Naselle-Grays River Valley

K-12 School District

HOME OF THE COMETS
AND WILDCATS

Student Handbook
2026-2027

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Welcome to Naselle-Grays River Valley School District

Our mission is to create a **caring educational environment** where relevant **lifelong learning** is promoted, **citizenship** is honored, and each student is **inspired to excel**.

The Naselle-Grays River Valley School District believes in supporting and promoting a quality education for every student. We will focus our efforts on student success, relevant learning experiences, and the inherent belief that **our children are our most valuable asset**. Our school district and its leaders recognize that we must create **a safe, positive, and inclusive environment** that welcomes and supports **all students and families**, and that the school belongs to them and **the community**.

Besides the traditional and advanced educational offerings, we will also encourage our students to participate in a variety of **co-curricular and extra-curricular activities** that help individuals realize their full potential and develop into **productive, lifelong learners and citizens**.

Our continuing focus will be to recognize all individuals for their unique skills, talents, and contributions, and to maintain high standards for academics, citizenship, and behavior for all students. We will continue to expand and enhance **STEM** (science, technology, engineering, and math), **Robotics**, **CTE** (career and technical education), **College in the High School**, and **Dual Credit** opportunities for our students. We want our students to experience a well rounded education that is second to none. We will also continue to **partner with parents and guardians, as well as state, county, and community organizations** to achieve our mission and our goals. Parents and guardians are our most valued partners.

Naselle-Grays River Valley School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal, and provides equal access to the Boy Scouts and other designated youth groups.

Complaints regarding Civil Rights or Discrimination may be addressed to Superintendent, Josh Brooks, at jbrooks@naselleschools.org or 360-484-7121. Complaints about Title IX or Harassment, Intimidation and Bullying may be made to Principal, Justin Laine, at jlaine@naselleschools.org or 360-484-7121. Complaints about Section 504 or Gender Inclusive Schools may be addressed to School Counselor, Kellyn Hazen, at khazen@naselleschools.org or 360-484-7121.

Civil Rights/Discrimination
Josh Brooks, Superintendent
793 State Route 4
Naselle, WA 98638
360-484-7121, Ext. 3
jbrooks@naselleschools.org

Title IX and Harassment Intimidation, & Bullying
Justin Laine, Principal
793 State Route 4
Naselle, WA 98638
360-484-7121, Ext. 1
jlaine@naselleschools.org

Section 504/ADA Coordinator Gender Inclusive Schools
Kellyn Hazen, School Counselor
793 State Route 4
Naselle, WA 98638
360-484-7121, Ext. 301
khazen@naselleschools.org

PUBLIC NOTICE

The Naselle-Grays River Valley School District #155 complies with all federal and state rules and regulations. The Naselle-Grays River Valley School District prohibits discrimination based on race, color, national origin, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability. This holds true for all district employment and educational opportunities.

In accordance with RCW 28A.405.070, Naselle-Grays River Valley School District is a tobacco-free and drug-free environment.

This notice is as required by Title II of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504.) These federal civil rights statutes prohibit discrimination on the basis of disability, admission and access to, and treatment and employment in the agency's programs and activities.

Questions, concerns, complaints or requests for additional information regarding the ADA or Section 504, may be forwarded to either the agency's ADA and/or Section 504 Coordinator and phone numbers listed below.

EQUAL OPPORTUNITY EMPLOYER

The Naselle-Grays River Valley School District #155 shall provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity shall be provided without discrimination with respect to age, race, color, creed, national origin, marital status, sex or sexual orientation, gender or gender identity, presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal.

Inquiries regarding compliance and/or grievance procedures may be directed to the Title IX/RCW 28A.640, Justin Laine at 793 SR 4, Naselle, WA 98638, (360) 484-7121 and Section 504 Coordinator, Kellyn Hazen, 793 SR 4, Naselle, WA 98638 (360) 484-7121.

Esta notificación está disponible en otros idiomas bajo peticion.

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

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

Purpose

Various courts and legislative bodies have determined that students have constitutional rights that can be exercised in the schools, but these rights are not identical to adults and must be balanced with the need to maintain a safe, positive, orderly, and inclusive educational environment.

The purpose of the student handbook is (1) to fulfill the obligations of the school district to inform students and their parents/guardians about their rights; (2) to help them be better citizens through understanding their personal rights and responsibilities; and (3) to provide the general operating procedures of the school district in a clear, convenient, understandable, and accessible format.

Relevant Federal and State Law

1. Requires students to comply with established rules.
2. Requires students to submit to the legitimate authority of teachers and administrators.
3. Empowers teachers and other school staff members to hold students accountable for unsafe or disorderly conduct.
4. Makes it a crime to intentionally create a disturbance at school or at school activities.
5. Provides that students who damage school property may be held accountable for such damage by school and/or law enforcement officials..
6. Allows a teacher to assign detentions or temporarily exclude students from class.
7. Prohibits discrimination or harassment of others on the basis of race, religion, gender, gender identity or expression, sexual orientation, national origin, or disability.
8. Makes it a crime to interfere with, intimidate, or threaten a teacher or other staff member during the peaceful discharge of their duties.
9. Requires school districts to inform students and parents of specific rights**.**

Drug Free School District

The Naselle-Grays River Valley School District is committed to maintaining a Safe and Drug Free environment. In order to remain in compliance with state and federal law and funding requirements:

- All facilities and activities of the Naselle-Grays River Valley School District shall be drug, alcohol, and tobacco/nicotine free. These restrictions include cannabis, THC, and marijuana or marijuana products–including edibles.
- No student shall possess, use, be under the influence of, or attempt to use or be under the influence of any illegal substance, narcotic or hallucinogenic drug, noxious inhalant, alcoholic beverage or other intoxicant, drug paraphernalia, prescription drug prescribed to another person, or any item purported to be such, or knowingly remain in any area on campus where such activity is taking place.
- No student shall possess or use any kind of pipe, cigar, cigarette, vaping device, or any other lighted smoking device or any tobacco or non tobacco nicotine product**.**

STUDENT RIGHTS and RESPONSIBILITIES

Students, as citizens, have certain constitutional rights.The District may set reasonable limits on those rights in order to meet the District's obligation to maintain a safe and orderly educational environment for all students and staff members. Students have the right to:

- FREEDOM OF SPEECH and expression of their personal opinions. That freedom of speech and expression of opinion shall not interfere with or disrupt the educational process.

- PEACEFUL ASSEMBLY, so long as the gathering does not interfere with the operation of the school, classroom, or any other educational process.

- PETITION appropriate District authorities if they feel that they have been treated unfairly.

- FREEDOM OF THE PRESS and expression of their personal opinions in digital or print form. Students must take full responsibility for the content of their publications by identifying themselves as authors and editors of the publication. Materials may not cause substantial disruption of the school.

- DISTRIBUTION OF PUBLISHED MATERIALS are subject to the same restrictions as the right of peaceful assembly.

- FREEDOM OF RELIGION Students have religious rights that require the school to acknowledge and to accommodate them, and students have a right to be free of sectarian control or influence while they participate in any school activity or while they are subject to school supervision.

- FREEDOM FROM UNREASONABLE SEARCH AND SEIZURE WHILE AT SCHOOL Searches of school property, including lockers and desks, may be conducted and items that are a threat to safety or security, or disruptive to the educational process may be seized and removed from a student's possession. Students shall be free from searches of their persons, clothing, personal belongings, and other property unless reasonable grounds exist to suspect that the search will yield evidence of a student's violation of the law or school rules.

- EQUAL EDUCATIONAL OPPORTUNITY and the right to be free from unlawful discrimination because of national origin, race, religion, economic status, sex or sexual orientation, gender or gender identity, pregnancy, marital status, prior arrest or incarceration, or physical, mental or sensory handicap.

- DUE PROCESS This means that a fair procedure is in place protecting the rights of students when disciplinary action is imposed. Such procedures include parent notification, and (1) the right to be provided written notice of the alleged infraction, (2) the right to a hearing, (3) the right to be represented by counsel, (4) the opportunity to challenge or question the evidence against them and provide evidence in their own defense, (5) the right to question the appropriateness of the proposed sanctions and (6) the right to appeal the decision to another authority.

PARENT RIGHTS AND RESPONSIBILITIES

Parents have the following rights and responsibilities related to their children in school:

A. Parent Rights:
   a. To be notified if their child's absences are adversely affecting his/her progress in school, if he/she is receiving a failing grade, or is demonstrating behavior requiring intervention or disciplinary action.
   b. To visit the classroom upon prior arrangements through the office.
   c. To be given timely notification of early dismissals.
   d. To inspect their children's school records and/or to request changes or make additions to them. To do so they may contact the principal who will allow them access and provide the opportunity to recommend changes or to add information they deem appropriate.
   e. To withhold their consent before their children are asked to participate in psychological testing, health education activities, or surveys that pertain to any subject areas that may be sensitive or intrusive.
   f. To be involved in planning their child's educational program.

B. Parent Responsibilities:

   a. To make sure their student attends school regularly and on time.

   b. To help the school staff enforce the school rules and regulations.

   c. To support student success by monitoring academic assignments and working with school personnel in achieving educational goals.

C. **"Parent"** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A-05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decisions on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

NOTIFICATION OF RIGHTS UNDER
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
For Elementary and Secondary Institutions

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

1. The right to inspect and review the student's education records within 45 days of the day the District received a request for access. Parents or eligible students should submit to the school principal (or appropriate official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the Naselle-Grays River Valley School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them to their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personal identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education 600
Independence Avenue, SW
Washington, DC 20202-4605

TEACHER RIGHTS AND RESPONSIBILITIES

Certificated staff shall share responsibility for supervising the behavior of students and for maintaining the standards of conduct which have been established.

A. Teachers shall have the right to:

- Expect students to comply with school rules.
- Develop and review rules relating to student conduct and classroom control at least once each year. Classroom rules shall be consistent with building and district policies and rules.
- Exclude a student from a class for up to two school days or until the teacher has conferred with the principal, whichever occurs first. Prior to excluding the student, except in emergencies, the teacher shall have attempted one or more corrective actions.
- Be informed of any complaint or grievance regarding corrective action or punishment of students. They shall be given the opportunity to present their version of the incident and to meet with the complaining party in the event that a conference is arranged.
- Appropriate assistance and support from building administrators in connection with discipline problems relating to students.
- Detain a student up to 30 minutes after school if transportation can be arranged.

B. Teacher shall have the responsibility to:

- Observe the rights of students.
- Enforce the rules of student conduct fairly and consistently and without discrimination.
- Maintain good order in the classroom, hallways, and common areas on campus, on school grounds, and while riding on school buses or supervising off campus activities and field trips.
- Maintain accurate attendance records and report all cases of truancy.
- Set an appropriate example of personal conduct and avoid statements, which may be disparaging, demeaning, or personally offensive to any student or group of students.
- Contact parents for early intervention with academic, behavior, and disciplinary issues.
- Meet with parent(s)/guardian(s) within five (5) school days upon request to hear a complaint or concern regarding the use of classroom materials, teaching strategies, grades, or classroom policies and procedures.
- Notify administrators of any report by students that they are being harassed by others–either by staff or other students. They also have responsibilities to report to proper authorities any suspicion of child abuse or neglect.

PRINCIPAL RIGHTS AND RESPONSIBILITIES

Subject to the limitations set forth in district policy and these rules regarding disciplinary action the principal shall have the right and responsibility to discipline, suspend, and emergency remove any student in violation of the rules for student conduct or who post a threat to the safety of others or the orderly operation of the school.

