come from appropriate and inappropriate behaviors. Students will respect others and themselves and, in turn, will be treated with respect. The focus in dealing with students will be positive and affirming. Matters of discipline will be dealt with cooperatively between the parents and the school.

STUDENT DISCIPLINE

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

- ❖ Engaging with families and the community and striving to understand and be responsive to cultural context
- ❖ Supporting students in meeting behavioral expectations, including providing for early involvement of parents

- ❖ Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible
- ❖ Providing educational services that students need during suspension and expulsion
- ❖ Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful reentry into the classroom following a suspension or expulsion
- ❖ Ensuring fairness, equity, and due process in the administration of discipline
- ❖ Providing every student with the opportunity to achieve personal and academic success
- ❖ Providing a safe environment for all students and for district employees

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

Minimizing exclusion, engaging with families, and supporting students

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

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

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

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

Staff Authority

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

authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.

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

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

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

Development and Review

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

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

Distribution of policies and procedures

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

Definitions

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

1. "Behavioral violation" means a student's behavior that violates the district's discipline policies.
2. "Classroom exclusion" means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - a. a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - b. the student remains under the supervision of the teacher or other school personnel during such brief duration.

3. "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.
4. "Discipline" means any action taken by a school district in response to behavioral violations.
5. "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.
6. "Emergency expulsion" means the removal of a student from school because the student's statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530
7. "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
8. "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.
9. "Other forms of discipline" means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
10. "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 decisions on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
11. "School board" means the governing board of directors of the local school district.
12. "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.
13. "School day" means any day or partial day that students are in attendance at school for instructional purposes.
14. "Suspension" means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
 - a. In-school suspension means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - b. 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.

- c. Long-term suspension means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Engaging with Families & Language Assistance

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

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

Supporting Students with Other Forms of Discipline

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

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

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <http://www.k12.wa.us/SSEO/pubdocs/BehaviorMenu.pdf>.

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

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

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

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

Staff Authority and Exclusionary Discipline

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

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

Classroom Exclusions

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

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

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

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

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

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

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

(a) The teacher or other school personnel must immediately notify the principal or the principal's designee; and

(b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

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

Grievance process for other forms of discipline and classroom exclusion

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

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

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

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

Suspension and expulsion – general conditions and limitations

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

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

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

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

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

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

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

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

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

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

In-School Suspension and Short-Term Suspension

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

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

- ❖ Being intoxicated or under the influence of controlled substance, alcohol or marijuana at school or while present at school activities
- ❖ Bomb scares or false fire alarms that cause a disruption to the school program
- ❖ Cheating or disclosure of exams
- ❖ Commission of any crime on school grounds or during school activities
- ❖ Dress code violations that the student refuses to correct (see student dress policy/procedure 3224)

- ❖ Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another
- ❖ Gang-related activity
- ❖ Harassment/intimidation/bullying
- ❖ Intentional deprivation of student and staff use of school facilities
- ❖ Intentional endangerment to self, other students, or staff, including endangering on a school bus
- ❖ Intentional injury to another
- ❖ Intentionally defacing or destroying the property of another
- ❖ Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through
- ❖ Possession, use, sale, or delivery of illegal or controlled chemical substances
- ❖ Preventing students from attending class or school activities
- ❖ Refusal to cease prohibited behavior
- ❖ Refusal to leave an area when repeatedly instructed to do so by school personnel
- ❖ Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation
- ❖ Substantially and intentionally interfering with any class or activity
- ❖ Threats of violence to other students or staff
- ❖ Use or possession of weapons prohibited by state law and Policy 4210

Initial hearing

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

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

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

Notice

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

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

- A. A description of the student's behavior and how the behavior violated this policy;
- B. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- C. The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;

- D. The opportunity to receive educational services during the suspension or expulsion;
- E. The right of the student and parent(s) to an informal conference with the principal or designee; and
- F. The right of the student and parent(s) to appeal the in-school or short-term suspension;

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

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

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

Long-term suspensions and expulsions

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

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specified misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6) (A) through (D), which include:

