



Stillaguamish Valley Learning Center envisions a partnership between home, school, and the community where each is an active participant in student-centered academic and social-emotional growth.

Student/Family Handbook

2024-25

Arlington Public Schools

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SVLC STAFF DIRECTORY

Administration

Karrie Marsh, Principal
360-618-6440
karrie.marsh@asd16.org

School Resources

Main Office 360-618-6440
Attendance Office 360-618-6440

Websites

Arlington Public Schools www.asd.wednet.edu
Stillaguamish Valley Learning Center stillaguamish.asd.wednet.edu

SVLC Staff Directory

Janell Sabol	Teacher, Kindergarten
Brandi Carter	Teacher, 1st grade
Tennessy Fraumeni	Teacher 2nd grade
Alissa Contreras	Teacher 3rd/4th grade
Erin Green	Teacher 4th/5th
Tomas Ramirez	Teacher, MS Science
Jonathan Heen	Teacher, MS Humanities
Rachel Manza	Teacher, MS Math
Alana Hunt	Teacher, AOP Grades K - 8th
Kimi Johnson	Teacher, AOP Grades 9th - 12th
Valerie Hooten	Teacher, Special Education K-12th

Support Staff

Kelsey Wiersma	Secretary	Ext. 19001
Tiffany Barker	Registrar	Ext.19002
Krissa Cramer	District Nurse	
Kate Everley	Para Educator	
Melissa Mauer	Para Educator	
Carrie Saunders	APPLE Preschool Director	
Darrin Wightman	Technology Support	
Jadeyn Graham	Custodial	
Linda Jerome	Nutrition Services	

Staff E-Mail Addresses

firstname.lastname@asd16.org

ABOUT THE STILLAGUAMISH VALLEY LEARNING CENTER

The Stillaguamish Valley Learning Center (SVLC) is a public school in the Arlington School District offering K-12 alternative learning experiences through its Campus, Online, and Remote programs.

VISION STATEMENT

Stillaguamish Valley Learning Center envisions a partnership between home, school, and the community where each is an active participant in student-centered academic and social-emotional growth.

MISSION STATEMENT

With student learning as our primary focus, we are committed to:

- A unique instructional design where individual students' needs are met
- Project/Problem based learning opportunities to promote deep understanding by means of rich tasks
- long-term relationships with families to encourage lifelong learners

VALUES & BELIEFS

Foremost, we believe *all* students can achieve their full potential.

- We value and believe in an ***integrated curriculum*** offering a variety of educational opportunities that target district learning outcomes and challenge students to apply higher order thinking to real world questions.
- We value and believe in a ***shared instructional model*** of teachers, parent-teachers, and expert guests using differentiated strategies to meet the needs of all students while utilizing technology and practical, hands-on experiences.
- We value and believe in a variety of formative and summative ***assessments*** as tools to promote learning and to enhance instruction.
- We value and believe in a safe school ***community*** devoted to a love of learning built on mutual respect, supportive relationships and excellent communication.
- We value and believe that parents are the ***primary educators*** of their children.

OVERVIEW OF PROGRAMS

Washington State Alternative Learning Experience (ALE) law allows public schools to administer three kinds of courses categorized as site-based, remote, and online. Our programs at SVLC align with the three course categories and are referred to as the Onsite, Remote, and Arlington Online Program (AOP) respectively. Parents and students partner with the Learning Center to customize a written student learning plan that utilizes one or more of these programs.

ONSITE PROGRAM

The Onsite Program offers classes for students from the early stages of their formal learning through the eighth grade year. Our students in Kindergarten through 8th grade have courses scheduled on Tuesday, Wednesday, and Thursday. Students will work on Home Learning assignments on Monday and Friday. All of the classes on campus are taught by experienced Washington State certificated teachers who are passionate about providing an alternative to the traditional school experience. Our teachers will design a classroom experience that supports student learning through the use of projects, learning through play and exploration,

direct instruction, small group work, student presentations, etc. In the Onsite Program, our teachers design and deliver instruction. Parents support the learning during the Home Learning days. Smaller class sizes, a caring community, and attentive teachers are important benefits of the campus program.

REMOTE PROGRAM

The Remote Program is designed to support parents who teach their children at home. We offer the expertise of our Washington State certificated teachers by partnering with parents to develop and monitor ongoing student learning plans. The Remote Program is ideal for parents looking for advice when designing an educational plan for their children, especially if the plan includes preparing for a high school diploma. Benefits of the Remote Program include access to a wide variety of educational resources on campus, participation in community events, and the access to certificated teachers. SVLC is only able to support district approved curriculum.

ARLINGTON ONLINE PROGRAM (AOP)

The Arlington Online Program is designed for students in grades Kindergarten through 12th grade. Our AOP courses use district approved curriculum. This curriculum is not teacher lead, rather, the students and families work through the curriculum with support from our teachers. Our students in grades K-8 will use Accelerate Education (AE). Our High School students will use APEX. The Arlington Online Program is ideal for students who are unable to attend traditional school five days a week, and for families who choose to work from home. A weekly check in, and monthly meeting, with our certificated teachers is required.

ALTERNATIVE LEARNING EXPERIENCE (ALE)

Alternative Learning Experience (ALE) is an alternative delivery method for basic K-12 education programs in the state of Washington that are provided in whole or in part independently from a regular classroom setting or schedule as outlined in [WAC 392-121-182](#). ALE courses are supervised, monitored, assessed, evaluated, and documented by a certificated teacher employed by a public school district.

At the heart of the ALE partnership with parents is the Written Student Learning Plan (WSLP) that is implemented pursuant to the school district's policy and ALE guidelines. SVLC utilizes the School Data Solutions Homeroom program to facilitate learning plans for all students. Homeroom ensures our teachers are developing effective learning plans for students in partnership with parents, and that they are monitoring, assessing, evaluating, and documenting student progress at weekly and monthly intervals.

The three categories of alternative learning experience courses or grade-level coursework available at SVLC are:

Remote (Home) - An alternative learning experience course or coursework that is not an online course where the student has in-person instructional contact time with a certificated teacher for less than twenty percent of the total weekly time for the course.

Site-based (Campus) - An alternative learning experience course or coursework that is not an online course where the student has in-person instructional contact time with a certificated teacher for at least twenty

percent of the total weekly time for the course.

Arlington Online Program (Online) - The Arlington Online Program enables our students to complete their coursework using an online learning platform. Students are required to have a weekly check in with their learning consultant, and a monthly progress meeting.

In a traditional “seat-time” program, schools receive their funding based on student attendance within a 20-day timeframe. Within ALE, we are funded based on the estimated number of hours per week that students are engaged in learning activities. Full funding is based on 28 hours per week for Grades K – 12.

ADMISSIONS

Our admissions process is thorough and informative enough for the inquiring family to understand the benefits of an ALE program and their role as educational partners, and to discern whether or not the programs at SVLC could serve the needs of their family.

PROGRAM INQUIRY

1. Parent contacts school via the website, phone, walk-in, or email.
2. Parent completes the [Program Inquiry form](#) in person, online, or over the phone with the secretary.
3. Parent is invited to meet with the principal for a new student/family information meeting.

ENROLLMENT

New families will be accepted once they have attended a mandatory information meeting, submitted a completed registration packet, signed the Statement of Understanding form, and been cleared for enrollment. Once approved for enrollment, families will need to speak with a Written Student Learning Plan Consultant to complete a Written Student Learning Plan (WSLP) before students will be enrolled in any classes.

New students who have enrolled by Friday at 3:30 PM will begin classes on Tuesday.

WRITTEN STUDENT LEARNING PLAN (WSLP)

A Written Student Learning Plan (WSLP) is the key document in an ALE program and is required for each student enrolled at SVLC. The ALE regulations incorporated in the WSLPs are documented, monitored, supervised and evaluated by certificated teachers (WSLP Consultants) in Homeroom. The WSLP identifies the course or coursework for a student and includes all information necessary to guide student learning to meet the student's individual education needs.

WSLP CONSULTANT

The WSLP Consultants at SVLC are all Washington State certificated teachers. They are employed by Arlington Public Schools and in their role as consultant, supervise, monitor, assess, evaluate, and document all written student learning plans. Our WSLP Consultants partner with parents to determine the most effective educational plan for their children that include courses or coursework offered through our Onsite,

Remote, and Online programs.

HOMEROOM - School Data Solutions

“Homeroom” is a multifaceted program that facilitates several services provided at SVLC. The staff at SVLC utilizes the Homeroom program to document, monitor, and evaluate student progress in order to promote student achievement and to meet ALE funding requirements. Teachers keep track of class attendance, weekly contact, monthly progress and overall monthly progress in Homeroom. Parents and students work with their WSLP Consultant to develop, monitor and evaluate Home learning classes. Homeroom generates weekly and monthly reports on each student that calculate monthly progress and hours. If you ever have questions about how to navigate Homeroom, please contact your WSLP Consultant. Make sure you have your username and password to log in (if you have forgotten this, please contact the SVLC office).

MONTHLY PROGRESS

Monthly Progress in each course is determined by the assigned certificated teacher and will result in satisfactory or unsatisfactory progress. Monthly Progress is determined based on the combined performance in the following four categories:

1. Assessment – includes the sum of all formative and summative assessments. Students who are passing and therefore demonstrating an understanding of the course content receive satisfactory progress for the month. Students failing to demonstrate an understanding of content delivered in the course may receive unsatisfactory progress.
2. Engagement – includes the degree students are participating in class and contributing positively to the learning environment of the classroom. Students doing so will receive satisfactory progress for the month. Disruptive and/or disengaged students may receive unsatisfactory progress.
3. Home Learning – includes timely completion of all assignments given by the teacher to be completed at home. Students who complete their Home Learning assignments in a timely manner will receive satisfactory monthly progress. Students who repeatedly fail to complete their Home Learning assignments may receive unsatisfactory progress.
4. Attendance – includes attending Campus classes and meeting monthly with their assigned WSLP consultant.