General Procedures

Arrival and Dismissal

The school day starts with a bell at 8:15 a.m. and ends with the final bell at 3:00 p.m. Students should not arrive prior to 7:45 a.m. unless prior arrangements have been made or they will be supervised by a staff member. Students should clear the grounds by 3:30 p.m. unless supervised by a staff member or participating in an extracurricular or school-sponsored activity.

ASB Sponsored Activities

No ASB activity will be conducted without prior approval of the ASB. Failure to obtain approval or to comply with board policies may result in the immediate cancellation or postponement of the event.

Assemblies

Students are expected to behave with respect to those presenting, performing, or coordinating assemblies. Failure to attend an assembly during school time will be considered truancy unless pre-approved through the principal, office, or other staff member. Students are also expected to be off of their cell phones at all times during school or ASB-sponsored assemblies.

Athletics

Any student that enters into an athletic event without paying may be prohibited from attending future athletic events for the remainder of the school year. To participate in extra-curricular activities a student must observe all rules and regulations of the WIAA, the School Board Policies and Procedures, the Student Handbook, and the Athletic Handbook. Prior to participating, the student must have the following items on file in the office or with the Athletic Director:

1. A copy of a current physical examination within the past 2 years
2. A current ASB Card
3. Either proof of insurance or a signed waiver
4. Meet the state and district criteria for eligibility and related assurances
5. An emergency medical release form and authorization for emergency treatment (that card will be carried to all games by the head coach).

In addition, each student athlete and activity participant will have to maintain the academic and personal conduct standards as outlined in the Athletic and Extracurricular Activities Handbook. Cheerleaders, ASB officers, and members of such activities as drama club, knowledge bowl, and robotics will be required to abide by the same rules, regulations, codes, and eligibility standards.

Cell Phones Use

The use of cell phones, ear buds and smart devices by students at school interferes with learning and disrupts the educational process. As such, **the use of cell phones and ear buds is prohibited from the first bell (8:15) until lunch (11:45) and from the end of lunch (12:22) until 3:00 in the middle school–including passing periods**. In high school, cell phones may be used during passing periods. During instructional time (and passing periods in middle school), cell phones must be turned off, silenced, and out of view *unless they are used with teacher permission for instructional purposes or as part of an IEP*. If a student needs to use their cell phone to contact a parent/guardian for emergency purposes, they must ask permission and do so in the office or under direct teacher supervision.

Violation of the aforementioned **cell phone and ear bud policy** will be as follows:

First Violation: The phone or ear bud(s) will be held in the office through the end of the school day. A parent/guardian will be notified. If the student refuses to turn over the phone or ear bud(s), additional discipline will be administered and further cell phone restrictions will be imposed.

Second Offense: The phone or ear bud(s) will be held in the office through the end of the school day. A parent will be required to pick up the phone or ear buds. A meeting with the principal or dean of students will be held. Student refusal will result in additional discipline.

Third Offense: The phone or ear bud(s) will be held in the office through the end of the school day. A parent will be required to pick up the phone or ear buds. The student will be required to leave the phone at home or check it into the office for one week. The student will also receive detention and a restorative cell phone activity. Student refusal will result in additional discipline.

Additional offenses: The phone or ear buds will be held in the office through the end of the school day and a parent will be required to pick up the phone or ear bud. The student will lose the privilege of having a cell phone or ear buds at school for two weeks or until the end of the semester–whichever is longer–or to check them into the office each day. The student will also receive progressive discipline.

Compliance with Directions:

Students are expected to comply with the directions of teachers, substitute teachers, paraeducators, and other staff during the time that they are at school, on school transportation, or at school activities. Students are also expected to come to class prepared with paper, pencils, books, and other materials.

Closed Campus/Closed Games:

Campus will be closed from the time students arrive on campus until 3:00 p.m. If a student leaves during the school day, prior approval needs to be arranged through the office with a note or phone call from a parent or legal guardian. Students must also sign out at the office before leaving. Students who leave the football stadium or the school building during a school activity or athletic event will not be allowed to return without approval from the game supervisor. He/she will receive one warning. A second infraction will result in having to leave the game or activity immediately. A third infraction will result in additional loss of privilege to attend events and/or other discipline.

Counseling and Guidance

The school counselor, student support specialist, and outside service providers are available to provide guidance, counseling services, and support. Students should notify their classroom teacher or the office if they are going to miss class or ask the corresponding support person to do so.

Dances

All dances are closed-door dances (i.e., after students arrive, they may not leave without permission). No one aged 21 and older or younger than ninth grade will be admitted to high school dances. Middle school dances will admit students in grades 6-8. Guests of Naselle-GRV students may be granted a pass to attend dances. A pass list will be created as approved and checked at the door by the advisor. **Dance approval forms** must be submitted no fewer than **two school days** before the scheduled dance.

Middle and high school dances must meet the following requirements:

1. All dances must be approved by the Principal and the ASB.
2. All dances must be approved at least two weeks before the event.
3. There must be at least four chaperones in attendance. At least two of those chaperones must be staff members. Chaperones must be provided with information about their duties that requires a signature. The signed portion of the form for all chaperones must be returned to the principal before the dance or the dance may be canceled.
4. Students at the dance are expected to dance and behave in an appropriate manner, and to abide by all school rules.
5. Any student who leaves the dance without permission will not be allowed to return.
6. Doors will be closed one hour after the start of the dance (or one hour after the start of a game). Students who come late or leave early must sign in and sign out for all dances indicating the time of their arrival and departure.
7. Regular dances will end at 11:00 pm. Major dances (Homecoming, Prom, etc.) may end at midnight. Middle school dances will end no later than 9:00 pm

Dress Code

The following list includes the dress code requirements for the Naselle-GRV School District:

1) Alcohol, tobacco, or drug related advertising or logos are prohibited. Any images, symbols, or logos on student attire that advertise or promote alcohol, tobacco, or drugs–including caps, hats, jewelry, shirts, sweatshirts or other clothing, backpacks or bags, or on any other items–is prohibited.

2) Any part of a student's clothing that communicates disrespect to religion, gender or gender identity, sexual orientation, political affiliation, or ethnic background is prohibited.

3) Any clothing, jewelry, insignias, or tattoos that are sexually suggestive or profane are prohibited or must be covered.

4) Any part of a student's dress that is see through, exposes undergarments, or private areas is prohibited.

5) Shirts and dresses must have straps, and tops must at least cover the navel (i.e., belly button).

6) Dresses, shorts, and skirts must fully cover and extend beyond a student's lower backside & frontside.

7) Headwear will be allowed in all common areas of the school. However, hoods or other headwear that cover a student's face must be removed or adjusted when inside the building for safety and identification purposes. It will be a teacher's discretion whether students may wear headwear in a classroom. Students may be allowed to keep headwear on if required for health, religious, or other valid reasons.

8) Students must wear appropriate footwear at all times and wear appropriate athletic shoes on the gym floor–including during PE. If a student cannot afford gym shoes, the school will provide assistance.

9) Sunglasses are not to be worn in the building during the school day unless for medical reasons.

*Students that are working in elementary classrooms may be required to adhere to more restrictive dress code requirements.

**Students who violate the dress code may be asked to call home and/or have their parents bring proper clothing. If the parent/guardian cannot be contacted, the student may be directed to wear clothing provided by the school or to cover the inappropriate clothing.

It is the responsibility of the principal and designated staff to determine when a student's dress is inappropriate, disruptive, or in violation of the dress code. If a student continually violates the dress code, further discipline will be administered at the discretion of the Principal or Dean of Students.

Field Trips

Permission slips or a parent phone call to the office are required for students to participate in field trips. If a student has requested hot/cold lunch for the day, a sack lunch will be provided by the school.

Fire Drills and Emergencies

Students are expected to cooperate during all emergency drills. In the case of an actual emergency, students are to stay at school until officially released by a school authority. Under no circumstances are students who drive to school allowed to leave in their vehicles before being released. Students must stay with school personnel until officially released or picked up by parents/guardians.

Flag Salute

A flag ceremony will be conducted at the beginning of each day in each classroom. Students are not required to recite the Pledge of Allegiance. However, they are required to stand or sit quietly.

Food and Drink

Food and drinks are generally restricted to the cafeteria and commons areas. Food, drinks, and gum chewing in the classroom are left to the discretion of the teacher. Only beverages that are held in sealed containers will be allowed in the classrooms, hallways, and other locations on campus. All liquids put into lockers and brought into classrooms must have a cap or a lid.

Hallways

The building is open from 7:45 a.m. to 3:30 p.m. except for special classes, study tables, extracurricular activities, or disciplinary reasons. Students are expected to be well behaved in the hallways. Horseplay, throwing things, running around, and pushing/shoving are not allowed. Hallways are to be kept free of garbage and debris.

Kitchen

The kitchen area is off limits to students unless they are assigned to work in the kitchen. Student kitchen-workers may earn community service hours for their time spent working during lunch.

Library

Each student is encouraged to make frequent use of the library. The library will be open at 8:00 am and will remain open throughout most of the day–excluding scheduled classes or activities.

Lockers

Each student will have access to a locker as a convenience. All students are required to have a signed locker agreement. Students will be provided the option of using a combination lock. If the lock is not returned, a $5 fee will be assessed. Locker combinations should not be shared with others, and lockers should remain locked at all times. Students may not use anything on the locker that leaves a mark. This includes most types of tape and stickers. Students may not deface their locker with pens or markers. Photos or pictures that are sexually explicit or that break other school rules are not allowed.
Any damage or marks should be reported to the office immediately. Fines will be issued at the end of each year as appropriate. Continuous locker infractions can lead to the loss of locker privileges. Although the lockers have locks, the school discourages students from leaving any valuables in them, and the school is NOT responsible for lost or stolen items. Open drinks should not be kept in lockers. Students may use a locker in the locker room and access a school issued lock. Again, students are discouraged from leaving valuables in their locker. Lost or stolen items are a student's responsibility.

Lost and Found/Money and Valuables:

Items found should be turned into the office immediately where they may be claimed. Students are discouraged from bringing excessive money and other valuables to school. If necessary, they should be left **in the office** where they can be secured or in a **locked locker**. The school will not be responsible for investigating thefts when students opt not to abide by this policy.

Lunch and Breakfast:

Students are discouraged from charging meals/seconds. Parents/guardians will be notified when students have a negative balance. Students with an outstanding balance will have their report card or diploma withheld until the balance is paid ***(during school years when lunches are not free).*** Seconds are allowed if there is extra food. Students with special dietary needs must inform the food service program or office.

Majority Age (18)
In Washington state, when students reach the age of 18 they are legally considered an adult. Students of majority age must still adhere to the same rules of conduct as under-age students, but will enjoy parental rights regarding issues relating to their educational process. Only those students of majority age who are not living at home will be allowed to write their own absence and permission slips.

Medication at School
Students who have medication needs are encouraged to take the medicine outside of school time. When it is necessary to take prescription medication at school, parents are required to provide the medication to the office with doctor's orders. Office personnel will administer the medication and document all medication usage. Medication–even acetaminophen and aspirin–can only be given from the original container with parental permission. **Parents must submit required paperwork pursuant to RCW 28A.210.260/270.**

Parking/Motor Vehicles/Driving on Campus
Students, who wish to park their vehicles in the student parking lot of the Naselle-Grays River Valley School District, are required to register their vehicle(s) in the office and do the following:

1. Observe all rules of safe driving, including the 5 mph speed limit on school grounds and not rev their engines up.
2. Park in designated student parking areas. No cars are to be parked inside the gates of the courtyard until after the release of school (12:35 on early release days, 3:05 on regular days) except for staff and high school ASB officers.
3. Comply with registration procedures–failure to do so may result in loss of privilege of parking on school property and/or other forms of corrective action.
4. Students may not park vehicles inside the courtyard during school hours when leaving before the end of the school day or during overnight trips.