- A. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- B. Any of the following offenses listed in RCW 13.04.155, including: any violent offense as defined in RCW 9.94A.030, including any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony; manslaughter; indecent liberties committed by forcible compulsion; kidnapping; arson; assault in the second degree; assault of a child in the second degree; robbery; drive-by shooting; and vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
- C. Any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
- D. Inhaling toxic fumes in violation of chapter 9.47A RCW;
- E. Any controlled substance violation of chapter 69.50 RCW
- F. Any liquor violation of RCW 66.44.270
- G. Any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280

- H. Any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance
- I. Any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking
- J. Any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
- K. Any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.
- L. Two or more violations of the following within a three-year period: criminal gang intimidation in violation of RCW 9A.46.120; gang activity on school grounds in violation of RCW 28A.600.455; willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and defacing or injuring school property in violation of RCW 28A.635.060
- M. Any student behavior that adversely affects the health or safety of other students or educational staff.
- N. In addition to being a behavior specified in RCW 28A.600.015, before imposing long-term suspension or expulsion, district personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion the student would pose an imminent danger to students, school personnel, or pose an imminent threat of material and substantial disruption to the educational process. As stated above, the district will work to develop definitions and consensus on what constitutes such an imminent threat to reduce the effect of implicit or unconscious bias.

Behavior agreements

The district authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand. A behavior agreement does not waive a student's opportunity to participate in a re engagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

Initial hearing

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

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

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

Notice

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

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

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

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

Divergence Between Long-Term Suspension and Expulsion

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

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

Emergency Expulsions

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

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

- ❖ An immediate and continuing danger to other students or school personnel; or
- ❖ An immediate and continuing threat of material and substantial disruption of the educational process.
- ❖ The district may not impose an emergency expulsion solely for investigating student conduct.
- ❖ For purposes of determining sufficient cause for an emergency expulsion, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:
- ❖ The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- ❖ School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

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

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

Notice

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

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

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

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

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

Appeal, Reconsideration, and Petition

Optional conference with principal:

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

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

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

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

Appeals

Requesting appeal

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

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

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

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

In-school and short-term suspension appeal

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

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

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

Long-term suspension or expulsion and emergency expulsion appeal

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

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

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

Hearings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reconsideration of appeal

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

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

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

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

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

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

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

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

Petition to extend an expulsion

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

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

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

Notice

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

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

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

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

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

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

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

Review and Reconsideration of extension of expulsion

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

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

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

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

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

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

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

Educational Services

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

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

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

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

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

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

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

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

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

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

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

Readmission

Readmission application process

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

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

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

Reengagement

Reengagement Meeting:

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

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

The reengagement meeting must occur:

Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or

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

Reengagement plan

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

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

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

Exceptions for protecting victims

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

- ❖ A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- ❖ A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Reference: Policy 3241

STUDENT DRESS

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

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

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

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

This is a professional learning environment and students should not wear clothing with logos that reference drugs, alcohol, sex, violence, or contain messages that put down any individual or groups of people. Undergarments should be worn just as that, undergarment, not as single clothing. Blankets and flags should be left at home.

If the student's dress or grooming is objectionable under these provisions, the Principal shall request the student to make appropriate corrections. If the student refuses, the Principal shall notify the parent and request that person to make the necessary correction. If both the student and parent refuse, the Principal shall take appropriate disciplinary action. Students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the Principal may determine. All students shall be accorded due process safeguards before any corrective action may be taken. Students identified as being gang involved, influenced or affiliated shall be provided assistance and/or programs which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.

Reference: Policy 3224

*** Cologne, perfume and body sprays are not permitted on campus. ***

STUDENT PRIVACY AND SEARCHES

By law, at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in. At age eighteen students become legal adults and must approve any disclosure of information about themselves from school records, except directory information if a request for confidentiality has not been filed. Students at age eighteen may also sign releases, authorizations or

permission slips to participate in school activities, and may sign themselves out of school and authorize their own absences. Students between sixteen and eighteen who have been granted legal emancipation from their parents or guardians have the same rights as eighteen-year-old students. Students fourteen years of age and older have the right to keep private from everyone any District records indicating that they have been tested or treated for HIV or a sexually transmitted disease. Students thirteen years and older have confidentiality rights in records regarding drug, alcohol or mental health treatment. All students have confidentiality rights in family planning or abortion records.