OVERALL MONTHLY PROGRESS

If a student receives unsatisfactory monthly progress for one course, regardless of how many courses are on their learning plan, the student will receive unsatisfactory overall monthly progress. The purpose of this is to provide consistency in determining overall progress and to trigger a required intervention plan for the unsatisfactory course.

INTERVENTION PLAN

An Intervention Plan is designed to improve the progress of students determined to be making satisfactory overall monthly progress.

An intervention plan is developed, documented, and implemented by a certificated teacher in conjunction with the student and, for students in grades K-8, the student's parent(s) within five school days following the

determination of unsatisfactory overall monthly progress. The intervention plan includes at least one of the following interventions:

- Increasing the frequency or duration of contact with a certificated teacher for the purposes of enhancing the ability of the certificated teacher to improve student learning
- Modifying the manner in which contact with a certificated teacher is accomplished
- Modifying the student's learning goals or performance objectives
- Modifying the number of or scope of courses or the content included in the learning plan.

If a student continues to not make satisfactory overall monthly progress after three continuous months, they will be withdrawn from SVLC, according to legislative guidelines. At that point, SVLC will help the student find a program or school that is a better fit for their educational needs.

CURRICULUM FOR REMOTE WORK

SVLC will provide district approved learning materials for offsite (remote) classes. The materials will be provided to meet the goals/standards outlined for the student in the Written Student Learning Plan. All non-consumable items remain the property of Arlington School District and must be returned when the course is complete or upon exiting the program. These items will then be available for use by other families. A fine will be charged for items not returned. Non-consumable items are defined as: An item that can be returned for use by others (e.g. CDs, some software, a skeletal model, workbooks that are reproducible, etc.).

SVLC ATTENDANCE POLICY

Attendance is critical for the success of our students and for the legal integrity of our program due to the fact that each day a student is on campus they receive instruction for that day, as well as Home Learning assignments for the Home Learning days. The following procedure will be followed in an effort to provide additional support for students who are failing to attain the minimum attendance requirements. The student remains responsible for completing all Home Learning assignments if absent from class, excused or unexcused.

For students in our Online or Remote programs, attendance is documented through weekly contact. Each student is required to make direct contact with a teacher each week. [WAC 392-550-040](tel:392-550-040)

- IF a student fails to attend Campus classes and/or fails to make weekly direct contact with their certified teacher(s) in a one week period, THEN the parent or guardian of the student will receive a message via Email from SVLC in an attempt to make contact and to bring awareness to the situation. **(Intervention #1 for students missing 1.0 - 5.0 instructional days)**
- IF a student fails to attend Campus classes, and/or fail to make weekly direct contact with a certified teacher in a two week period, THEN a face-to-face, or zoom, conference with the principal and parents/guardians and the student will be required within one week. **(Intervention #2 for students missing 5.0 - 10.0 instructional days)**
- IF the face-to-face conference with the principal fails to occur within one week and/or the

student has a third week without contact, the student will automatically receive an Unsatisfactory Monthly Progress for that course and the student's WSLP Consultant will initiate an Intervention Plan. BECCA Petition will be filed and the Student and their Parent/Guardians will be referred to the Arlington School District Truancy Board.

(Intervention #3 for missing more than 10.0 instructional days)

- IF 20 school days pass without direct personal contact with a student, the student will be withdrawn from the course in question and/or SVLC. The principal will work with the family to find a school program that better suits the learning style of the student.

PRE-PLANNED ABSENCES

We always appreciate hearing in advance from Parents/Guardians about pre-planned absences from school. Please note that while Parents/Guardians may request upcoming assignments, our teachers are not required to provide it before it has been taught. We encourage students to work on the recurring assignments that they have each week. When students return from their excused absence, at that time, they will be provided with all of their assignments missed.

INDEPENDENT ATTENDANCE

Students in Grades K through 8 may attend Stillaguamish Valley Learning Center independently without a parent or guardian, providing the following conditions are upheld:

- The student follows all school policies and any directions from SVLC staff.
- The student demonstrates respectful, civil behavior at all times.
- The student attends all scheduled classes on time. In case of an absence, the parents will notify the school via the main office attendance line (360)618-6440 or email the secretary of the absence.
- The student maintains satisfactory overall monthly progress on their Written Student Learning Plan.
- Parents/guardians of students who attend independently agree to fulfill all school policies.

SUPERVISION

Safety at SVLC is paramount. All students must be safe at all times to ensure all students can learn. SVLC students may be on campus without parent supervision, however, if they are unable to regulate his or her own behavior, a parent or guardian may be required to be on campus with him/her.

All students are required to be monitored at all times by a SVLC staff member. Monitored supervision means that the student must be either seen or heard at all times. Please refer to Independent Attendance for more information.

Children younger than Kindergarten are required to stay with their parent/guardian at all times.

LUNCH AT SVLC

We do not have a kitchen at SVLC. Our school lunches are ordered from President's Elementary kitchen the night before. If you would like to order a lunch for your child, please let the secretary know by 1:00 p.m. the day before.

PARENT RESPONSIBILITIES

SVLC staff value and believe that parents are the **primary educators** of their children. As part of the SVLC program requirements, parents/guardians are responsible for supporting Home Learning both with the onsite and online programs. We strive to cultivate educational partnerships with parents to fulfill the mission of SVLC while continuing to abide by Washington state law governing ALE programs (WAC 392-121-182). *While parents may play an active role in determining the content of the WSLP, the certificated teacher is ultimately responsible for its development and is accountable for its content.*

WEEKLY CONTACT

Another responsibility of the parent is to ensure STUDENT weekly contact with an SVLC certificated teacher; this communication must be a two-way communication that is academic in nature.

*While in many cases it may be appropriate for the **parent** to be involved in the contact, ultimately there must be one-to-one contact specifically between the teacher and the student.*

MONTHLY PROGRESS

Parents must attend monthly progress review meetings with your student and Consultant.

A certificated teacher must determine if satisfactory progress is being made by determining a student's progress toward achieving the learning goals, performance objectives and completion of the learning activities specified in the written student learning plan. The WSLP must be developed in a manner that facilitates monthly evaluation of student progress. The teacher may use a number of factors to come to this determination including, but not limited to, assessment results, parent feedback, attendance, running records, subjective and objective data, educational artifacts, etc., but the WSLP must include a description of the timelines and methods for evaluating student progress so the student knows how satisfactory progress is determined.

HOMEROOM - WRITTEN STUDENT LEARNING PLAN REQUIREMENTS

For the 2024-25 school year, follow this procedure for the approval of learning plans:

1. Parents, student, and teachers will meet before the first day of classes.
2. During the Family Meeting the following WSLP requirements will be discussed:
 - Name of Class(s)
 - Subject(s)
 - Teacher
 - Learning Materials
 - Expected hours of work/study per week
 - Learning goals & learning standards addressed
 - Learning Activities
3. Consultant will approve the plan.

Note: Your consultant has to approve the WSLP before your student can begin classes.

STANDARDS - LEARNING TARGETS

What do your students need to know at each grade level? SVLC uses the Arlington School District Guaranteed and Viable Curriculum (GVC) blended with the Common Core State Standards (CCSS) and, when applicable. These standards are embedded in our WSLP templates.

GRADING SCALE

Grade Mark	High	Low
A	100.00%	94.00%
A-	93.99%	90.00%
B+	89.99%	84.00%
B	86.99%	84.00%
B-	83.99%	80.00%
C+	79.99%	74.00%
C	76.00%	74.00%
C-	73.99%	70.00%
D+	69.99%	67.00%
D	66.99%	60.00%
F	59.99%	0%

DUE DATE CHECKLIST

- Weekly Contact – completed every week. If a student takes a class onsite, this fulfills the weekly contact requirement for that student.
- Monthly Progress Review Meeting (every month)

ARLINGTON SCHOOL DISTRICT - 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 gates. The call boxes are located near the front gate of the school. Visitors who find a school's front doors/gate 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. The visitors will go directly to 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.

ACADEMIC HONESTY

ACADEMIC DISHONESTY (CHEATING, PLAGIARISM, ETC.)

Cheating by copying other people's work, whether a peer or from a media source, is not acceptable. Cheating is defined as acting dishonestly or unfairly in order to gain an advantage in a course, and deprives the student of the value of their education.

Making copies of someone's work is also considered cheating–this includes screenshots of other students' work. Any attempt to deceive staff and students by cheating, changing grades in the grade book, using media sources to research answers or other means of completing work without learning, plagiarism, etc. warrants disciplinary action. Violations in regards to state assessments will be considered exceptional misconduct and subject to short to long-term suspension.

- The first offense will result in a failing grade for that learning activity, a conference with an administrator and parent contact.
- The second offense may result in a removal from the class with an "F" grade or administrator determination of additional monitoring procedures to ensure the academic integrity of the student.

Plagiarism, the act of borrowing another author's work without crediting that author and thereby implying that it is one's own, is academically dishonest and a form of cheating.

APPOINTMENTS

If you want to see the principal, AOP consultant, or teacher contact the main office to find out the best way to make an appointment. 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.

If you have a concern or complaint, please reach out to the student's teacher or consultant. Occasionally, there are concerns that are brought to the principal who will work with students and families to resolve the concerns. Finally, there are district administrators that families may appeal to beyond the school principal. District administrator contact information can be found on the district website, or by calling the main office at SVLC.

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.

SVLC students participating in the onsite program will also be assigned Home Learning. These assignments are critical to the determination of monthly satisfactory progress. Please communicate with your teacher if you are having difficulty completing your home learning assignments. Scores for these assignments are also listed in Family Access.

ATHLETICS

7th and 8th grade students are encouraged to participate in athletics. While SVLC does not have student sports, the SVLC students are encouraged to participate with their boundary school. The majority of SVLC students participate in sports through Post Middle School, as they are within walking distance for practice before and after school.