Any violation of the above rules will result in corrective actions up to and including loss of privilege of parking and driving on school grounds.

Release of Student Directory Information
The district may release a list or pictures of students belonging to a school group (e.g., graduating seniors, athletic teams, field trips, etc.). A student's name or picture will be excluded from a listing of students upon written request by a parent or guardian. Information on a list may include:

a. The student's name
b. Age
c. Major field of study.
d. Participation in officially recognized activities and sports.
e. Weight and height of members of athletic teams.
f. Enrolled grade and/or dates of attendance.
g. Degrees and awards received.
h. The most recent educational/training institution attended by the student.

The District may also release photographs of students for public information purposes. At least once per year, parents shall be notified of their right to request that any or all of these categories of information, including personally identifiable photos, not be released without prior consent.

School Insurance

School insurance is available to all students and families. Informational brochures and forms are available in the office. This is an optional program. However, student athletes must either have school insurance or proof of personal or family coverage. It is important to remember that the school has basic liability insurance only, which does not typically cover student accidents and injuries.

Student Records

The school district maintains accurate and current records for all students in attendance. Uniform procedures and laws govern the collection, maintenance, storage, examination, transmittal, and destruction of all student records and any information contained therein. Only information deemed necessary to the welfare of the students and the orderly operation of the school, or that information required by policy and law, is included in the student's official records. Student records are the property of the school district. However, they are available for inspection and review by parents/guardians upon request (see FERPA). All information relating to the individual student shall be deemed confidential and will be dealt with in a sensitive and professional manner. Student records will be released upon request to a school in which the student has transferred and/or enrolled. Other organizations, agencies, or individuals will receive student records only upon the signed, written, and dated consent of the parent/guardian, except as otherwise required by law or district policy. This policy shall not apply to records required for child abuse investigations. All rights to, or consent required of, parents should be accorded to, or required of, legal guardians or students who have reached majority age. Upon request a student is entitled to a final transcript after graduation.

Student Visitors

Prior approval from the principal or designee must be obtained at least 24 hours in advance. Failure to obtain this approval may result in denial of admittance of the student guest.

Vending Machines:

Use of the beverage/vending machines is a privilege. The vending machines should not be used during or in between regularly scheduled classes.

ATTENDANCE

Washington state laws specify that parents have the primary responsibility for ensuring the regular attendance of their children at school. Consistent with RCW 28A.225.010 students will be expected to attend school regularly and to be punctual for their classes**. Our attendance secretary must receive a written, digital, or verbal communication from parents which identifies the reason for the absence within 24 hours of each absence.** Failure to do so may result in the appropriate discipline, lost opportunity to turn in late work for credit, and restrictions from extracurricular activities.

In compliance with The Compulsory Attendance Law, RCW 28A.225.010, students between the ages of 8-18 must be in attendance each regularly scheduled school day unless they are ill or have approval from the school to be absent. **A parent conference will be scheduled following 3 unexcused absences in a month. By 7 unexcused absences in a month, or 15 total unexcused absences in a school year, a student will be referred to a community engagement board or the juvenile courts.**

Excused Absences

Physical or mental health issues
Medical/dental appointments
Grief and loss
Family emergency, activity, or event
Religious activities

Permission to be absent for reasons other than those listed above must be requested by the parent/guardian in advance and/or approved by the principal or their designee.

Absences become part of a student's permanent attendance record. A pattern of excused absences may also result in school officials requesting a doctors' note to verify medical issues.

Absences from a class (or classes) due to disciplinary action are considered to be excused.

After 3 unexcused absences, a conference will be scheduled with a parent or guardian to discuss attendance concerns and to develop a plan for engagement and support.

Any student who leaves school grounds during the school day without prior permission or properly checking out with the office will be recorded as unexcused. This includes not reporting to the class or other location that the student is assigned to. Parent approval must be given before leaving school grounds. Except for emergency circumstances, a parent/guardian may not approve the absence later.

Unexcused Absences

Absences for reasons other than those listed above OR that have not been approved by a parent/guardian or school administrator are unexcused. Students will not be allowed to participate in extracurricular activities or receive grades for their work until the absence has been cleared through the office. Beginning with the third unexcused absence, students may receive additional discipline/intervention.

Unexcused Tardies

Getting to school or class on time is a student's responsibility. Getting up late or missing a bus are generally not excused. Excessive tardies will result in disciplinary actions, interventions, and support(s). Students will receive two warnings for unexcused tardies each quarter, and parents will be notified. Beginning with the third unexcused tardy, students will receive a detention (before or after school or during lunch) and a parent will be notified. Following a 7th unexcused tardy (or absence) during any semester, students will receive additional discipline up to a Saturday School and a parent conference will be scheduled. When a tardy is unexcused, a student may not be allowed to make up the academic activities that were missed during the time that they missed (i.e., entry task, bell ringer, warm up, etc.) OR will receive reduced credit OR make it up outside of class or school time.

Truancy

Truancy is defined as a failure to attend school or classes without **prior parent or school approval.** Besides other actions the school may implement to support better attendance, state law requires schools to take specific steps to engage parents and/or the courts when attendance concerns become serious. State Law (Becca Bill) requires that parents be notified in writing or by phone upon the first unexcused absence in any month and that a parent conference be scheduled after 3 unexcused absences in any one month. At this time, the school district is also required to take additional steps to assist the student and family in achieving better attendance.

Some time between the 3rd and 7th unexcused absence in a month, state law requires an agreement be reached between the school and the parents/guardians. The student and parent may be referred to the community engagement board or to the juvenile courts. Unexcused absences will result in intervention, discipline, and/or support. If a student receives discipline for an unexcused absence, a parent may appeal the discipline. However, the parent/guardian will need to provide a warranted reason or the district may request a doctor/professional note to verify the absence.

Early Dismissals/Late Arrival

Students are not authorized to be dismissed early or to arrive late to school unless arrangements are made through the office by a parent or guardian. After the school day begins, students who arrive late or re-entering the building must report to the office. Parents who come to pick up their child during the school day must come to the office or contact the office for that purpose.

Attendance and High School Credits

Regular attendance is a critical component of learning, earning high school credit, and meeting graduation requirements. When a student misses more than 12 or more days of a class during a semester–except for documented physical or mental health conditions or for verified work experiences through an approved program–they must submit a petition to a student engagement committee in order to receive credit. When there are more than 12 absences in a semester, particularly when the absences are unexcused, credit may be denied or reduced. Under some circumstances, students may be required to complete additional work or engage in additional activities in order to earn their credit(s). Exceptions may be made for extenuating circumstances.

ACADEMIC GUIDELINES, HONORS, REQUIREMENTS and DISCIPLINE

Alteration of Records or Cheating

Alteration of records: A student who falsifies, alters, or destroys school records or any communication between home and the school shall be subject to disciplinary actions (see discipline matrix).

The Naselle-Grays River Valley School District will not tolerate cheating/plagiarism in any form related to daily class work, research papers, tests, or computer use. Examples of cheating include plagiarism, sharing information or materials during tests, having another person do their work, knowingly submitting another person's work as your own, aiding and abetting cheating by others, and the use of Artificial Intelligence (AI) and other technology to do work in some situations.

Plagiarism: is using another person's work or a close imitation of it and passing it off as one's own. Students found to have altered records, cheated on their own or another student's work or aided others in cheating will be subject to school discipline and loss of credit for the work in question.

Homework

The school values academic effort and achievement, and believes that students must learn to complete assignments in a punctual, responsible and scholarly manner. Students who do not complete homework as assigned by the teacher may be assigned to a study table by the teacher. Parents will also be notified. Students who habitually fail to complete their homework may be subject to additional interventions.

Make-Up Work

Students who have been absent are expected to make up all the work that is missed. They will be given one day for every day of excused absence to make up missed work. Teachers may choose to extend the time allowed for makeup work at their discretion. Unless other arrangements are made, failure to complete missed assignments will result in loss of credit for those assignments.

Study Table/Detention

Students, who fail to submit homework when due may be assigned to a supervised study table before or after school. If a student submits the late work prior to the beginning of seventh period of that day, he/she may not be required to attend the study table.

Independent Study/Online Courses

The counselor may provide online or independent study options with permission from the Principal and approval from parents/guardians. In order to be considered, there must be a legitimate need to take the course, a scheduling conflict or lack of availability in the master schedule, and/or a demonstrated ability to work independently. Online courses or AP classes may also be made available as enrichment opportunities. An independent study or online course may be taken to make up a failed course if the course can't be repeated due to scheduling conflicts. Students enrolled in the highly capable program will also be provided access to online courses for enrichment and acceleration.

Change of Schedule

Except for rare circumstances, schedule changes will not be made on the first day of school. That time is set aside for the registration of new students. In most cases, students will have the first week of the semester to make changes. Only special circumstances will warrant changing classes beyond the first week of classes. These requests will be decided by the counselor, teacher, and/or the principal based upon reasons that are deemed educationally best for the student. If a student withdraws from a class well into the term (typically after the first two weeks), they will receive a W or a failing grade for the course unless the principal grants an exception. The counselor will make schedule changes.

Grading Periods

The official grading period in middle and high school is the semester. Grade point averages (GPA's) will be based upon the semester grades. In most cases, credit will be granted at the rate of .5 credits per course per semester. Running Start and College in the High School students may earn a full credit for each 5 credit college course. The percentage earned at the semester determines the semester grade, is posted on the transcript, and factored into the GPA. Any "Incomplete (I)" will automatically convert to an "F" two weeks after it is assigned unless otherwise specified. Students should ensure that their teacher has adjusted their grade. Report cards will be mailed to parents at the end of each term.

Graduation Ceremonies

Graduation is a time to celebrate our students' educational achievements. The graduation ceremony is coordinated by the school to recognize our students for the academic achievements that have led to graduation. Graduation is an important, once-in-a-lifetime event for all members of the class as well as their families and friends. It is the district's intention that no behavior of the audience or the students will compromise the integrity of the ceremony and the experience for other participating students and their families. Students will be required to follow a dress code and a set of behavioral expectations. Students who do not feel they can comply with these minimum expectations should not participate in the ceremony. Students must be enrolled (including Running Start) in Naselle-GRV High School and meet our minimum graduation requirements (credit and non-credit) to participate in the ceremony.

Graduation Credit Requirements

A senior who needs more than 4 credits to graduate at the end of the first semester of their senior year is in jeopardy of not participating in the graduation ceremony per school board policy and requires immediate intervention.. Students who fail to meet the minimum credit and non-credit graduation requirements will not be allowed to participate in graduation ceremonies. In such cases, students will be assisted in alternative methods of completing graduation requirements and invited to participate in the next graduation ceremony. The principal has the authority and discretion to make exceptions when credits can be waived, there are extenuating circumstances, or alternate plans have been made.

Graduation Honors

Students will be recognized per school board policy in the following way: Students with a 3.75 or above cumulative GPA will be recognized with "High Honors" and wear gold cords. Students earning a 3.2 to a 3.74 will be recognized with "Honors" and wear silver cords. The Top Ten or Honor Society may also be recognized for their academic achievement. However, a minimum G.P.A. of 3.2 must be attained. To be considered as valedictorian or salutatorian a graduate must have physically attended at least one year of classes on the Naselle-Grays River Valley Campus in grades 9-12.