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

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

Locker Searches

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

Reference: Policy 3230

STUDENT SUPPORT ROOM

Expectations

1. Students will have a place to go when they are having a difficult time focusing on current activities or disrupting the classroom. Some students need time to cool off and relax and have a quiet place to catch up on work without distractions and reflect on their behaviors.
2. At this level, no other consequence is given; the student works in the quiet room until the bell rings, then proceeds to another class.
3. The teacher or staff member will inform parents for reasons that the student was sent to the room. Furthermore, the teacher or staff member will inform the parents that same day of the offense. Two visits per week (per teacher) or 5 times in a quarter will require a parent conference to create a behavior plan. If several teachers send a student to the SSR room on a consistent basis there will be parent/administrative action.
4. Students will be monitored while completing assignments.

STUDY HALL

Students who are missing assignments may be assigned lunch study hall to complete their assignments. Missing study hall will result in a conference with an administrator and possible disciplinary action.

SUPPLIES

Arlington Public Schools recognizes that purchasing school supplies has been an increasing demand for our families and a financial hardship for some. Because we ask for community support for our schools through levies and other fundraising activities, the schools will now provide most of the needed school supplies (including supplies to complete class projects at home).

- ❖ Students are responsible for binders, dividers, and pencils.
- ❖ Other classroom supplies are provided, including materials needed to complete assigned projects at home. While students/families may choose to use additional items from home for class projects, a student can earn the highest possible grade with materials supplied by school.
- ❖ Students are responsible for a P.E. uniform (athletic shorts and a plain tee shirt).

Families who wish to make a monetary or item donation may donate to their school's office.

SURVEILLANCE

Haller Middle School utilizes surveillance equipment at all times to maintain the safety of our staff and students within the building and in areas surrounding the building.

TELEPHONE

Office phones will be used only in emergencies and with the permission of the school secretaries. Any student who dials 911 as a prank on any school phone will be reported to the police and be subject to disciplinary action.

TEXTBOOK BORROWING

Each student is responsible for the books checked out to him/her. Students are responsible for replacing lost or damaged books. Staff will turn in all fines to the main office; fines must be paid at the end of the school year.

VALUABLE ITEMS

Haller Middle School is not responsible for the loss of items of value at school. We strongly urge parents to work with us in having students keep items of value at home.

VENDING MACHINES

The vending machines cannot be used during class time. Misuse in any way will result in the machines being turned off. While waiting in line, be polite and wait until it is your turn to select an item. Treat the machines with respect so we can keep them in the building.

VIDEO CAMERAS/DIGITAL CAMERAS/CHROMEBOOK CAMERAS

Students may not use video cameras, digital cameras (including phones), or ChromeBook cameras at school without prior approval from a teacher or administrator for use in the completion of a class assignment or project. The use of video equipment on campus should be related to a specific assignment or project from the student's class, ASB club, or athletic team. Student cameras are subject to confiscation and viewing if the administration suspects the camera is being used for activities inconsistent with district or school policies including the disruption of the educational environment. Inappropriate use includes the violation of privacy rights that may occur by videotaping or photographing students or adults without prior permission.

*****No personal laptops, tablets, or Chrombooks will be allowed on campus.*****

VISITORS

Haller Middle School is crowded and we do *not* allow student visitors to classrooms. On occasion you may ask the administration for permission to have a guest attend your lunch. Parents and other adults are encouraged to visit our school; however, prior permission must be received before visiting classrooms. For your safety and that of our staff and students. Check in is required at the office anytime you visit Haller.

YEARBOOK

Yearbooks will be on sale for \$30 from 8/24-9/9/2024, at semester change and when they arrive at the end of the school year. Pre-purchase of yearbooks during these times is the *ONLY* way to guarantee yours; if any are left over, after pre-purchases are claimed, they will be available for \$35 on a first come, first serve basis at the end of the school year.

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
eric.dejong@asd16.org

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, kerri.helgeson@asd16.org

SECTION 504/ADA COMPLIANCE COORDINATOR

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