Sports that are offered at Post & Haller Middle School:

Season 1 - Fall - September/October

- Cross Country (Boys and Girls)

Season 2 - Winter A - November/December

- Girls Volleyball
- Boys Basketball

Season 3 - Winter B - January/February

- Girls Basketball
- Boys and Girls Wrestling (6th graders are allowed to participate)

Season 4 - Spring - April/May

- Track (Boys and Girls)

Eligibility for Participation

To participate in athletics, you must:

- Purchase an ASB card (\$15.00)
- Meet all requirements listed in the athletic packet
- Meet the academic standards outlined below
- Turn in Informed Consent form on Final Forms
- Have a current sport physical on file

Academic Standards

In order to be eligible to participate in athletics a student must be passing all of their classes. Grade checks will be done weekly. Any student who does not meet the minimum academic standard (has one or more Fs) will be placed on "academic probation." They will continue to be ineligible until they bring a signed note from the teacher(s) indicating that he/she is passing. During ineligibility they may practice but cannot participate in games, meets or matches.

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, HEELYS

Students who ride their bike to school are to lock it at the bike rack located on our campus. Students may bring skateboards, rollerblades, scooters, and Heelys to school for transportation purposes only. They are not to be used on campus at any time; they must be placed in a secure location and stay there until they go home. If they are seen during class time or used on campus, they will be confiscated and can be picked up in the office at the end of the day.

BUS PASSES

A bus pass may be obtained from the office before school or during lunch to ride a different bus home with a friend. A note from the 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. Because the end of the day is a very busy time, please make sure all phone communication is done before 2:00 PM. Bus passes may be limited or not offered during the 2023/24 school year.

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.

Students at SVLC will need to work with the transportation department to work out district transportation. Be mindful of our daily schedule, our classes begin at 9:00 AM and end at 2:30 PM. For middle school students who use district transportation, we have a study hall available from 8:00 - 8:50. We do not provide supervised time for our elementary students in the afternoon.

CELL PHONES/ELECTRONIC DEVICES

At SVLC we are continuing to see the impact of cell phones and social media schoolwide. This has now stretched to privacy violations and continued social media conflicts, particularly in our middle school classes. The intent of this policy update is to support our students' academic success by reducing cell phone distractions and concerns, while building interpersonal connection and establishing defined consequences for policy violations.

Our policy is to require cell phones to be silenced and stowed away in backpacks from 7:30am-2:30 pm during the school day or when in any classroom setting unless directed by a teacher. This also includes

passing time between classes and during lunch. Students are not to have a cell phone on their desk, nor in their pocket during the school day unless specifically directed to do so by the teacher for an educational purpose. We are also asking that any earbuds also be put away and kept in backpacks as well once students have entered campus. We ask that students text, respond to social media and play games outside of their time on campus.

For parents and guardians, we ask that you please help promote this policy by restricting phone contact with your student before or after school. Please know it is our expectation that students will not be using their cell phones during classroom instruction unless given expressed permission from the teacher to do so for the purpose of learning. If you have an emergency notification for your student, please contact the main office (360-618-6440) and we can have someone inform your student privately and in person.

Student Cell Phone Use Procedure and Progressive Discipline for Violations

SVLC recognizes the importance of communication and effective student collaboration, and to this end we provide iPads for all students to be productive in the classroom. To keep the focus on academics and to reduce unnecessary distractions and social media issues, the school will enforce the following:

All personal electronics – including cell phones and earbuds - need to be silenced and stored in a classroom caddy or backpack from 7:30am-2:30pm or while in classroom settings. Cell phones 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 put away. This can be stored in the classroom / instructional / support area or kept in a 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 Offense - item is held on teachers desk until the end of the period
- 2nd Offense item is delivered to the office and student may pick up item in office at end of day
- 3rd Offense - item is delivered to the office and student calls parent
- 4th Offense - item is delivered to the office and parent picks up item in office
- 5th Offense - item is delivered to the office and student/admin/parent institute a contract, parent picks up item in office.

CHECK OUT PROCEDURES

Our 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 come to the office and check out with the secretary. Students are not to call or text their parents to pick them up without the secretary's knowledge.

CIVILITY POLICY

As we look to prepare every student for their future, I would like to encourage your student to be mindful of their environment and the language they use in that environment. SVLC is their preparation for their next steps in their educational career and, in their future workplace, they will be expected to follow certain guidelines and conduct that can be learned during their school years. 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

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.

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.

FINES/SCHOOL PROPERTY

Includes ipads, chromebooks, 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.

FREEDOM OF EXPRESSION

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

Substantial disruption includes:

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

Official student publications, such as a newspaper or yearbook, and student expression that occurs under circumstances where it is sponsored or endorsed by the school (such as speech at student assemblies), are not private speech of students. Rather, they are public communicative activities of the school district, which the District retains control over to the extent permitted by the First Amendment. 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 have a conference with a school administrator or designee.

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 our school; please cooperate and be as helpful as possible. They have the same authority as your regular teachers.

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 Mr. Eric DeJong and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's [Nondiscrimination Procedure 3210P](#) and [Sexual Harassment Procedure 3205P](#).

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

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

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

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

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

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@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.

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 recurrence. 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

IMMUNIZATIONS

Since 2007, the Washington State Board of Health now includes a Varicella (chickenpox) vaccination and a TDAP (tetanus, diphtheria and pertussis (whooping cough) booster as a requirement for incoming 6th grade students to attend school. Please check your child's immunization record and update the (CIS) Certificate of Immunization Status form (including signature) BEFORE the first day of school. Sixth grade students, along with newly enrolled students will not be able to attend school and/or be given a classroom schedule until all immunizations are in compliance.

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.

NETIQUETTE

Online and network etiquette (called netiquette in cyberspace) exists in the wide world of computers. Perhaps just as important as "real world manners," netiquette rules are necessary because readers draw inferences from your words rather than nonverbal body language. Be aware that teachers and administrators have complete access to your communications. All postings within the email system or the class discussion area are public. Any inappropriate use of email or communication within the course will result in administrative action. Email messages should be written in a more formal manner than instant messaging but not as rigid as a business letter.

Online and Digital Communication

- Show respect for your fellow students and instructors.
- Check your spelling, grammar, and capitalization
- Include your name in your email
- Avoid writing in all caps, which can be perceived as SHOUTING by your reader.

LOST AND 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. 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 before school and is free for 23/24 SY, Lunch is Free for the 23/24 SY.

LUNCHROOM RULES

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 throwing food or trash
- No cutting or pushing in the lunch line
- Be respectful to the kitchen staff
- Speak in a normal tone (i.e. no shouting or yelling)
- Use good table manners
- 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

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, Epi-Pens, short-term antibiotics, Tylenol, cough tablets, etc.

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 student's 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 PROCEDURES

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

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

SAFETY/HORSEPLAY

Many 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.

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 will endeavor to establish an optimum and positive learning environment based on the foundation of the three categories below.

Respect for Self

Arrive to class on time
Bring materials to class
Follow classroom/school rules
Dress appropriately
Settle conflicts appropriately

Respect for Others

Treat staff with respect
Clean up after self
Move safely around campus
Respect others' property
Use appropriate language
Regard others' feelings
Honor personal space

Respect for our Campus

Respect all school property
Respect school materials
Report damage to building

STUDENT DISCIPLINE

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

- Engaging with families and the community and striving to understand and be responsive to cultural context
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible
- Providing educational services that students need during suspension and expulsion
- Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful reentry into the classroom following a suspension or expulsion
- Ensuring fairness, equity, and due process in the administration of discipline
- Providing every student with the opportunity to achieve personal and academic success
- Providing a safe environment for all students and for district employees

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

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

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

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

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

Staff authority

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.

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

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

Development and review

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

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

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

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

“Classroom exclusion” means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:

(a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and

(b) the student remains under the supervision of the teacher or other school personnel during such brief duration.

“Culturally responsive” has the same meaning as “cultural competency” in RCW 28A.410.270, which states “cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.

“Discipline” means any action taken by a school district in response to behavioral violations.

“Disruption of the educational process” means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.

“Emergency expulsion” means the removal of a student from school because the student’s statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530

“Expulsion” means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480

“Length of an academic term” means the total number of school days in a single trimester or semester, as defined by the board of directors.

“Other forms of discipline” means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

“Parent” has the same meaning as in WAC 392-172A-01125, and means

(a) a biological or adoptive parent of a child;

(b) a foster parent;

(c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state;

(d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational

decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

“School board” means the governing board of directors of the local school district.

“School business day” means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.

“School day” means any day or partial day that students are in attendance at school for instructional purposes.

“Suspension” means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district. In-school suspension means a suspension in which a student is excluded from the student’s regular educational setting but remains in the student’s current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475. Short-term suspension means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475. Long-term suspension means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Engaging with Families & Language Assistance

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

The district must ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, 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 or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any form of discipline in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

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

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

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

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

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies: The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect

victims under WAC 392-400-810; or other law precludes the student from returning to his or her regular educational setting.

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

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

In-School Suspension and Short-Term Suspension

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

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

Being intoxicated or under the influence of controlled substance, alcohol or marijuana at school or while present at school activities;

Bomb scares or false fire alarms that cause a disruption to the school program;

Cheating or disclosure of exams;

Commission of any crime on school grounds or during school activities;

Dress code violations that the student refuses to correct (see student dress policy/procedure 3224);

Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;

Gang-related activity; Harassment/intimidation/bullying;

Intentional deprivation of student and staff use of school facilities;

Intentional endangerment to self, other students, or staff, including endangering on a school bus;

Intentional injury to another; Intentionally defacing or destroying the property of another;

Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;

Possession, use, sale, or delivery of illegal or controlled chemical substances;

Preventing students from attending class or school activities;

Refusal to cease prohibited behavior;
Refusal to leave an area when repeatedly instructed to do so by school personnel;
Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
Substantially and intentionally interfering with any class or activity;
Threats of violence to other students or staff;
Use or possession of weapons prohibited by state law and Policy 4210.