Graduation and Personal Pathway Requirements (PPR'S)

	Career	College & Career	4-Year College
English	4	4	4
Social Studies ● PNW ● World/Other SS ● US History ● Civics ● CWP	3 Non credit 1 1 .5 .5	3 Non credit 1 1 .5 .5	3 Non credit 1 1 .5 .5
Math ● Algebra I ● Geometry ● Algebra II or 3rd Year Alternative ● 4th Year Math?	3 1 1 1 (Algebra II or Financial Algebra)	3 1 1 1 (Algebra II at minimum)	3/4 1 1 1 (Algebra II or higher) *1 more if not completing 4 credits of science
Science ● IPS or Marine ● Biology ● Other (Chemistry, Marine Science, Anatomy, or Natural Resources)	3 (2 lab) 1 1 1	3 (2 lab) 1 1 1	3/4 (3 or more lab) 1 1 1 *1 more if not completing 4 credits of math
Career and Technical Education	2 (Career Choices + at least 1 more CTE depending upon Personal Pathway)	1 (may be satisfied with Career Choices)	1 (may be satisfied with Career Choices)
Fine Art	1 or 2 depending on PPR	1 or 2 depending on PPR	1 or 2 depending on PPR
Health and Fitness *can satisfy 1 credit with Athletic Waiver	2	2	2
World Language	Not required (likely 2 PPR's)	2 strongly recommended	2 required
Electives	3	4	3
TOTAL	24	24	24

College in the High School Credits at Naselle-GRV High School

What is Dual Credit?
Dual Credit is a generic term for when a student earns credit both for high school and college at the same time. The college credits earned through Dual Credit are **real college credits**, treated the same as if the student had earned the credit directly on a college campus.

Dual Credit allows students to earn both high school and college credit for the same class. These credits are recorded on official college transcripts and are transferable to many institutions.

Who Can Participate?
All students, starting with sophomores, are eligible!

Tuition Savings
One 5-credit college course = $893.06 saved!

When a student earns dual credit, they can save time and money by taking courses that count towards future degrees.

For comparison, a full-time traditional college student at Eastern Washington University in 2025-2026 will pay $2,679.18 for a 15-credit quarter. That equates to $178.62 per credit.

However, Dual Credit courses offered on the NHS campus are FREE to students! ZERO COST for students! They are also taught by Naselle Teachers!

Most of the Dual Credit courses offered at NHS are 5-credit courses.

Taking college courses while in high school can offer significant benefits: saving money on college tuition, gaining a head start on degree requirements, and developing crucial skills like time management and academic independence. It can also boost a student's college application profile and provide valuable experience navigating the college environment.

However, it is important to recognize that these courses are rigorous and can be academically challenging. As mentioned, some courses have prerequisites that must be met prior to enrolling in the course. In addition, students should consider their schedule outside of school hours to ensure that they will have sufficient study time.

Before deciding on what courses to take, students will need to do some research and planning.

Earning credit just to earn credit is a bad idea! When students earn college credit (and even high school credit) it is important to know how those credits will count towards a diploma, degree, or certificate. It's also important to note that there are different kinds of dual credit.

Types of Dual Credit

Dual Credit refers to any time a student earns both high school and college credit for the same class. There are three different kinds of Dual Credit programs at Naselle High School:
1) Career and Technical Education (CTE) Dual Credit
2) College in the High School
3) Running Start

The chart below shows the main differences between the three programs. Students may earn credit through one, two, or all three programs throughout high school.

CTE Dual Credit	**College in the High School**	**Running Start**
Grades 10 - 12		**Grades 11 & 12 Only**
On the NHS Campus		**Online or At GHCC or At LCC or At CCC**
NHS Teachers		**College Instructors**
Must earn a "B" or better	**Graded A – F**	
Free Tuition		**$67.50 per 5-credit course**
No Book Fees		**Student Pays for Books**
No Transportation Fees		**Student Provides Own Transportation**
Credit is awarded by Grays Harbor College Or Centralia College	**Credit is awarded by Eastern Washington Univ.**	**Credit is awarded by Clatsop/LCC/GHCC Colleges**

College in the High School Classes at NGRVHS

NHS High School Class	College	College Credit Course	Credits	Teacher
English 11	EWU	English 101	5	Johnson
English 12	EWU	English 201	5	Johnson
Creative Writing	EWU	Intro to Lit 170	5	Johnson
Communications	EWU	Public Speaking 201	5	Johnson
Publications	EWU	Design 216	5	Johnson
World History	EWU	History 103	5	See
American History to 1877	EWU	History 111	5	See
American History Since 1877	EWU	History 112	5	See

CTE Dual Credit Classes at NHS

NHS CTE Courses	College	College Credit Course	Credits	Teacher
Small Engines	Grays Harbor CC	Indt 101	5	Moten
Natural Resources	Centralia College	Envs 170	5	Moten

Often, CTE Dual Credit courses are the first college courses that students take (though they can be taken any semester throughout high school).

There are several reasons for this:

- CTE Dual Credit requires that students earn a “B” or better in the course for it to be counted on the college transcript. Note that a “C” and “D” grade will still count for high school credit. This can help protect students from starting their college transcript with a poor grade.
- Many of the CTE Dual Credit classes are introductory courses that do not have prerequisite requirements. This allows all students in grades 10-12 to enroll.
- Taking CTE courses also helps meet NHS graduation requirements.
- Some College in the High School courses are open to all students in grades 10-12; however, others have prerequisites that limit enrollment to grades 10-12, or 11-12.

College Transcripts
When a student earns credit through any of the Dual Credit programs, they are establishing credit on a college transcript.

For example, if a student takes Publications at NHS, they will receive a grade on their NHS transcript for that class. They will also receive a grade on an Eastern WA University transcript for Design 216.

Since NHS partners with multiple colleges, it is very possible for one student to have as many as four different college transcripts at the end of their high school career. Specifically, a student may have transcripts from:

- Eastern Washington University
- Centralia Community College
- Grays Harbor Community College

Dual Credit earned on a college transcript is **real college credit**, treated the same as if the student had earned the credit directly on a college campus, no matter what program they were earned through. The credit will transfer just as any other credit from those colleges would transfer.

College in the High School credits are earned through EWU. These courses are legally required to transfer to any public 2-year or 4-year institution in the state. But that does not necessarily mean they will transfer as the same course name, or in the same category of class type.

CTE Dual Credit and Running Start courses are earned through GHCC, CCC or Clatsop CC and are only required to transfer to other 2-year colleges. However, determining if they will transfer to a public 4-year campus takes planning. In general, students should always research the courses they are enrolling in to see if and how that course will transfer to the school and program they are planning for.

ALE/Online Course Participation and Accountability Policy

Purpose

The school is committed to providing students with access to high-quality online learning opportunities that support academic growth, graduation requirements, personal interests, educational goals, and career pursuits. Because these courses are funded by the school, students are expected to demonstrate consistent engagement, timely completion of coursework, and satisfactory academic progress.

Student Expectations

Students enrolled in school-funded online courses are expected to:

1. Maintain regular participation and progress in the course.
2. Complete assignments, assessments, and other coursework by established deadlines.
3. Remain on pace with the course schedule as defined by the online provider and/or school counselor.
4. Communicate proactively with teachers, counselors, and support staff if challenges arise that may impact course progress.

Monitoring Progress

Student progress will be monitored regularly throughout the duration of the course. Students are expected to maintain pacing and progress that allows them to successfully complete the course within the designated timeframe. A student will be considered **off pace** if they fall behind the expected course completion schedule as determined by the online course provider and school.

Academic Support Plan

If a student remains off pace for more than two consecutive weeks, the school will implement an **Academic Support Plan** designed to help the student return to satisfactory progress.

The Academic Support Plan may include, but is not limited to:

- Required meetings with a counselor, administrator, teacher, or academic advisor.
- Parent/guardian notification and involvement.
- Scheduled progress-monitoring and check-ins.
- Mandatory after-school study table or academic support sessions.
- Restrictions on participation in extracurricular activities, including athletics, until satisfactory progress is demonstrated.
- Additional interventions deemed appropriate by school administration.

The support plan will remain in effect until the student returns to an acceptable pace and demonstrates consistent academic progress.

Course Failure and Financial Responsibility

Because online courses are funded by the school, students are expected to make a good-faith effort to successfully complete all enrolled courses.

If a student fails an online course, the student's parent(s)/guardian(s) may be required to reimburse the school for the cost of the course. The school reserves the right to determine the amount owed based on the course fees incurred.

Exceptions may be considered in cases involving documented extenuating circumstances, including but not limited to:

- Significant medical or mental health issues
- Family emergencies
- Verified personal hardships
- Other circumstances approved by school administration

Requests for consideration of extenuating circumstances must be submitted to the school administration for review in a timely manner.

Acknowledgment

By enrolling in a school-funded online course, students and parents/guardians acknowledge their understanding of this policy and agree to the expectations, support measures, and potential financial responsibilities outlined above.

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Administrator/Counselor Signature: _____ Date: _____

Honor Roll

Honor roll lists will be published at the end of each grading period. Standards for honor roll are:

Principal's Honor Roll (High Honors) ..... 3.75–4.00 GPA
Honor Roll .....3.2–3.74 GPA

Students with a D, F, or I at the grading period will not be eligible for the honor roll.

Honor Society

Beginning in the 10th grade, students who have earned and/or maintained a minimum 3.5 cumulative grade point average will be eligible for membership in the National Honor Society. To become a member of the National Honor Society, students must submit a completed application, obtain multiple teacher recommendations, continue to remain enrolled at least half time in regular, College in the High School, and/or Running Start courses, not commit any significant handbook infractions (i.e., harassment, intimidation or bullying, physical assault, criminal activity, etc.), and commit to additional community service and leadership activities. Honor Society students will also be recognized at graduation.

Progress Reports

At the end of the fifth week of each quarter a progress report will be sent or mailed home for those students who are receiving less than a C- in any class. Communication between the teacher and parent will be made in an effort to improve performance.

Progress Toward Graduation

The following credits need to be completed for high school students to remain in good standing and advance to the next grade level with their class. Participation in class activities and fundraisers such as spirit week and the senior sneak will follow these guidelines. Credit totals relating to class advancement will only take place at the end of the school year. Students remain in the corresponding class/group until the following year when the next credit check is completed.

Credits to move on to 10th grade at end of 9th grade	5
Credits to move on to 11th grade at end of 10th grade	11
Credits to move on to 12th grade at end of 11th grade	17
Credits to Graduate	24

*The principal has the authority to waive two non-required credits at any time or to grant activity, project or competency-based credits for successful completion of high school athletics or extracurricular activities (i.e., drama, robotics, etc.), work based learning experiences, or reaching certain levels on state tests and other standardized assessments.

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 (incident reporting 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 (**Justin Laine, Principal, 360-484-7121 or jlaine@naselleschools.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 Policy [3207] and Procedure [3207P]* which are located on the school district website at www.naselle.wednet.edu or go to (https://nasellebp.wp.iescentral.com/board-policy/)

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 our website at www.naselle.wednet.edu or go to https://nasellebp.wp.iescentral.com/board-policy/

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 Discrimination and Sex-Based Harassment Policy** [3205] and Procedure [3205P], visit www.naselle.wednet.edu or go to https://nasellebp.wp.iescentral.com/board-policy/ .