Initial hearing

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

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

Notice of the student's violation of this policy;

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

Notice

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end. No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

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

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

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

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

Long-term suspensions and expulsions

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

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

- a. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- b. Any of the following offenses listed in RCW 13.04.155, including: any violent offense as defined in RCW 9.94A.030, including any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony; manslaughter; indecent liberties committed by forcible compulsion; kidnapping; arson; assault in the second degree; assault of a child in the second degree; robbery; drive-by shooting; and vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
- c. Any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
- d. Inhaling toxic fumes in violation of chapter 9.47A RCW;
- e. Any controlled substance violation of chapter 69.50 RCW;
- f. Any liquor violation of RCW 66.44.270;
- g. Any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
- h. Any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
- i. Any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
- j. Any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
- k. Any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.
- l. Two or more violations of the following within a three-year period: criminal gang intimidation in violation of RCW 9A.46.120; gang activity on school grounds in violation of RCW 28A.600.455; willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and defacing or injuring school property in violation of RCW 28A.635.060
- m. Any student behavior that adversely affects the health or safety of other students or educational staff.

In addition to being a behavior specified in RCW 28A.600.015, before imposing long-term suspension or expulsion, district personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion the student would pose an imminent danger to students, school personnel, or pose an imminent threat of material and substantial disruption to the educational process. As stated above, the district will work to develop definitions and consensus on what constitutes such an imminent threat to reduce the effect of implicit or unconscious bias.

Behavior agreements

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

Initial hearing

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

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

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

Notice

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

- (a) A description of the student's behavior and how the behavior violated this policy; 42
- (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 reengagement meeting before the appeal hearing

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

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold 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 of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

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

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

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

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

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

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

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

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

Reconsideration of appeal

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

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

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

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

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

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

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

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

Petition to extend an expulsion

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

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

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

Notice

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

The written notice must include:

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

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

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

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

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

Review and Reconsideration of extension of expulsion

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

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

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

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

- Whether the school board affirms, reverses, or modifies the decision to extend the student's expulsion; and

- The date when the extended expulsion will end.

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

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

Educational Services

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

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

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

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

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

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

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

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and 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:

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

- Access to school personnel who can offer support to keep the student current with assignments and 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.

Re-engagement

Re-engagement Meeting: The re-engagement 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 re-engagement 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 re-engage the student.

The re-engagement 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 re-engagement meeting.

Re-engagement plan

The district will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive re-engagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a re-engagement 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 re-engagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the re-engagement 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 CODE MESSAGE

We work hard to provide a positive learning environment at our school and students are required to come to school dressed appropriately as we prepare them for the workplace. As you plan clothing purchases for school, please be sure your student is not buying clothing with logos that reference drugs, alcohol, sex, violence, or contain messages that put down any individual or groups of people. Also, please be sure your student leaves the beach and/or bedroom attire at home. Establishing an environment that is suitable for an educational setting is critical to success. Appropriate attire should not expose the stomach or chest, and shorts, skirts, dresses, etc should extend onto a student's thighs so as not to be inappropriately too short. Please speak with your student about these important dress code reminders this summer and know that our intent is to work collaboratively with you and your student to best prepare every student for their future. Violations will result in an administration-led conversation about expectations and contact home. This expectation and message was also shared with Arlington High School students and families to support district consistency for students and families

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. Students fourteen years of age and older have the right to keep private from everyone any District records indicating that they have been tested or treated for HIV or a sexually transmitted disease. Students thirteen years and older have confidentiality rights in records regarding drug, alcohol or mental health treatment. All students have confidentiality rights in family planning or abortion records.

A. Searches of Students and Personal Property

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

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.

Staff shall conduct searches in a manner which is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. No student shall be subject to a strip search or body cavity search by school staff. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events. School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized. The Superintendent shall develop procedures regulating searches of students and their personal property.

B. Locker Searches

Students may be assigned lockers for storing and securing their books, school supplies, and personal effects. Lockers, desks, and storage areas are the property of the School District. No right nor expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school and such lockers and other spaces are subject to search in accordance with District policy. No student may use a locker, desk, or storage area as a depository for any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself. Any student's locker, desk, or other storage area shall be subject to search if 54 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 AREA

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 behaviors.

At this level, no other consequence is given; the student works in the quiet area until the end of the period, then proceeds to another class.

The teacher or staff member will inform parents for reasons that the student was sent to the office area.

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.

Students that use this area will work quietly so as not to disrupt others.

Students will be monitored while completing assignments.

SUPPLIES

Basic school supplies must be provided by the families for their particular student(s). Supply lists are shared out to parents via electronic communications and on the school's website.

SURVEILLANCE

Our school utilizes surveillance equipment at all times to maintain the safety of our staff and students within the parking lot, courtyard and in areas surrounding the buildings.

TELEPHONE

Office phones will be used only in emergencies and with the permission of the school secretaries. Prank 911 calls 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

Our 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.

VIDEO CAMEAS/DIGITAL CAMERAS

Students may not use video cameras or digital cameras (including phones) 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. 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.

VISITORS

Our school is a very busy place 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 our school.

PHOTO ID

All Stillaguamish Valley Learning Center, staff, and students will receive a photo identification badge. School pictures, from which ID cards are made, will be taken in the Fall and optional picture packages will be available for purchase. Parents/Guardians are required to check-in and out through the SVLC Main Office when on Campus. SVLC, along with all schools in the Arlington School District, uses the Safe Visitor software. Parents and visitors will need a photo ID to check in.

RESOURCES AND INTERNET SAFETY

K-20 Network Acceptable Use Guidelines/Internet Safety Requirements

These procedures are written to support the Electronic Resources and Internet Safety policy of the Board of Directors and to promote positive and effective digital citizenship among students and staff. Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use. Successful, technologically fluent digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. They cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world. Expectations for student and staff behavior online are no different than face-to-face interactions.

Use of Personal Electronic Devices

In accordance with all District policies and procedures, students and staff may use personal electronic devices (e.g. laptops, mobile devices, and e-readers) to further the educational and research mission of the District. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day. Absent a specific and articulated need (e.g. assistive

technology), students do not have an absolute right to possess or use personal electronic devices at school.

Definitions:

A. Electronic Resources

Electronic resources are defined as any electronic device that can use a network connection, process information, display information, or store information for long-term retrieval, and the software and services that are used by these devices, including but not limited to:

- All Internet services and shared network resources
- Desktop, mobile computers, tablets, phones, and other handheld devices
- Videoconferencing, monitors, projection systems, and telephones
- Online collaboration services, message boards, email, and other messaging services
- Copiers, printers, peripheral equipment and external file store devices
- Social media, web-based or Internet tools, such as blogs, wikis, social networks, podcasts, or other Internet tools
- Additional technologies as developed **B. Network**
- The District's **network** includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The District reserves the right to prioritize the use of, and access to, the network.
- All use of the network must be consistent with efforts to enhance learning and support education, for research consistent with the mission of the District, and to provide support for District operations.

Training

Students will receive grade-level appropriate instruction on digital citizenship and Internet safety, educating them about appropriate online behavior, use of personal portable devices at school, interacting with other individuals on social networking websites, cyber-bullying awareness and response, and other relevant topics.

Acceptable Use

Acceptable use by District students and staff includes:

- Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research.
- Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and webpages that support education and research.
- The online publication of original educational material, curriculum related materials and student work with parental permission. Sources outside the classroom or school must be cited appropriately.
- Staff use of the network for incidental personal use in accordance with all District policies and procedures. Such incidental work, while not prohibited, will not be provided any additional staffing resources to support or enable.
- Connection of personal electronic devices (wired or wireless), when authorized, including portable devices with network capabilities to the District's network using ASD credentials. Students will only use personal electronic devices on the District's network at the discretion and approval of their teacher, school building staff and/or administration. Connection of any personal electronic device to the District's network by any person is subject to all guidelines in this document and District policy.

- Users will help maintain a safe computing environment by notifying appropriate campus or District officials if inappropriate behavior, vandalism, vulnerabilities, risks and breaches of Arlington Public Schools' policy involving electronic resources. If the user is uncertain whether an activity is permitted or appropriate, he/she will ask a teacher/administrator before engaging in that activity.

Unacceptable Use

The guidelines for responsible use are in place to protect users and systems from harm. Unacceptable use is prevented through the implementation of filtering and monitoring systems and training on topics such as digital citizenship and responsible use of technology. When these guidelines are not followed and unacceptable use occurs, the District will impose disciplinary action.

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

- Personal gain, commercial solicitation and compensation of any kind;
- Actions that result in liability or cost incurred by the District;
- Downloading, installing and use of games, audio files, video files, games or other applications (including shareware or freeware) without permission or approval from the Director of Technology.
- Support for or opposition to ballot measures, candidates, and any other political activity;
- Hacking, cracking, vandalizing, the introduction of malware, including viruses, worms, Trojan horses, time bombs, and changes to hardware, software, and monitoring tools;
- Unauthorized access to other District computers, networks and information systems;
- Action constituting harassment, intimidation or bullying, including cyber-bullying, hate mail, defamation, discriminatory jokes and remarks. This may also include the manufacture, distribution, or possession of inappropriate digital images;
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material;
- Connecting unauthorized devices to the District network. Any such device will be confiscated and additional disciplinary action may be taken;
- Publishing personal details regarding another person or making personal schedules available for public viewing;
- Making audio or video recordings of anyone without their permission;
- Posing as someone else while online; and
- Any unlawful use of the District network, including but not limited to stalking, blackmail, violation of copyright laws, and fraud.

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

Internet Safety

Personal information and inappropriate content:

- Students and staff should not reveal personal information, including a home address and phone number on websites, blogs, podcasts, videos, social networking sites, wikis, e-mail or as content on any other electronic medium;
- Students and staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;
- No student pictures or names can be published on any public class, school, or District website unless the appropriate permission has been obtained according to District policy;
- If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority; and
- Students should be aware of the persistence of their digital information, including images and social media activity, which may remain on the Internet indefinitely.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

- Filtering software is not 100% effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- Any attempts to defeat or bypass the District's Internet filter or conceal Internet activity are prohibited (e.g. proxies, https, special ports, modifications to District browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content);
- E-mail inconsistent with the educational and research mission of the District will be considered SPAM and blocked from entering District e-mail boxes;
- The District will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to District devices;
- Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the District; and
- Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.
- The District may monitor student use of the District network, including when assessed on students' personal electronic devices and devices provided by the District such as laptops, netbooks, and tablets.

Internet Safety Instruction

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response.

A. Age appropriate materials will be made available for use across grade levels; and

B. Training on online safety issues and materials implementation will be made available for administration,

staff, and families.

Copyright

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately. See also Board Policy 2025 and Procedure 2025P Copyright Compliance.

Ownership of Work

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such work has been paid for under a written agreement with the school system. If under an agreement with the District, the work will be considered the property of the District. Staff members must obtain a student's permission prior to distributing his/her work to parties outside the school.

Network Security and Privacy Network Security

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized District purposes. Students and staff are responsible for all activity on their account, must not share their account password, must not use the accounts of other users, and must exercise responsible password management.

The following procedures are designed to safeguard network user accounts:

- Change passwords according to District policy;
- Do not use another user's account;
- Do not insert passwords into e-mail or other communications;
- If you write down your user account password, keep it in a secure location;
- Do not store passwords in a file without encryption;
- Do not use the "remember password" feature of Internet browsers; and
- Lock the screen, or log off, if leaving the computer.

Student Data is Confidential

Arlington Public School's use and sharing of student data is solely for educational purposes. District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

No Expectation of Privacy

The District provides the network system, e-mail, and Internet access as a tool for education and research in support of the District's mission. The District reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of:

- The District's network, including when accessed on students' personal electronic devices and on devices provided by the District, such as laptops, netbooks, and tablets;

- User files and disk space utilization;
- User applications and bandwidth utilization;
- User document files, folders, and electronic communications;
- E-mail;
- Internet access; and
- Any and all information transmitted or received in connection with network and e-mail use.

No student or staff user should have any expectation of privacy when using the District's network. The District reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

Disciplinary Action

All users of the District's electronic resources are required to comply with the District's policy and procedures (and agree to abide by the provisions set forth in the District's user agreement). Violation of any of the conditions of use explained in the District's user agreement, Electronic Resources Policy or in these procedures could be cause for disciplinary action, including suspension or expulsion from school and suspension or revocation of network and computer access privileges.

CELL PHONES/ELECTRONIC DEVICES

While on school property or while attending school-sponsored or school-related activities, students may possess and use personal telecommunication devices including, but not limited to cellular phones, iPods (or other mp3/video devices) and other such devices that emit audible signals, vibrate, display a message, or otherwise summon or deliver a communication to the possessor provided that such devices do not pose a threat to academic integrity, disrupt the learning environment, compromise personal safety, or violate the privacy rights of others. Students in possession of personal telecommunications devices and other related electronic devices (e.g., iPods) shall observe the following conditions:

- Devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity (e.g., cheating) or violating confidentiality or the privacy rights of another individual. Examples include text messaging answers or questions and taking pictures of students without permission.
- Devices shall not be used for illegal purposes or activities that violate school or district rules or procedures, laws, or statutes.
- Devices may be turned on and operated before, between classes, and after the regular school day and during the student's lunch break.
- Students who violate this policy may be subject to disciplinary action, including losing the privilege of bringing the device onto school property. In addition, an administrator or teacher may confiscate the device.
- Students are responsible for electronic devices they bring to school. The District shall not be responsible for loss, theft or destruction of electronic devices brought onto school property. Students shall comply with any additional rules developed by the school or district.

FAMILY ROOM

The family room is an area for families to congregate while students are in class, socialize, collaborate, and relax. As this is a high traffic area, it is important to demonstrate civil, respectful actions at all times.

Examples include:

- Put garbage in the garbage cans and leave a clean table.
- Speak in a normal tone (i.e. no shouting or yelling)
- All school rules apply in the family room, particularly those rules which deal with

- respecting one another.
- Running, throwing, or other inappropriate behaviors are not allowed.

FOOD AND DRINK

Food and beverages are not allowed in the classrooms except by teacher permission.

EMERGENCIES/EMERGENCY DRILLS

In any school, it is necessary for all students to be knowledgeable about emergency procedures. Classroom teachers will explain procedures for practice drills. In accordance with Arlington School District policy, each month SVLC students will practice at least one campus wide emergency drill. These drills include, and are not limited to, Fire Drills, Lockdown Drills, Earthquake Drills, Shelter-in-Place Drills, etc..

FREEDOM OF EXPRESSION

Students will enjoy freedom of expression, whether verbal or written, providing such expression does not constitute a material and substantial disruption of the orderly operation of the school or otherwise violate this policy. The Principal will have the authority to monitor student verbal and written expression. Students who violate the standards established by this policy and Chapter 28A.600 RCW for verbal and written expression may be subject to corrective action or punishment.

FOOD SERVICES

The APS Child Nutrition Department takes pride in offering nutritionally balanced meals for all schools to promote learning readiness. Our district provides a complete breakfast and lunch program, which meets or exceeds the nutritional requirements established by the National School Breakfast and Lunch Program. Sack lunches are available at SVLC by ordering through the office by 1:00 pm **the day previous** to pick up. APS offers a convenient system for parents to deposit funds on an account for their students online through Revtrack available through Family Access.

MEDICATION AT SCHOOL

Each school principal will authorize two (2) staff members to administer prescribed or non-prescribed medication. These designated staff members will receive RN delegation.

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

Medication may be dispensed to students on a scheduled basis upon written authorization from a parent with a written request by a licensed health professional prescribing within the scope of his or her prescriptive authority. If the medication is to be administered more than fifteen (15) consecutive days, the written request must be accompanied by written instructions from a licensed health professional. Requests will be valid for not more than the current school year. The prescribed or non-prescribed medication must be properly labeled and be contained in the original container.

The dispenser of prescribed or non-prescribed medication will:

Collect the medication directly from the parent (students should not transport medication to school), collect an authorization form properly signed by the parent and by the prescribing health

professional, and collect instructions from the prescribing health professional if the oral medication is to be administered for more than fifteen (15) consecutive days;
Store the prescription or non-prescribed oral medication (not more than a twenty (20) day supply) in a locked, substantially constructed cabinet;
Maintain a daily record which indicates that the prescribed or non-prescribed medication was dispensed;
Provide for supervision by a physician or registered nurse; and

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

Nasal sprays containing legend (prescription) drugs or controlled substances may only be administered by a school nurse or, if a school nurse is not present on school premises, after calling 911, an authorized school employee; or a parent-designated adult with training as required by RCW 28A.210.260.

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

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

State that the student suffers from an allergy which may result in an anaphylactic reaction;
Identify the drug, the mode of administration, and the dose. Epinephrine administered by inhalation, rather than injection, may be a treatment option. This decision must be made by the licensed health professional prescribing within his or her prescriptive authority;
Indicate when the injection will be administered based on anticipated symptoms or time lapse from exposure to the allergen;
Recommend follow-up after administration, which may include care of the stinger, administration of additional medications, transport to hospital; and
Specify how to report to the health professional prescribing within his or her prescriptive authority and any record keeping recommendations.

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

Sunscreen

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

The product is regulated by the US Food and Drug Administration as an over-the-counter sunscreen product; and

If possessed by a student, the product is provided to the student by the parent or guardian.

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

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

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

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

Parent-Designated Adult Care of Students with Epilepsy

Parents of students with epilepsy may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate.

Parent-designated adults who are school employees will file a voluntary, written, current and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with epilepsy from the school nurse.

Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care (including medication administration) requested by the parent.

Parent-designated adults who are not school employees are required to show evidence of comparable training, and meet school district requirements for volunteers. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care requested by the parent. The School District Nurse is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

SVLC OFFICE PROCEDURES

- Please be polite, quiet, and patient when talking to office staff.
- If you need to see the principal or WSLP consultant, please check in with the secretary to see if they are available. If not, please make an appointment.
- Check in with the office staff before going to see the WSLP consultant.
- Parents/Guardians must remain in the waiting room until escorted back to the location where they have a meeting.
- Parent/Guardians are not permitted to access the Faculty Staffroom.

SCHOOL CLOSURES OR DELAYS

In the event of emergency situations such as severe winter road conditions or school closures or delays in opening, an announcement will be made over local radio, television stations and/or online. Please do not call the school for closure information as this decision is made at the District Office level.

SVLC BOUNDARIES

We want you to have fun and enjoy your time at school. You can eat lunch in the family room or outside at the tables. Parents need to supervise their children at all times, including outside play areas. This requires that the parents be outside with their child or children. We ask that you be extra careful in the following areas:

1. Front of the school
2. Parking lots
3. Classrooms
4. Any off-campus area
5. Flower beds
6. Forests
7. The Pit

Students are expected to display appropriate behavior at all times. Please keep areas neat and clean.

VALUABLE ITEMS

Stillaguamish Valley Learning Center 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. Any item(s) that create a disruption to the educational process may be confiscated.

VISITORS

For the safety of our staff and students, all visitors must check in at the office. They will receive a visitor badge that must be conspicuously visible at all times they are on campus. **School age visitors must have administrative permission prior to their visitation.**

1. All visitors must check in with the office when arriving and leaving.
 - School age visitors and recent graduates are not allowed on campus during the school day. If an exception is appropriate for the learning environment, it is the responsibility of the hosting student/family to obtain prior permission from the principal or designee. **These visitors will not be allowed in classes.**
 - Visitors must be accompanied by the member and responsible parent or designated adult.
 - Visitors may not check out books, equipment or materials.

Unfamiliar persons and/or persons not wearing a visitor's badge will be directed to the main administrative office. Visitors, volunteers and chaperones may also be asked for identification.

VOLUNTEERING

The voluntary help of citizens should be requested by staff through administrative channels for conducting selected activities and/or to serve as resource persons.

Volunteers shall:

- A. Submit to a background check conducted through the Washington State Patrol system.
 - B. Serve in the capacity of helpers and not be assigned to roles which require specific professional training.
- Instructional services shall be rendered under the supervision of certificated staff.