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: Josh Brook, Superintendent, 793 SR4, Naselle, WA 98638, 360-484-7121, jbrooks@naselleschools.org.

Concerns about sex discrimination, including sexual harassment: Title IX Coordinator: Justin Laine, Principal, 793 SR4, Naselle, WA 98638, 360-484-7121, jlaine@naselleschools.org.

Concerns about disability discrimination: Section 504 Coordinator: Kellyn Hazen, School Counselor, 793 SR4, Naselle, WA 98638, 360-484-7121, khazen@naselleschools.org.

Concerns about discrimination based on gender identity: Gender-Inclusive Schools: Kellyn Hazen, School Counselor, 793 SR4, Naselle, WA 98638, 360-484-7121, khazen@naselleschools.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 Superintendent, Josh Brooks (360-484-7121 or jbrooks@naselleschools.org) 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 (3210P) and Sexual Harassment (3205P) Procedures.

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

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

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

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

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

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

Our School is Gender-Inclusive

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

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records and records' systems
- 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 [3211] and Procedure [3211P]**, visit www.naselle.wednet.edu]. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Kellyn Hazen, School Counselor, 360-484-7121 or khazen@naselleschools.org

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on pages 3 and 37.

McKinney-Vento and Students Experiencing Homelessness

To the extent possible and as required by law, the School District will work with students and families experiencing homelessness to provide them with equal access to the same free, appropriate education (including public preschool education) and access to co- and extracurricular activities that is provided to other students. Special attention will be given to ensuring the identification, enrollment and attendance of students experiencing homelessness, not currently attending school, as well as mitigating education barriers to their academic success. Additionally, the School District will take reasonable steps to ensure that students experiencing homelessness are not stigmatized or segregated in a separate school or a separate program within a school on the basis of their homeless status. Among some of the services and resources available through the school are counseling and guidance, transportation support, assistance with food, housing, clothing, and other needs, and various other academic and extracurricular services and supports. For more information, contact Justin Laine, Kellyn Hazen or Karli Nelson.

Board Policy 3115 Board Procedure 3115P

Student Responsible Use Guidelines for Technology

The Naselle School District makes a variety of digital and communication technologies available to students through computer/network/Internet access. When properly used, these technologies promote learning and achievement. Illegal, unethical, or inappropriate use of these technologies can have significant consequences, harming the District, its students and its employees. Acceptable Use Guidelines are intended to minimize such harm by educating students and setting standards, which will serve to protect the District and its students. The District firmly believes that the educational benefits of digital technology outweigh the drawbacks.

Mandatory Review

To educate students on proper computer/network/Internet use and conduct, students are required to review these guidelines at the beginning of each school year. All District students shall be required to acknowledge receipt and understanding of all guidelines governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such guidelines. The parent or legal guardian of a student user is required to acknowledge receipt and understanding of the District's Acceptable Use Guidelines for technology and internet use. Employees supervising students who use the District's network and related technology must provide training emphasizing its appropriate use.

Definition of District Technology System

The District's computer systems and networks (system) are any configuration of hardware and software. The system includes but is not limited to the following:

- Telephones, cellular telephones, and voicemail technologies;
- Email accounts and servers
- Computer hardware and peripherals;
- Software including operating system software and application software;
- Digitized information including stored text, data, email, digital images, and video/audio files;
- Internally or externally accessed databases, apps, or tools (Wifi- or server based);
- District-provided Internet access and District-filtered public Wi-Fi
- Social media platforms and other new technologies as they become available.

Availability of Access Acceptable Use

Computer/Network/Internet access will be used to enhance learning consistent with the District's learning goals.The District requires legal, ethical and appropriate computer/network/Internet use.

Privilege

Access to the District's technology/network/Internet is a privilege, not a right. Access to the District's digital communications system, including the Internet, shall be made available to students for instructional purposes. Any personal devices should have filtering software that blocks access to visual images that are obscene, pornographic, inappropriate for students, or harmful to minors as defined by the federal Children's Internet Protection Act (CIPA). Filtered internet access is provided to students on campus as defined by CIPA.

Student Access

Computer/Network/Internet access is provided to all students unless parents or guardians make a request in writing to the principal that access be denied. Student Internet access will be under the direction and guidance of the District Technology Director and other staff members. Students may also be allowed to use the local network and public Wi-Fi with permission.

Students 13 or younger

For students aged 13 and younger, the Children's Online Privacy Protection Act (COPPA) requires additional parental permission for use of digital software. Parents wishing to deny access to such digital tools must do so in writing to the principal indicating their child should be denied access to these tools. Examples of these tools are wikis, blogs, and social media.

Use of Personal Telecommunication Devices.

Students may be provided a Chromebook or laptop for use in their classes as allowed by the teacher. Students may use this device while at school–subject to teacher and/or principal approval. Personal cell phones and other devices may NOT be used during instructional time without permission.

Security

A student who gains access to any inappropriate or harmful material is expected to discontinue the access and to report the incident to the supervising staff member. Any student identified as a security risk or as having violated the Acceptable Use Policy may be denied access to the District's system. Other consequences may also be assigned. A student who knowingly brings prohibited materials into the school's electronic environment will be subject to a suspension from use of District technology and/or the Internet and further disciplinary action.

Content/Third-Party Supplied Information

Students and parents of students with access to the District's system should be aware that use of the system may provide access to other electronic communication systems in the global electronic network that may contain inaccurate and/or objectionable material.

Subject to Monitoring–Acceptable Use Policy (AUP)

All District computer/network/Internet usage shall not be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use. Students should not use the District technology or the network to send, receive, or store any information, including email messages, that they consider personal or confidential and wish to keep private. All electronic files, including email messages, transmitted through or stored in the District server will be treated no differently than any other electronic file. The District reserves the right to access, review, copy, modify, delete or disclose such files for any purpose. Students should treat the computer system like a shared or common file system with the expectation that electronic files, sent, received or stored anywhere in the computer system, will be available for review by any authorized representative of the District for any purpose. Personal telecommunication devices are subject to examination in accordance with disciplinary guidelines if there is reason to believe that the AUP has been violated.

Student Computer/Network/Internet Responsibilities

District students are bound by all portions of the Responsible Use Guidelines. A student who knowingly violates any portion of the Responsible Use Guidelines will be subject to suspension of access or revocation of privileges on the District's system and will be subject to further discipline.

Use of System Resources

Students are asked to purge email or outdated files on a regular basis.

Password Confidentiality

Students are required to maintain password confidentiality by not sharing their password with others. Students may not use another person's system account.

Reporting Security Problem

If knowledge of inappropriate material or a security breach on the District network/Internet is identified, the student should immediately notify the supervising staff member. The security problem should not be shared with others.

The following guidelines must be adhered to by students using a personally-owned telecommunication device at school:

- These devices are the sole responsibility of the student owner. The District assumes no responsibility for personal telecommunication devices if they are lost, loaned, damaged or stolen and only limited time or resources will be spent trying to locate stolen or lost items.
- These devices have educational and monetary value. Students are prohibited from trading or selling these items to other students on District property, including buses.
- Each student is responsible for his/her own device: set-up, maintenance, charging, and security. Staff members will not store student devices at any time, nor will any District staff diagnose, repair, or work on a student's personal telecommunication device.
- Administrators and staff members have the right to prohibit use of devices at certain times or during designated activities (i.e. campus presentations, theatrical performances, or guest speakers) that occur during the school day.
- An administrator may examine a student's personal telecommunication device and search its contents, in accordance with disciplinary guidelines.

Inappropriate/Acceptable Use

Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations in this document (including bullying and harassment), that violate the rules of network etiquette, or that hamper the integrity or security of this computer/network/Internet system or any components that are connected to it.

The following actions are considered inappropriate uses, are prohibited, and will result in revocation of the student's access to the computer/network/Internet.

Violations of Law

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to:

- threatening, harassing, defamatory or obscene material;
- copyrighted material;
- plagiarized material;
- material protected by trade secret
- Blog posts, Web posts, or discussion forums/replies posted to the Internet which violate federal or state law. Tampering with or theft of components from District systems may be regarded as criminal activity under applicable state and federal laws. Any attempt to break the law through the use of a District computer/network/Internet account may result in prosecution against the offender by the proper authorities. If such an event should occur, the District will fully comply with the authorities to provide any information necessary for legal action.

Modification of Computer

Modifying or changing computer settings and/or internal or external configurations without appropriate permission is prohibited.

Transmitting Confidential Information

Students may not redistribute or forward confidential information without proper authorization. Confidential information should never be transmitted, redistributed or forwarded to outside individuals who are not expressly authorized to receive the information. Revealing personal information about oneself such as, but not limited to, home addresses, phone numbers, email addresses, birthdates or of others is prohibited.

Commercial Use

Use of the system for any type of income-generating activity is prohibited. Advertising the sale of products, whether commercial or personal, is prohibited.

Marketing by Non-Naselle School District Organizations

Use of the system for promoting activities or events for individuals or organizations not directly affiliated with or sanctioned by the District is prohibited.

Vandalism/Mischief

Any malicious attempt to harm or destroy District equipment, materials or data, or the malicious attempt to harm or destroy data of another user of the District's system, or any of the agencies or other networks to which the District has access is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of District policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses.

Vandalism as defined above is prohibited and will result in the cancellation of system use privileges. Students committing vandalism will be required to provide restitution for costs associated with system restoration and may be subject to other appropriate consequences.

Intellectual Property

Students must always respect copyrights and trademarks of third-parties and their ownership claims in images, text, video and audio material, software, information and inventions. The copy, use, or transfer of others' materials without appropriate authorization is not allowed.

Copyright Violations

Downloading or using copyrighted information without following approved District procedures or state laws is prohibited.

Plagiarism

Fraudulently altering or copying documents or files authored by another individual is prohibited.

Impersonation

Attempts to log on to the computer/network/Internet impersonating a system administrator or District employee, student, or individual other than oneself, will result in revocation of the student's access to computer/network/Internet.

Illegally Accessing or Hacking Violations

Intentional or unauthorized access or attempted access of any portion of the District's computer systems, networks, or private databases to view, obtain, manipulate, or transmit information, programs, or codes is prohibited.

File/Data Violations

Deleting, examining, copying, or modifying files and/or data belonging to other users, without their permission is prohibited.

System Interference/Alteration

Deliberate attempts to exceed, evade or change resource quotas are prohibited. The deliberate causing of network congestion through mass consumption of system resources is prohibited.

Email and Communication Tools

Email and other digital tools such as, but not limited to blogs, wikis, or other social media apps are tools used to communicate within the District. The use of these communication tools should be limited to instructional, school-related needs/activities, or administrative needs.

All students in grades 9-12 will be issued email accounts, and other grades will be issued email accounts with teacher and parent/guardian approval. Students should check email frequently, and delete unwanted messages promptly.

Students should keep the following points in mind:

Perceived Representation

Using school-related email addresses, blogs, wikis, social media, and other communication platforms might cause some recipients or other readers of the email to assume that the student's comments represent the District or school, whether or not that was the student's intention.

Privacy

Email, blogs, wikis, and other communication within these tools should not be considered a private, personal form of communication. Private information, such as home addresses, phone numbers, last names, pictures, or email addresses, should not be divulged. To avoid disclosing email addresses that are protected, all email communications to multiple recipients should be sent using the blind carbon copy (bcc) feature.

Inappropriate Language

Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, harassing, or disrespectful language in emails, blogs, wikis, social media, or other communication platforms is prohibited. Sending messages that could cause danger or disruption, personal attacks, including prejudicial or discriminatory attacks, are prohibited.