C. Refrain from discussing the performance or actions of a student except with the student's teacher, counselor or Principal.

D. Refer to a regular staff member for final solution of any student problem which arises, whether of an instructional, medical or operational nature.

E. Receive such information as:

1. General job responsibilities and limitations;
2. Information about school facilities, routines and procedures;
3. Work schedule and place of work;
4. Expected relationship to the regular staff;

F. Be provided appropriate training at the building level, if new volunteers, consistent with their tasks and existing district standards. This training shall be developed under the leadership of the Principal in consultation with a district supervisor.

G. Have assignments and activities carefully defined by the building Secretary. Examples of suggested duties for volunteers may include:

1. Bulletin boards;
2. Preparation of materials for art, science, math classes;
3. Clerical duties including typing of dittos, stencils, inventories, putting booklets together, newsletters and related, student lunchroom counts and attendance and class records;
4. Clean up activities;
5. Library and audio visual duties;
6. Assistance with physical education exercises;
7. Instructional activities appropriate to the volunteer's training and classroom needs such as monitoring math assignments, listening to oral reading and others;
8. Vision and hearing testing and approved medical surveys;
9. School activities supervision; and
10. Playground supervision with a staff member;

H. Have their services terminated for these and other reasons:

1. Program and/or duties completed,
2. Resignation of the volunteer,
3. Replacement by paid staff member, and
4. Circumstances which in the judgment of the administration may necessitate asking the volunteer to terminate services.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched when a school authority has reasonable suspicion to believe that the student is in possession of illegal, unauthorized or contraband items.

STUDENT CONDUCT EXPECTATIONS

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

Respect for the Law and the Rights of Others

The student is responsible as a citizen to observe the laws of the United States, the State of Washington, and local ordinances and laws. The student will respect the rights of others while in school, on school property, at

all school activities, on provided transportation or otherwise under school authority.

Compliance with Rules

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

Student Rights

In addition to individual rights established by law and policies, students served by or on behalf of the District will have the right to: High educational standards in a safe and sanitary building; Education consistent with stated District goals; Equal educational opportunity and in all aspects of the educational process freedom from discrimination based on economic status, pregnancy, marital status, sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability; Fair and just treatment from school authorities and freedom from mistreatment and physical abuse; Freedom from unlawful interference in their pursuit of an education while in the custody of the District; Security against unreasonable searches and seizures; The substantive constitutional rights listed in WAC 392-400-215, subject to reasonable limitations upon the time, place, and manner of exercising such rights consistent with the maintenance of an orderly and efficient educational process within limitations set by law, including the right to: Freedom of speech and press; Peaceably assemble; Petition the government and its representatives for a redress of grievances; The free exercise of religion and to have their schools free from sectarian control or influence; and Participate in the development of rules and regulations to which they are subject and to be instructed on rules and regulations that affect them, including the periodic review and update of discipline rules, policies, and procedures; Establish appropriate channels to voice their opinions in the development of curriculum; Representation on advisory committees affecting students and student rights; Present petitions, complaints, or grievances to school authorities and the right to prompt replies; Consult with teachers, counselors, administrators and other school personnel at reasonable times; Be involved in school activities, provided they meet the reasonable qualifications of the sponsoring organization; Free election of their peers in student government and the right to hold office; Know the requirements of the course of study, be informed about and know upon what basis grades will be determined; Citizenship privileges as determined by the United States and Washington State Constitution and its amendments; and, Annual information pertaining to the District's rules and regulations regarding students, discipline and rights.

Scope of District Authority

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

- On school grounds during and immediately before or immediately after school hours;
- On school grounds at any other time when school is being used by a school group(s) or for a school activity;
- Off school grounds at a school activity, function, or event;
- Off the school grounds if the actions of the student materially or substantially affects or interferes with the educational process; or,
- In school-provided transportation, or any other place while under the authority of school personnel.

Disruptive Conduct

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

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

Exceptional Misconduct

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

- Arson
- Assault, if the assault involves to Injury to another; Bodily fluids; or A weapon;
- Commission of any crime on school grounds, or the commission of a crime or other dangerous conduct anywhere that indicates the student's presence on school grounds poses a danger to other students or staff;
- Cumulative violations;
- Causing intentional, substantial damage or destruction to school property or the property of another on school grounds or at school activities;
- Dangerous use of motor vehicles on school grounds or at school activities, or endangering students on a school bus;
- Disruption of the school program by bomb scares, false fire alarms, firecrackers, etc.;

- Extortion;
- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged is prohibited, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Harassment/intimidation/bullying of others;
- Knowingly possessing stolen property;
- Possession, use, sale or delivery of illegal or controlled chemical substances, including marijuana or substances containing marijuana and alcoholic beverages, as well as possession of items reasonably determined to be drug paraphernalia as used or possessed;
- Presence on school property or at a school activity following the consumption or use elsewhere of an alcoholic beverage or a controlled substance, including marijuana;
- Sexual misconduct on school grounds, at school activities, or on school provided transportation;
- Theft on school grounds, at school activities, on school provided transportation, or of school property at any time;
- Threats of violence to other students or staff;
- Use or possession of dangerous weapons, including firearms, airguns, knives, nun-chu- ka sticks, throwing stars, stun guns, explosives and other weapons prohibited by state law and Policy 4210.

Guidelines for Sanctions

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

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

In all cases where sanctions are imposed, a reasonable effort to contact parents or guardians will occur prior to, or contemporaneous with, the imposition of the sanction, in addition to any written notice required by law. When a school administrator has good and sufficient reason to believe that a student's presence poses an immediate and continuing danger to the student, other students or school staff, or an immediate and continuing threat of substantial disruption of the educational process, immediate emergency removal or emergency expulsion may be appropriate (see Policy 3241 and Procedure 3241P *Classroom Management, Discipline, and Corrective Action*)

In conjunction with the following sanction guidelines, administrators may also consider any alternative form of corrective action, including programs intended to lessen the time of exclusion from class attendance, which has been approved by the Board of Directors and/or Superintendent. The District encourages the use of alternative forms of correction action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning.

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

Implementing the Guidelines for Sanctions

It is presumed that school administrators will sanction a student for the following offenses within each listed standard range, beginning at the presumptive sanction and determining whether mitigating or aggravating

factors warrant a sanction higher or lower within the standard range. School administrators are expected to use their professional judgment and experience when assigning students sanctions and will, to the best of their abilities, attempt to apply these sanctions to all similarly-situated students in a fair and equitable manner. The administrator's judgment and discretion will carefully balance the duty to maintain order and discipline in a safe school environment, the appropriate corrective action needed to address the student's misconduct, and the student's long-term educational success.

The sanctions below do not prohibit administrators from considering approved alternatives to out-of-school suspension or expulsion, including in-school suspension. The standard range for each offense does not prohibit a school administrator from exceeding the range, up to and including expulsion, if sufficient aggravating factors warrant such corrective action or if the threat of danger or substantial disruption supports an emergency expulsion under WAC 392- 400-295.

AGGRESSIVE, DANGEROUS OR RECKLESS BEHAVIOR:

For purposes of school discipline, aggressive, dangerous or reckless behavior means behavior that is dangerous and blatantly disregards a risk of harm to others or property.

STANDARD RANGE: Up to 10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than suspension

Secondary: Short-Term Suspension of 5 Days

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal injury or damage
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct

AGGRAVATING FACTORS:

- Serious actual or potential injury
- Use of an object or weapon
- Premeditated conduct
- Multiple students involved
- Exceptional severity or real potential for severity
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Previous discipline record of student warranting progressive sanctions

ARSON:

For purposes of school discipline, "arson" means any intentional or reckless setting of a fire or other burning of personal or public property. "Reckless" means that the student understood, but acted with disregard for, the consequences of his or her conduct.

STANDARD RANGE: 0-20 Day Suspension PRESUMPTIVE STANDARD SANCTION:

Elementary: Short-Term Suspension of 1 Day

Secondary: Short-Term Suspension of 5 Days

MITIGATING FACTORS:

- No prior documented misconduct
 - Minimal damage
 - Little potential of harm
 - Student's intent or purpose
 - Student's age and/or inability to understand potential consequences of the conduct
 - Admitted or self-reported conduct
 - Student attempted, but failed to or was prevented from, carrying out the conduct
-

AGGRAVATING FACTORS:

- Significant damage
- Potential of serious harm
- Intent or purpose in setting fire
- Previous discipline record of student warranting progressive sanctions
- The student's presence on campus is determined to be a threat to the safety of others.

ASSAULT:

For purposes of school discipline, "assault" means actual or attempted hitting, striking or other wrongful physical contact inflicted on another either directly or indirectly through an object. For verbal threats, see Harassment, Intimidation, and Bullying.

STANDARD RANGE: 0-10 Day Suspension PRESUMPTIVE STANDARD SANCTION:

Elementary: 0 Days

Secondary: Short-Term Suspension of 5 Days

MITIGATING FACTORS:

- No prior documented misconduct
 - Minimal injury or damage
 - Student was primarily acting defensively, but facts do not support a conclusion that the student's conduct was clearly reasonable self-defense as set forth below
 - Student's age and/or inability to understand potential consequences of the conduct
 - Admitted or self-reported conduct

AGGRAVATING FACTORS:

- Serious actual or potential injury

- Use of an object or weapon
- Premeditated conduct
- Multiple students assaulting a single student
- Prior assault(s), threat(s), harassment, or bullying by the student against the same victim
- Exceptional severity or cruelty

STANDARD RANGE: 0-10 Day Suspension

- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
 - Conduct is motivated by actual or perceived gang rivalry or affiliation
 - Previous discipline record of student warranting progressive sanctions
-

It is expected that a student must always first retreat from any threat of harm and/or contact an adult staff member for assistance before engaging in any type of physical response to an assault. However, an administrator may decide not to subject a student to discipline if, following a reasonable investigation, the administrator determines that all of the following are true:

- A student who is being assaulted or witnesses another student being assaulted acts only in a manner that is defensive and protective of himself/herself or others;
- The student is acting in a manner that a building administrator determines is reasonable and necessary in light of the circumstances; and
- The student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault.
- A reasonable physical response to an assault may include holding the assailant's hands or arms to prevent the assault, or pulling two fighting students apart and holding them until adult staff can arrive and intervene.

DEFACING OR DESTRUCTION OF PROPERTY:

For school discipline purposes, means the unauthorized, intentional damage to District property or the property of others (other than arson, above).

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension Secondary: Short-Term Suspension of 3 Days Restitution will usually be required.

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal damage
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent remedial steps, including restitution to District or victim of misconduct

AGGRAVATING FACTORS:

- Significant damage in extent or cost

- Similar previous conduct
- Previous discipline record of student warranting progressive sanctions
- Property defaced with:
 - Lewd or obscene words or imagery
 - Words or imagery containing slurs or negative reference to the race, color, national origin, gender, sexual orientation, gender expression, or disability of others
 - Gang words or imagery

Note: Under RCW 28A.635.060 (1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district, an employee, or another student until the pupil or the pupil's parent or guardian has paid for the damages. If a student has been suspended or expelled, the student may not be readmitted until the student or parents or legal guardian has made payment in full, or until the Superintendent directs otherwise. If the property damaged is a school bus owned and operated by the district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the Superintendent.

When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil will be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

DISRUPTION OF THE EDUCATIONAL PROCESS

For purposes of school discipline disruption of the educational process means conduct of any type that materially and substantially interferes with the educational process:

STANDARD RANGE: Up to 10 Day Suspension

PRESUMPTIVE STANDARD SANCTION: Elementary: Discipline other than suspension Secondary: Short Term Suspension of 5 Days

MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the disruptive conduct
- Admitted or self-reported conduct

AGGRAVATING FACTORS:

- Premeditated conduct
- Repeated disruptive conduct
- Multiple students involved
- Exceptional severity or real potential for severity
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of others
- Previous discipline record of student warranting progressive sanctions

DRUGS/ALCOHOL AND OTHER PROHIBITED CHEMICAL SUBSTANCES:

The possession, consumption, use, storage, or distribution of drugs (including marijuana/ cannabis), alcohol, and other similar chemical substances on school grounds, at school activities, or on District-provided

transportation is prohibited. For purposes of student conduct expectations:

- This section applies to any controlled substance, medication, stimulant, depressant, or mood altering compound, including simulated compounds intended to produce intoxication or euphoria, whether or not such compounds have been designated a controlled substance by state or federal law;
- This section applies to marijuana or substances containing marijuana;
- This section applies to legally-prescribed drugs which a student is nevertheless not lawfully authorized to possess on school grounds, at school activities, or on district- provided transportation;
- This section applies to students who enter school grounds, school activities, or District- provided transportation following the unlawful use or consumption of drugs, alcohol, and other similar chemical substances, including students who appear to be under the influence of such substances; and
- This section applies equally to the possession or use of paraphernalia or other items used to possess, consume, store, or distribute drugs, alcohol, and/or other illegal chemical substances, including marijuana or substances containing marijuana.

STANDARD RANGE:

Elementary: 0-10 Day Suspension; Secondary: 3-20 Day Suspension

PRESUMPTIVE STANDARD SANCTION FOR POSSESSION OR USE:

Elementary: Short-Term Suspension of 1 Day Secondary: Short-Term Suspension of 10 Days

PRESUMPTIVE STANDARD SANCTION FOR DISTRIBUTION:

Elementary: Short-Term Suspension of 5 Days Secondary: Long-Term Suspension of 20 Days

MITIGATING FACTORS:

- Little or no prior documented misconduct
- A significantly small amount of substance
- Student's age and/or inability to understand potential consequences of the conduct
- Momentary or transient handling of the item
- Admitted or self-reported conduct
- Student believed that he or she was authorized to possess a lawfully-prescribed drug on campus
- Evidence that there was no intent to use, consume, or distribute the substance on school grounds, District-provided transportation, or at school activities.

AGGRAVATING FACTORS:

- Previous discipline record of student warranting progressive sanctions
- A relatively large amount of substance that would reasonably exceed anticipated single use
- Evidence of sophistication or pre-planning
- Evidence of distribution or intent to distribute prohibited substances
- The substance is heroin or another similar opiate (including methadone, oxycodone, etc.), cocaine, methamphetamine, or a similar substance designated as a level one or level two controlled substance with the potential for significant harm and addiction
- Distribution has been to multiple students
- Conduct is related to gang affiliation

Generally, a suspension for possession, use, or consumption should not exceed ten (10) days, and a suspension for distribution should not exceed twenty (20) days. A suspension for secondary students in

either case should not fall below three (3) days.

An expulsion may be imposed for such conduct when sufficient aggravating circumstances are present and in consultation with the Superintendent or the Superintendent's designee. Emergency expulsion may be imposed when the student's conduct meets the requirements of WAC 392-400-295.

In all cases in which a student possesses or is distributing on school grounds, at school activities, or on District-provided transportation a substance prohibited under this section that is also a violation of the law, a report will be made by school officials to law enforcement. Students given a suspension under this section may have the suspension period reduced if they provide evidence of participation in a state-certified drug and alcohol use assessment and follow agency recommendations.

EXPLOSIVE DEVICES:

For purposes of school discipline possessing, trafficking in, or detonating any explosive device or incendiary components such as explosive materials, bullets, blasting caps, fireworks, gasoline, other flammable liquids, ammunition or any combination of these items generally referred to as a bomb or look-alike explosive device, which by themselves or in conjunction with other items can result in an explosion or fire on school property or at school sponsored events is prohibited.

STANDARD RANGE:

Up to 20 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Short-Term Suspension of 1 Day Secondary: Short-Term Suspension of 5 Days

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal damage
- Little potential of harm
- Student's intent or purpose
- Student's age and/or inability to understand potential consequences of the conduct
- Student attempted, but failed to or was prevented from, carrying out the conduct

AGGRAVATING FACTORS:

- Significant damage
- Potential of serious harm
- Intent or purpose in use of explosive device or component
- Previous discipline record of student warranting progressive sanctions
- The student's presence on campus is determined to be a threat to the safety of others.

FALSE ALARMS:

For school discipline purposes false alarm means triggering a fire alarm, security alarm, or knowingly reporting an emergency without reasonable grounds for such action.

SANCTIONS: See Disruption of the Educational Process

FIGHTING OR FIGHTING INVOLVEMENT:

Includes instigating, promoting (including promotion by presence as a spectator and or posting and sharing on social media), and escalating a fight, as well as the failure to disperse at the scene of a fight.

SANCTIONS: See Assault

GANG CONDUCT:

For school discipline purposes includes:

- The creation, display, or communication of gestures, language, imagery, or symbols as defined below commonly associated with gang culture
- The promotion of gang culture and/or gang violence, and/or
- The solicitation or recruitment of gang members.
- Gang imagery and symbols include, but are not limited to:
 - Apparel (including shoelaces, bandanas, belts, or hats) which by virtue of color, arrangement, trademark, symbol, or any other attributes indicate or imply gang membership or affiliation
- Displays of gang affiliation on personal belongings including clothing, school assignments, notebooks, body, etc.

STANDARD RANGE:

0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent remedial steps, including restitution for property damaged or defaced with gang imagery, symbols, or language

AGGRAVATING FACTORS:

- Similar previous conduct
- Concerted action with other students or non-students
- Gang conduct in connection with other misconduct prohibited elsewhere by this procedure, including but not limited to assault, harassment, intimidation, bullying, theft, and the possession of weapons
- Previous discipline record of student warranting progressive sanctions

Expulsion or Long-term suspension for gang conduct alone, absent any other misconduct, may only occur under extraordinary circumstances following consultation with the Superintendent or Superintendent's designee.

HARASSMENT, INTIMIDATION OR BULLYING:

For school discipline purposes, "harassment, intimidation and bullying" includes:

- Intentional hurtful, threatening, or intimidating verbal and/or physical conduct in violation of District Policy 3207 and Procedure 3207P;

- Unsolicited or unwelcome verbal or physical conduct that is harassing or intimidating that can be of a sexual, religious, racial or ethnic nature, or based on disability;
- A threat to cause bodily injury, property damage, or to cause the physical confinement or restraint of the person threatened, or any other act causing substantial harm to the physical or mental health of the person threatened.

STANDARD RANGE:

Elementary: 0-10 Day Suspension

Secondary: 3-20 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: 3 Day Suspension

MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent action taken by student to make amends for misconduct with the victim

AGGRAVATING FACTORS:

- Threat of serious injury
- Use of an object or weapon
- Premeditated conduct
- Part of a pattern of similar misconduct against the same victim
- Prior assault(s) threat(s), harassment, or bullying by the student against the same victim
- Exceptional severity or cruelty
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Conduct is motivated by actual or perceived gang rivalry or affiliation
- Previous discipline record of student warranting progressive sanctions

LEWD, OBSCENE, OR PROFANE LANGUAGE, GESTURES OR MATERIALS:

For purposes of school discipline, this includes, but is not limited to, lewd, obscene or profane language, gestures or materials that are unrelated to authorized school curriculum. Prohibited "materials" includes digital or electronic text, images, or sounds that are possessed, displayed, or transmitted while under the supervision of school authorities.

STANDARD RANGE: 0-10 Day Suspension

(District Note: Lewd, obscene, or profane language gesture or materials that do not constitute a "sex offense" as defined in Policy 3241 and procedure 3241P is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the conduct
- Subsequent action taken by student to make amends for misconduct

AGGRAVATING FACTORS:

- Part of a pattern of similar misconduct
- Previous discipline record of student warranting progressive sanctions
- Substantial disruption to learning of others caused by student's defiance
- Student attempts to solicit or incite others to engage in behavior
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of school personnel

Any conduct under this section that could constitute a criminal act will be reported to law enforcement. Any conduct under this section that involves the use of District resources or equipment may result in the loss or restriction of a student's use of District systems, resources, or equipment.