Political Lobbying

Consistent with State laws, District resources and equipment, including, but not limited to, emails, blogs, wikis, or other communication tools must not be used to conduct any political activities, including political advertising or lobbying. This includes using District email, blogs, wikis, or other communication tools to create, distribute, forward, or reply to messages, from either internal or external sources, which expressly or implicitly support or oppose a candidate for nomination or election to either a public office or an office of a political party or support or oppose an officeholder, a political party, or a measure (a ballot proposition). These guidelines prohibit direct communications as well as the transmission or forwarding of emails, hyperlinks, or other external references within emails, blogs, or wikis regarding any political advertising.

Forgery

Forgery or attempted forgery of email messages is prohibited. Attempts to read, delete, copy or modify the email of other system users, deliberate interference with the ability of other system users to send/receive email, or the use of another person's user ID and/or password is prohibited.

Junk Mail/Chain Letters

Generally, students should refrain from forwarding emails which do not relate to the educational purposes of the District. Chain letters or other emails intended for forwarding or distributing to others is prohibited. Creating, distributing or forwarding any annoying or unnecessary message to a large number of people (spamming) is also prohibited.

Student Email Accounts and Digital Communication Tools:

Electronic communication is an important skill for 21st Century students. By providing this tool, the District is equipping students with the skills necessary for success in the future. Students in grades 3-12 are given access to a District student email account. This account is set up with the student's user ID. Students must abide by the guidelines established in the Acceptable Use Policy. School devices and student email accounts will be available for use by students in grades 3-12 while they are enrolled in the District. Parents wishing to deny access to District email must do so in writing to the principal. As appropriate, project email accounts may be granted for educational activities for students in grades K-2 at the request of the classroom teacher. Student email accounts may be provided directly by the District, through the content management system of an approved online course, or through a District-approved provider.

Consequences of Agreement Violation

Any attempt to violate the provisions of the acceptable use agreement may result in revocation of the student's access to technology/network/internet, regardless of the success of the attempt. School discipline and/or appropriate legal action may be taken. With cause, the System Administrator, building principal or designee may deny, revoke, or suspend technology use or internet access pending an investigation. **Technology violations** may include the following consequences: Warning, technology restrictions, suspension of technology use, and/or other corrective actions.

Warning

Sites accessible via the digital device/network/Internet may contain material that is illegal, defamatory, inaccurate or controversial. Each District computer with Internet access has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act. The District makes every effort to limit access to objectionable material; however, controlling all such materials on the digital device/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting.

Disclaimer

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not guarantee that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's digital communications system. From time to time the Naselle School District will make determination on whether specific uses of the network are consistent with the acceptable use practice. The Naselle School District reserves the right to track and monitor Internet use, remove a user account on the network to prevent further unauthorized activity, and to discipline a student as outlined in the student handbook.

STUDENT DISCIPLINE (Refer to Board Policy & Procedure 3241)

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

- **"Behavioral violation"** means a student's behavior that violates the district's discipline policy and this procedure.
- **"Classroom exclusion"** means the exclusion of a student from a classroom and instructional or activity area for a discretionary behavioral violation.
- **"Culturally responsive"** has the same meaning as "cultural competency" in RCW 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.
- **Detention** refers to supervising a student during lunch or after school for up to thirty minutes for disciplinary or academic purposes. Parents shall be notified ahead of time about the reasons for an after school detention and for the opportunity to arrange transportation.
- **"Discretionary discipline"** means a disciplinary action taken by a school district for student behavior that violates rules of student conduct adopted by the board under RCW 600.015(6). Disciplinary action may include, but is not limited to, oral or written reprimands or written notification to parents of disruptive behavior, a copy of which must be provided to the principal.
- **"Disruption of the educational process"** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **"Emergency removal"** means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.
- **"Expulsion"** means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480.
- **"Length of an academic term"** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **"Nondiscretionary discipline"** means (a) violations of RCW 600.420; (b) an offense listed in RCW 13.04.155; two or more violations of RCW 9A.46.120, 9.41.280, 28A.600.455, 28A.635.020 or 28A.635.060 within a three-year period; or behavior that adversely impacts the health or safety of other students or educational staff.
- **"Other forms of discipline"** means disciplinary actions used in response to behavioral
- **Saturday School:** Once or twice per month the school will provide opportunities for students to serve disciplinary time in the form of a Saturday school. During this time, students are expected to complete schoolwork or other academic activities. This will take place from 8:00 am to 12:00 pm at the school under the supervision of a staff member.
- **"School board"** means the governing board of directors of the local school
- **"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 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 Out of School (OSS) and In-School Suspension (ISS)** is 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. No more than ten cumulative days in grades K-4 or fifteen cumulative days in grades 5-12 may be assigned during any semester.
    - When possible, **in-school suspension** is assigned to allow students to be removed from the classroom, be supported by school staff, and maintain regular educational progress. ISS is carried out under the supervision of a staff member and is scheduled for either a half or a full school day. Lunch is eaten in the ISS area. Schoolwork is arranged ahead of time. Cell phone use and visits with other students are not allowed.
    - If ISS is not possible or appropriate, **out of school suspension** will be assigned. Out of school suspensions are reserved for situations where a student's continued presence on campus poses an ongoing threat to others, a substantial disruption to the educational process, or cumulative violations.
- **Long term suspension** means a suspension in which a student is excluded from school for more than ten (10) consecutive school days and up to 45 school days, subject to the requirement of WAC 392-400-430 through 392-400-475. No long term suspension shall cause a student to lose the opportunity for academic credit in excess of one semester.
- **Due process** rights apply during all short and long term suspensions such as the right to an informal hearing, prompt notification of parents/guardians, an informal conference with the principal or designated staff, and appeal/grievance procedures to the superintendent.

Classroom Exclusions:

Per RCW 28A.600 and WAC 392-400-330, any student who creates a material and substantial disruption to the educational process in violation of the building disciplinary rules while under a teacher's immediate supervision may be excluded by the teacher from his or her individual classroom and instructional or activity area for all or any portion of the balance of the school day, and/or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. If the exclusion exceeds this time period and if such student repeatedly disrupts the learning of others, this may be considered a suspension and the school must provide for early involvement of the parent in attempts to improve the student's behavior. Under no circumstances, without the consent of the teacher, may an excluded student return to the class during the balance of that class or activity period or up to the following two days, until the principal or their designee and the teacher have conferred. The school will notify a parent or guardian of the exclusion at the first available opportunity and work with the parent toward a solution that returns the student to the regular classroom as soon as possible.

Discipline Matrix (Board Policy and Procedure 3241)

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

Alcohol distribution[25]	Level F	X	X	X	No	No	Prevention/intervention referral
Gang intimidation or activity[26]	Level F	X	X	X	No K–4	No K–4	School-based threat assessment referral
Safety – I[27]	Level F	X	X	X	No K–4	No	School-based threat assessment referral
Type Three Bullying[28]	Level E	X	X	X	No	No	HIB Compliance Officer referral[29]
Fighting without major injury[30]	Level E	X	X	X	No	No	School-based threat assessment referral
Illicit drug possession or use[31]	Level E	X	X	X	No K–4	No K–4	Prevention/intervention referral
Marijuana possession or use[32]	Level E	X	X	X	No K–4	No K–4	Prevention/intervention referral
Alcohol possession or use[33]	Level E	X	X	X	No	No	Prevention/intervention referral
Tobacco distribution[34]	Level E	X	X	X	No	No	Prevention/intervention referral
Theft[35]	Level E	X	X	X	No	No	
Other – III[36]	Level E	X	X	X	No	No	
Type Two Destruction of property[37]	Level D	X	X	X	No K–4	No K–4	
Physical aggression[38]	Level D	X	X	No	No	No	
Tobacco possession or use[39]	Level D	X	X	X	No	No	Prevention/intervention referral
Failure to cooperate[40]	Level D	X	No	No	No	No	
Sexually inappropriate conduct[41]	Level D	X	X	X	No	No	
Disruptive conduct – II[42]	Level D	X	No	No	No	No	
Other – II[43]	Level D	X	No	No	No	No	

Type One Disruptive conduct – I[44]	Levels A–C	X	No	No	No	No	
Dress code[45]	Levels A–C	X	No	No	No	No	
Physical contact[46]	Levels A–C	X	No	No	No	No	
Defiance[47]	Levels A–C	X	No	No	No	No	
Disrespect[48]	Levels A–C	X	No	No	No	No	
Academic dishonesty/plagiarism[49]	Levels A–C	X	No	No	No	No	
Property misuse[50]	Levels A–C	X	No	No	No	No	
Inappropriate language[51]	Levels A–C	X	No	No	No	No	
Other – I[52]	Levels A–C	X	No	No	No	No	

[1] "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC 392-400-110(1)(a), *Example District's* policies and procedures must clearly state the types of behaviors for which discipline—including classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW 28A.600.015(6) as well as grade-level conditions and limitations under WAC 392-400-440(4) and WAC 392-400-445(4) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW 28A.600.015(6) as well as conditions and limitations under chapter 392-400 WAC and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure the district's discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community consistent with WSSDA policy 3241 and WAC 392-400-110(2). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.

[2] Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the *Type Two* category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC 392-400-430(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

[3] "Best practices" refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC 392-400-110(1)(e). Refer to "3241P Attachment B: Example District Continuum of Discipline Responses" for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.

[4] Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.

[5] "Firearm" refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); RCW 28A.600.420(1).

[6] "School-based threat assessment referral" refers to policies and procedures under WSSDA policies 3225 and 3225P.

[7] "Assault – II" refers to behavioral violations that meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

[8] "Sexual assault" refers to behavioral violations that meet the definition of certain sex offenses under RCW 9.94A.030(47).

[9] "Title IX Coordinator referral" refers to the school district personnel designated to coordinate the district's compliance with Title IX of the Education Amendments of 1972, as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters 28A.640 RCW and 392-190 WAC.

[10] "Illicit drug distribution" refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter 69.50 RCW.

[11] "Prevention/intervention referral" refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.

[12] "Possession of a weapon" refers to behavioral violations that meet the definition of an offense under RCW 9.41.280.

[13] "Robbery" refers to behavioral violations that meet the definition of an offense under RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210.

[14] "Assault of teacher" refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC 392-400-810(1) and RCW 28A.600.460(2)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

[15] RCW 28A.600.460(2) provides that a student who commits an offense under that statutory provision "when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned."

[16] "Safety – II" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW 28A.600.015(6)(d) and meets the criteria for administering expulsion under WAC 392-400-445(2) but that does not constitute a *Type Five* behavioral violation under any other category.

[17] "Assault – I" refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021.

[18] "Fighting with major injury" refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

[19] "Sexual harassment" refers to behavioral violations that meet the definition of an offense under RCW 28A.640.020(2)(f) and WAC 392-190-056.

[20] "Discriminatory harassment" refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district policy.

[21] "Civil Rights Coordinator referral" refers to the school district personnel designated to be responsible for monitoring and coordinating the district's compliance with state nondiscrimination laws under chapters 28A.640 and 28A.642 RCW, and chapter 392-190 WAC.

[22] "Malicious harassment" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.020(1).

[23] "Arson" refers to behavioral violations that meet the definition of an offense under RCW 9A.48.020 or RCW 9A.48.030.

[24] "Marijuana distribution" refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter 69.50 RCW.

[25] "Alcohol distribution" refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.

[26] "Gang intimidation or activity" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.120 or RCW 28A.600.455. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

[27] "Safety – I" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW 28A.600.015(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC 392-400-440(2) but that cannot be categorized under any other *Type Four* behavioral violations.

[28] "Bullying" refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW 28A.600.477(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

[29] "HIB Compliance Officer referral" refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW 29A.600.477—which may coincide with other responses such as a school-based threat assessment referral.

[30] "Fighting without major injury" refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4).

[31] "Illicit drug possession or use" refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter 69.50 RCW.

[32] "Marijuana possession or use" refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter 69.50 RCW.

[33] "Alcohol possession or use" refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.

[34] "Tobacco distribution" refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.

[35] "Theft" refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.

[36] "Other – III" refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.

[37] "Destruction of property" refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW 28A.635.060. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

[38] "Physical aggression" refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.

[39] "Tobacco possession or use" refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.

[40] "Failure to cooperate" refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.

[41] "Sexually inappropriate conduct" refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.

[42] "Disruptive conduct – II" refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.

[43] "Other – II" refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.

[44] "Disruptive conduct – I" refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.

[45] "Dress code" refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters 28A.640 or 28A.642 RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including "protective hairstyles" such as afros, braids, locks, and twists.

[46] "Physical contact" refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.

[47] "Defiance" refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.

[48] "Disrespect" refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.
[49] "Academic dishonesty/plagiarism" refers to behavioral violations involving knowingly submitting the work of others as one's own or assisting another student in doing so or using unauthorized sources in violation of district policy.
[50] "Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.
[51] "Inappropriate language" refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.
[52] "Other – I" refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.
[53] "Other – I" refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.

STUDENT MISCONDUCT

Criminal Acts

The commission of any criminal act while under school jurisdiction will subject students to appropriate disciplinary action and possible involvement of law enforcement.

Dangerous Weapons and Explosive Devices

A. It is a violation of district policy for students to possess weapons on school district property, district owned transportation, or at school sponsored events. A student, who possesses a weapon or an item that appears to be or is purported to be a weapon, shall be subject to discipline up to and including emergency removal, long term suspension, and/or expulsion. A weapon is an object, which can be used to intimidate or injure another person. Weapons include, but are not limited to knives, pipes, guns, chemicals, explosives, or items that appear to be weapons.

   Explosives or fireworks are not always used as, or considered to be, weapons. Their presence at school, nevertheless, is prohibited because they may contribute to a dangerous, disruptive, or disturbing situation. Students found in possession of explosives will be disciplined accordingly.

B. **Firearms** – A student who carries a firearm on school transportation to school or school activities or who is found in possession of one while under school supervision shall be **expelled from school for not less than one year under RCW 28A.600.010**

   School officials shall notify the students' parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy shall be subject to discipline such as a threat assessment and related services, including the one-year expulsion for any violation involving a firearm. However, the superintendent may modify the one-year expulsion on a case-by-case basis upon an appeal.

Alcohol, Marijuna, and Illicit Drugs

Washington state law and the policies of this school district prohibit student use, possession, and/or distribution of alcoholic beverages, dangerous drugs (illicit or prescription), or drug paraphernalia on school district property or transportation, or during school activities and events.

Dangerous drugs include marijuana and other cannabis products (vapor, edibles, etc.), hallucinogens, amphetamines, inhalants, barbiturates, narcotics, cocaine, leafed drugs or any "look-alike" substances purported to be such, and prescription drugs used by other students.

Law enforcement will be contacted. Discipline will be administered in accordance with the discipline matrix and will depend, in part, upon the nature and severity of the substance-related offense as well as the impact on school safety and functioning.

Destruction or Defacing of School Property

All students are expected to respect and care for all property of the school–including the building and related facilities, physical grounds, furniture, books and materials, lockers, buses, and other school vehicles. Students who are found responsible for defacing, damaging, or destroying school property will be required to pay restitution for the damage and will face further discipline.

Disruption of the Educational Process

Students must obey the reasonable instructions of school district personnel. Conduct which interferes with or creates a substantial disruption to the educational process is prohibited and will result in disciplinary action. Disruptive conduct includes, but is not limited to the following:

1. Noncompliance with a reasonable request from school personnel
2. Defying or disrespecting the authority of school personnel
3. Threatening, abusing, or insulting school personnel
4. Not identifying oneself when requested by school personnel–including substitute teachers
5. Use of profane, offensive, or obscene language **directed at** school personnel

Students who disrupt the educational process and defy authority will be subject to discipline, which may include detention, Saturday school, or removal/suspension from the educational setting.

Dissemination of Inappropriate Messages or Images

Students who initiate or disseminate inappropriate messages or images including transmitting, viewing or possessing images/messages of a sexually explicit nature will be subject to discipline.

Extortion

Students who obtain money or property from another student by violence or threat of violence or attempt to force another person to do something against his or her will be subject to discipline.

False Alarms

Making a false alarm or a bomb threat is a crime and will be treated as such. Students found guilty of such activity will receive appropriate school discipline and law enforcement will be contacted.

Fighting or Physical Assault

A student shall not intentionally or carelessly cause or attempt to inflict physical injury to another person. Fighting is considered any physical contact of an aggressive or violent manner (hitting, kicking, shoving, punching, using or throwing items, etc.). Discipline will be administered in accordance with the discipline matrix and will depend upon the nature and severity of the physical aggression. Discipline will not be administered against someone acting in necessary self defense.

A student who provokes another student into fighting with insulting or demeaning remarks, gestures, or other actions will be disciplined for those actions. Students who record, share, post, and/or distribute videos involving physical altercations at school will also receive discipline. When possible to determine who initiated the physical altercation, the instigator will receive a stronger consequence. Law enforcement will be contacted under some circumstances.

Fire(s)

Students who are responsible for unauthorized fires (or explosions) at school (or school events), on school transportation, or under school supervision will be subject to disciplinary action.

Gang-Like Behavior

Apparel, paraphernalia, gestures, signs, graffiti or other symbols or displays of gang or gang-like behavior will not be allowed at school, on school transportation, or during school events and activities.

Profanity Directed Toward a Teacher or School Employee

Students using inappropriate, disrespectful, vulgar, or threatening language of any type toward a teacher or school employee will be disciplined. (See disruption of the educational process)

Public Display of Affection

Public displays of affection can be embarrassing for adults and students. Students are expected to exercise self-control and respect for the comfort and reputation of others. Only handholding is allowed and limited to students in grades 9-12. Students failing to respect this policy will be disciplined accordingly and parents will be contacted.

Skateboards and Rollerblades: Skateboarding, rollerblading, and wearing wheelies are not allowed in the building or on the school campus at any time.

Snowball Throwing: Throwing snowballs is not permitted at school at any time.

Threats

Students threatening harm to others will be subject to discipline, emergency removal, suspension, a possible threat assessment, and/or law enforcement contact depending upon the nature and severity.

Trespass

Students who are on campus without authorization or who do not leave when asked to do so may be guilty of trespassing and subject to school discipline and a possible report to law enforcement.

Theft

Students determined to have been engaged in theft as determined through school administrator investigation will be subject to discipline and possible law enforcement involvement.

Tobacco and Vaping

It is against the law and the policies of this district for students of any age to smoke tobacco, use tobacco or nicotine products, vape, or have tobacco/nicotine/vaping products in their possession at any time on school property or during school sponsored activities. Students who violate this policy will be subject to appropriate school and extracurricular discipline and intervention (see discipline matrix). The school will attempt to provide tobacco/nicotine/vaping cessation services when possible.

Water Toys: Items such as water balloons and squirt guns are not permitted on school property, school buses or at school sponsored events unless part of a planned, approved, and supervised activity.

CUMULATIVE VIOLATIONS

Students who consistently violate school policies and rules may be subject to progressive discipline. An accumulation or continuation of minor violations can be just as disruptive to the educational process as a violation of a more significant nature. Therefore, the seriousness of the violation is not the only factor for disciplinary action. The frequency of disruptions must also be a consideration. Cumulative violations may result in Saturday School, ISS, OSS, or activity probation.

DISCIPLINARY ACTIONS

A. General Rules for Applying Disciplinary Actions

1. As a general rule, no student shall be suspended unless another form of corrective action or discipline has previously been imposed as a consequence for misconduct of the same or similar nature. However, removal may be imposed immediately if a student is considered an imminent threat to the safety of others or is a material and substantial disruption to the educational process.

2. The nature and circumstances of any violation of school rules must reasonably warrant the corrective action imposed. See the discipline matrix for the range of possible consequences.

3. The requirement of fairness necessitates some uniform application of discipline, but not every situation can be anticipated and each situation must be evaluated on an individual basis.

4. Discipline shall not be applied in such a manner as to prevent a student from accomplishing specific grade, subject, or graduation requirements.

5. Corporal punishment is not permitted.

6. Students with disabilities are subject to the same sanctions for misconduct as other students except when the misconduct is directly related to the student's disability or a failure to properly implement components of an IEP or 504 plan. These students will not be suspended for more than ten days in any school year without conducting a manifestation determination and conferring with the student's multidisciplinary team. In some cases, a threat assessment may be required.

7. Students are not allowed on school grounds or at school sponsored events when they are suspended except with the permission of the principal.

B. Nature and Range of Sanctions

The Naselle-Grays River Valley School District will normally use one or more of the following forms of corrective action or punishment:

a. Communicate with parent(s)/guardian(s) in person or by telephone, email, text, or letter
b. Referral to school counselor, dean of students, or student support specialist
c. Restitution or school/community service
d. School discipline and intervention
e. Lunch detention, before, or after school detention
f. Time-out to regroup (brief) or classroom exclusion (remainder of class period or day)
g. Saturday school
h. Short-term suspension–in or out of school
i. Long-term suspension
j. Emergency removal (or expulsion for safety, dangerous weapons, or firearms violations)
k. Loss of eligibility for extracurricular activities
m. Non-school agency referral (law enforcement, juvenile courts, etc.)

Informal grievance procedure

Any parent/guardian or student who is aggrieved by the administration of discretionary or nondiscretionary discipline, including discipline that excludes a student from transportation or extracurricular activities, has the right to an informal conference with the principal to resolve the grievance. At the informal conference, the student will be given an opportunity to share their perspective and explanation regarding the behavioral violation. Students who are suspended, expelled, or emergency removed may appeal those actions as described in School Board Policy and Procedure 3241.

Detentions and Saturday School

All Saturday schools and detentions are to be served when they are assigned or the student will be placed on **activity probation until the consequence is served, which prohibits participation in all extracurricular activities as a participant or a spectator.**

Failure to serve a detention may result in additional discipline and activity probation. Failure to serve a Saturday School without prior approval may also result in activity probation and/or ISS. Saturday School is held approximately once per month from 8:00 a.m. - 12:00/noon.

Student Responsibilities While in Detention or Saturday School

1. A student must report promptly (**3:05-3:35 pm for detention, 8:00 a.m.-12:00 noon for Saturday School**). If not on time, the detention or Saturday School may not be served that day. It is strongly recommended that students arrive 10 minutes early to make sure they are on time for Saturday School.
2. Students need to come prepared with necessary materials to do homework, study, or read. **If unprepared, the detention or Saturday School may not be served that day.** Note: Students may be asked to help with work details at the school during detention or Saturday School or to complete discipline related assignments.
3. Students need to follow all rules and perform all required tasks as set by the the administration or detention/Saturday School/community service supervisor.
4. All detentions and Saturday Schools are to be served on the day(s) assigned unless other arrangements are made ahead of time through the office.