TARDINESS/ATTENDANCE: See Policy and Procedure 3122

TECHNOLOGY (INAPPROPRIATE USE):

For purposes of school discipline inappropriate use of technology means students are not to use technology devices, including but not limited to, cameras, cell phones, portable entertainment systems, other devices or the Arlington School District network in a manner that disrupts the educational process, invades the privacy or rights of others, or violates District policy of school rules.

THEFT/STEALING:

Possession of another person's or District property, regardless of value, without the person's permission with the intent to deprive the owner of such property. As part of the sanction, restitution will usually be required.

STANDARD RANGE: 0-10 Day Suspension

(District Note: Theft and stealing are discretionary discipline offenses under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Short-Term Suspension of 2 Days

Restitution will usually be required if property is not recovered and returned.

MITIGATING FACTORS:

- No prior documented misconduct
- Property returned to victim
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct

- Subsequent remedial steps, including restitution to District or victim of misconduct

AGGRAVATING FACTORS:

- Significant damage in extent or cost
- Similar previous conduct
- Previous discipline record of student warranting progressive sanctions
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Conduct is motivated by gang affiliation

Note: Under RCW 28A.635.060 (1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district, an employee, or another student until the pupil or the pupil's parent or guardian has paid for the damages. If a student has been suspended or expelled, the student may not be readmitted until the student or parents or legal guardian has made payment in full, or until the Superintendent directs otherwise. If the property damaged is a school bus owned and operated by the district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the Superintendent.

When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil will be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

TOBACCO/NICOTINE PRODUCTS - USE OR POSSESSION:

Students may not participate in smoking, use of tobacco products or products containing nicotine, or possess tobacco products on the school premises or at school-sponsored functions.

Elementary Students

See Discipline Other Than Suspension

Secondary Students

First Offense: Complete Tobacco Intervention Packet. [Refusal or failure to complete Tobacco Intervention Packet will be considered to be a tobacco related offense for which students may receive school discipline sanctions as set forth in Defiance of School Authorities]

Second Offense: Complete Tobacco Intervention Packet and attend extended after school detention. [Refusal to complete Tobacco intervention Packet will be considered to be a tobacco related offense for which students may receive school discipline that includes short-term suspension with days that may be held in held in abeyance for community service].

Third Offense: Complete Tobacco Intervention Packet and attend extended after school detention. [Refusal to complete Tobacco Intervention Packet will be considered to be a tobacco related offense for which students may receive school discipline that includes short-term suspension with days that may be held in held in abeyance for community service].

THREATS:

For purposes of school discipline threats mean any conduct communicating (including gestures, visual images or via electronic transmission) to another an intent to cause them harm, including physical conduct, verbal expression, bomb threats or other threats of violence to cause wide spread panic.

SANCTIONS: See Disruption of the Educational Process

TRESPASS:

For purposes of school discipline trespass means entering or being on any school campus or property in violation of school district policy.

SANCTIONS: See Harassment, Intimidation & Bullying or Disruption of the Educational Process

WEAPONS:

This section addresses the possession or use of actual weapons in violation of District Policy 4210, including firearms, dangerous weapons, and other items listed within that policy. This includes when a student acts with malice as defined under RCW 9A.04.110 and displays a device that appears to be a firearm. Objects and conduct that fall outside of Policy 4210 should be addressed under other sections, as appropriate.

STANDARD RANGE: 0-20 Day Suspension PRESUMPTIVE STANDARD SANCTION:

Elementary: Short-Term Suspension of 3 Days

Secondary: Long-Term Suspension of 11 Days

SANCTION FOR FIREARM AT SCHOOL: Emergency Expulsion (see below)

MITIGATING FACTORS:

- No prior documented misconduct
- No injury or damage caused
- No evidence that student intended to display or use the weapon
- The weapon is a small pocket-knife with a blade 3 inches or less
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Student offers credible evidence that he or she had the weapon for legitimate purposes away from school and unintentionally brought the object to school

AGGRAVATING FACTORS:

- Previous discipline record of student warranting progressive sanctions
- Student used the weapon in furtherance of an assault, to intimidate another, cause injury, and/or to cause physical damage to property
- Student displayed, activated or discharged the weapon in a reckless manner
- Evidence of premeditation
- Display or use of the weapon was motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of a person intimidated or assaulted
- Conduct is motivated by actual or perceived gang rivalry or affiliation
- The weapon is an airgun or firearm.

- The object appears to be a firearm and the student displaying or using the object does so with malice.

Any student who is determined to have carried a firearm or to have possessed a firearm on school premises, school-provided transportation, or school sponsored activities at any facility will be expelled from school for not less than one year (12 months) under RCW 28A.600.420, with notification to parents and law enforcement. The district Superintendent or the Superintendent's designee is authorized to modify the expulsion of a student on a case-by-case basis.

The 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 a device that appears to be a firearm.

Expulsion may result based upon the administrator's judgment of the seriousness of the act or circumstances surrounding the act, and/or the previous record of the student.

STUDENT PRIVACY AND SEARCH

Searches of Students and Their Property

A student is subject to search by District staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the Principal prior to initiating a search, except in emergency situations. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

Establishing Reasonable Grounds

The following review of the basis for the search should occur before conducting a search:

- Identify 1) the student's suspicious conduct, behavior, or activity; 2) the source of the information; and 3) the reliability of the source of such information.
- If suspicion could be confirmed, would such conduct be a violation of the law or school rules?
- Is the student likely to possess or have concealed any item, material, or substance which is itself prohibited or which would be evidence of a violation of the law or a school rule?

Conducting the Search

If the Principal, or his or her designee, determines that reasonable grounds exist to search a student's clothing, personal effects, desk, locker, assigned storage area, or automobile, the search shall be conducted as follows:

- If evidence of criminal activity is suspected to be present, and prosecution by civil authorities will be recommended if confirmed by the search, the Principal, when possible, shall consult law enforcement officials regarding the appropriateness of a search by a law enforcement officer.
- If evidence of violation of a school rule is suspected, and if confirmed by the search will be handled solely as a student discipline action, proceed to search by asking the student to remove all items from pockets, purses, handbags, backpacks, gym bags, etc.
- If the student refuses to cooperate in a personal search, the student should be held until the student's parent or guardian is available to consent to the search. If a parent or guardian cannot be reached in a reasonable time, the Principal may conduct the search without the student's consent.

Locker Searches

Lockers, desks, and storage areas are the property of the Arlington School District. When assigned a locker, desk, or storage area, a student shall be responsible for its proper care. A student may be subject to a fine for any willful damage to school property. Students are encouraged to keep their assigned lockers closed and locked.

A student's locker, desk, or storage area may be searched by District staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the Principal prior to initiating a search, except in emergency situations when the risk of harm to students or staff demands immediate action.

Building Principals should refer to these procedures for conducting searches of students and their property for guidance in establishing whether a search is reasonable under the circumstances.

Principals may search all lockers, desks, or storage areas without prior notice given to students and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules.

Administrative inspections, or health and welfare inspections, may be conducted at any time for the purpose of locating misplaced library books, textbooks, or other school property or to ensure that all lockers, desks, or storage areas are being kept clean and free from potential health or safety hazards. Periodic inspections of lockers will reinforce the District's ownership of lockers and the minimal expectation of privacy students have in the contents of their lockers.

During a search of all student lockers, if the school official conducting the search discovers any container within the locker, which may conceal contraband, the container may be searched according to District procedures governing searches of students and their property. A "container" for the purpose of this policy may include, but is not limited to: an article of clothing, a handbag, purse, backpack, gym bag, or any other item in which contraband material may be concealed.

CIVILITY POLICY

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. Sample letters have been provided to school administrators for this purpose.

SEXUAL HARASSMENT POLICY

This District is committed to a positive and productive education and working environment, free from discrimination, including sexual harassment. The District prohibits sexual harassment of students, employees and others involved in school district activities. Sexual harassment occurs when:

- A. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
- B. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or
- C. Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur adult-to-student, student-to-adult, student-to-student, adult-to-adult, male-to-female, female-to- male, male-to-male and female-to-female.

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. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services.

Persons found to have been subjected to sexual harassment will have appropriate School District services made reasonably available to them and adverse consequences of the harassment shall be reviewed and remedied, as appropriate.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors. 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 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.

The Superintendent shall 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. All staff members are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate District personnel of the complaint or report for investigation and resolution. All staff members are also responsible for directing complainants to the formal complaint process.

The Superintendent shall 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 shall be posted in each District building in a place available to staff, students, parents, volunteers and visitors. The policy shall be reproduced in each student, staff, volunteer and parent handbook.

MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all District staff and volunteers. For purposes of this policy and its procedure, the terms “District staff,” “staff member(s),” and “staff” also include volunteers. General Standards The Arlington Public Schools Board of Directors expects all District staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries. Professional staff/student boundaries are consistent with the legal and ethical duty of care that District employees have for students. The interactions and relationships between District staff and students should be based upon mutual respect 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 District. District staff will not intrude on a student’s physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the staff member’s duties in the District. Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will notify and discuss issues with their building administrator or supervisor whenever they suspect or question whether their own or another staff member’s conduct is inappropriate or constitutes a violation of this policy. The Board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy, the appearance of impropriety, and the appearance of favoritism. Staff members will proactively discuss these circumstances with their building administrator or supervisor.

Use of Technology

The Board supports the use of technology to communicate for educational purposes. However, District staff are prohibited at all times from inappropriately communicating with students online or from engaging in any conduct on social networking websites that violates the law, District policies or procedures, or other generally recognized professional standards. Staff whose conduct violates this policy may face discipline and/or termination consistent with the District’s policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

NON-DISCRIMINATION STATEMENT

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

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

TITLE IX OFFICER AND COMPLIANCE COORDINATOR SECTION 504 COORDINATOR

Eric DeJong

Executive Director of Human Resources
315 N. French Ave., Arlington, WA 98223
360-618-6212
Email: edejong@asd.wednet.edu

Dave McKeller

Director of Special Education
315 N. French Ave., Arlington, WA 98223
360-618-6209
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