Refusal to comply with the above detention or Saturday School expectations or the reasonable requests made by the detention/Saturday school supervisor, will result in additional discipline (i.e., more detention, Saturday school, or ISS). **The student will also be placed on activity probation and may not participate in other school activities as either a participant or a spectator until the discipline assigned is completed.** After school detention is a minimum of 30 minutes and is held immediately after school. In some cases, detentions may be served before school or during lunch.

IN-SCHOOL SUSPENSION

Student Responsibilities: In School Suspension (ISS) will, in most cases, be assigned for a student's first short term suspension. If in-school suspension is not effective due to repeat offenses, serious misconduct, or failure to follow ISS rules, then out of school suspension will be assigned. Failure to complete a reasonable amount of work may also result in additional ISS days. The following are student responsibilities in ISS:

1. ISS students should report to the office as soon as the student enters school. If students are eating breakfast, office staff will get their breakfast to be eaten in the office. ISS ends when the bell rings at 3:00. **Students must leave school grounds immediately**.

2. Students are given the opportunity (and expected) to collect work the previous day, so they should be prepared with work to do during their time in ISS. Note: They may be asked to do lunch and/or breakfast clean-up duty.

3. Students will not leave their desks unless they are given permission from the ISS teacher. This includes bathroom breaks (the health room bathroom will be used), breakfast, and/or lunch (food will be brought to the students).

4. Students in ISS **will not visit with others or use their cell phones or ear buds at any time**.

5. If assistance is needed with schoolwork or additional work is needed, students will ask the staff member in charge.

6. No extracurricular activities can be attended either as a participant or spectator on a day of ISS including any practices or games that day. Open gym may not be attended.

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, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not administer discipline, including suspension and expulsion, in any manner related to a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process.

The district will provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

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

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district will allow the student to petition for readmission at any time.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion in accordance with WAC 392-400-610. The district will not suspend or expel a student from school for absences or tardiness.

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

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

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

The Superintendent designates the Principal and Dean of Students the authority to administer in-school and short-term suspension. Before administering an in-school or short-term suspension, staff members must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations. Before administering in-school or short-term suspension, the district will consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted.

The district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated in Board Policy and Procedure 3241, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

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

Long-Term Suspensions and Expulsions – Conditions and Limitations

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

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may only administer long-term suspension or expulsion for specific severe behavioral violations. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with Board Policy and Procedure 3241, there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for behavioral violations that meet the definitions provided under RCW 28A.600.015 (6)(a) through (d), which include:

Having a firearm on school property or school transportation in violation of RCW 600.420;

Any of the following offenses listed in RCW 04.155, including:

Any violent offense as defined in RCW 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

Any sex offense as defined in RCW 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;

Any weapons violation of chapter 41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280; or

Unlawful possession or delivery, or both, of a controlled substance in violation of chapter 50 RCW.

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

- criminal gang intimidation in violation of RCW 46.120;
- gang activity on school grounds in violation of RCW 600.455;
- willfully disobeying school administrative personnel in violation of RCW 635.020; and
- defacing or injuring school property in violation of RCW 635.060; and

Any student behavior that adversely affects the health and safety of others or the educational process.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW 28A.600.015(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion. Consistent with Policy and Procedure 3241, the district will work to develop definitions and consensus on what constitutes an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.

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

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

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

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a **district authorized** 1) military education, 2) firearms convention or safety course, or 3) rifle competition.

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

When a student is long-term suspended or expelled, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

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

Suspensions and Expulsions – Initial Hearing

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

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

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

Suspensions and Expulsions – Notice

Following the initial hearing, the principal or designee will inform the student and parent/guardian of the disciplinary decision, 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 description of the student's behavior and how the behavior violated this policy and procedure;
*The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
*The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
*The opportunity to receive educational services during the suspension or expulsion;
*The right of the student and parent(s) to an informal conference with the principal or designee; and
*The right of the student and parent(s) to appeal the suspension or expulsion; and
*For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Emergency Removals – Conditions and Limitations

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

The district must have sufficient cause to believe that the student's presence poses:

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

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

For purposes of determining sufficient cause for an emergency removal, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means the student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day.

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

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

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

Emergency Removals – Notice

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

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

The reason the student's presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;

*The duration and conditions of the emergency removal, including the date on which the emergency removal will begin and end;
*The opportunity to receive educational services during the emergency removal;
*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 removal, including where and to whom the appeal must be requested.

Optional Conference With Principal

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

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

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

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

Appeals: Requesting An Appeal

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

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

When an appeal for a 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 Removal Appeal

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

*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;

Long-Term Suspension or Expulsion and Emergency Removal Appeal Continued…

*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

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

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency removal is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold 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 the 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

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

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

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

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student. Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

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

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

*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

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

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

Reconsideration of Appeal

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

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

For emergency removal, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision. In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.

The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.

The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

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

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

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

*Whether the school board (or discipline appeal council) affirms or reverses the school district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
*If the emergency removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-430 through 392-400-480 consistent with the disciplinary action to which the emergency removal was converted

Petition to Extend an Expulsion

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

*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

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 The notice will include where and to whom to make such a request.

Review and Reconsideration of Extension of Expulsion

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

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

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

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

*Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
*The date when the extended expulsion will end

Any extension of an expulsion may not exceed the length of an academic term. The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Educational Services

*The district will offer educational services to enable a student who is suspended, expelled or emergency removed 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. Some types of educational services the district will consider include tutoring, online courses, teacher access after typical school hours.

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

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

*Coursework, including any assigned homework, from all of the student's regular subjects/classes;
*Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
*An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.
*For students subjected to suspension or emergency removal for six (6) to ten (10) consecutive school days, a school must provide at least the following:
*Course work, including any assigned homework, from all of the student's regular subjects/classes;
*An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal; and

*Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency removal and periodically thereafter until the suspension or emergency removal ends to:

**Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and

**Communicate with the student, parents, and the student's teacher(s) about the student's academic progress

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

Readmission

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

*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

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

Reengagement and Reengagement Meetings

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

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

The reengagement meeting must occur:

Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
As soon as reasonably possible, if the student or parents request a prompt reengagement

Reengagement Plan

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

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

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

Behavior Agreements

The district authorizes the Principal and Dean of Students to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individual Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP).

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

Exceptions for Protecting Victims

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

A student committing an offense under RCW 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; or
A student who commits an offense under RCW 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.

Transportation Rules and Student Conduct on District Transportation

Students shall obey the bus driver and any school personnel riding the bus. The driver is in full charge of the bus and passengers and must be obeyed. If a paraeducator is assigned to the bus by the district, he/she shall also be responsible for the safe operation of the bus. When transporting classes or teams, the teacher or coach shall be primarily responsible for the behavior of the students. Students shall obey the driver, teacher, coach, or other supervising adult. Any misconduct by a student, which is deemed detrimental to the safe operation of the bus by the bus driver or other supervising adult, shall be sufficient cause for the principal to suspend the transportation privilege.

Rules of Conduct for Bus Ridership

A. Students crossing roads must do so under the direction of the bus driver and cross only in front of the bus.
B. Students shall ride only on their assigned bus unless written permission to do otherwise has been received by school officials.
C. Students shall not be permitted to leave the bus except at their regular stop unless written permission to do otherwise is received by school officials and processed through the office.
D. Students assigned seats shall use only that seat unless permission to change is authorized by the driver.
E. Students shall observe rules of classroom conduct while riding on buses. Noise shall be kept down to avoid distracting the driver. Students shall refrain from the use of obscene language or gestures.
F. Students shall not smoke, vape, or ignite lighters or matches on buses.
G. Students shall not eat on buses, except when specifically authorized and supervised by the bus driver, teacher, coach, or other staff member. Buses shall be kept clean.
H. Students shall not open bus windows without the driver's permission.
I. Students shall not extend any part of their body out of bus windows at any time.
J. Students shall not carry or have in their possession items that can cause injury to passengers on the bus. Such items include, but are not limited to, sticks, breakable containers, weapons or firearms, straps or pins protruding from clothing, large, bulky items which cannot be held or placed between legs, etc. Books and personal belongings shall be kept out of aisles.
K. Students shall not have animals on buses, except an approved service animal (i.e., dog) providing assistance to a disabled student.
L. Students shall not sit in the driver's seat or to the immediate right or left of the driver.
M. Students shall refrain from talking to the driver unless necessary.
N. Students shall go directly to a seat once inside the bus and remain seated at all times unless the driver instructs otherwise.
O. Students shall get on/off the bus in an orderly manner and shall obey the instructions of the driver or school safety patrolmen on duty. There shall be no pushing and shoving when boarding or leaving the bus. Once off the bus, students shall adhere to rules for pedestrians.
P. Students shall never cross the roadway behind a bus unless they use pedestrian crosswalks or traffic lights.
Q. Students shall stand away from the curb when any bus is approaching or leaving a stop.
R. Students going to and from their bus stops where there are no sidewalks shall walk on the left-hand side of the roadway facing oncoming traffic. Students shall go directly to their home after leaving the bus.

S. Students shall use lap belts on buses when available or required for safety reasons.
T. Students shall follow emergency exit drill procedures as prescribed by the driver.
U. Students shall not tamper with emergency doors or equipment.
V. Parents of students identified as causing damage to buses shall be charged with the cost of the incurred damage. Students causing the damage may be suspended from transportation.
W. Student misconduct shall constitute sufficient reason for suspending bus privileges.

Bus Consequences

1st Offense	Warning from driver AND possible bus discipline such as an assigned seat
2nd Offense	Bus conduct report filed/referred to principal, dean of students or transportation director for an official warning and/or discipline
3rd Offense	Referred to the principal for additional discipline and possible bus suspension
4th Offense	Additional discipline and/or bus suspension depending upon the severity.

****Any violation, which is classified as an imminent threat to the safety of other riders may result in immediate suspension of bus ridership. Continued bus infractions can result in permanent loss of bus privileges and additional discipline.

Career and Technical Education Non-Discrimination Statement

The Naselle-Grays River Valley School District does not discriminate on the basis of sex, race, color, national origin, disability, or age in its Career and Technical Education (CTE) Program or activities. The Naselle-Grays River Valley School District offers classes in a variety of career and technical education areas to our middle and high school students under our open admissions policy. At the middle school level, we offer the following CTE courses:

- Middle School Agricultural Projects/STEM and Farm to Table which are taught by Jim Moten.

In the high school, we offer the following courses:

- Natural Resources, Agricultural Woodworking, and Small Engines Repair/Welding, which are taught by Jim Moten, and
- Career Choices, Applied Geometry, Visual Communication, and Design Technology/Robotics, which are taught by Rudi Rudolph.

For more information about CTE courses and admissions criteria, please contact Rudi Rudolph at rrudolph@naselleschools.org, 360-484-7121, or Naselle-GRV School District, 793 State Route 4, Naselle, WA 98638. You can also contact Kellyn Hazen or Justin Laine at the aforementioned physical address and phone number or at khazen@naselleschools.org or jlaine@naselleschools.org.

Lack of English language proficiency will not be a barrier to admission and participation in career and technical education courses and programs. Contact the following people with questions regarding our nondiscrimination policies: Josh Brooks, Superintendent (jbrooks@naselleschools.org), or Justin Laine, Principal (jlaine@naselleschools.org), 793 SR 4, Naselle, WA 98638, or (360) 484-7121.

Naselle-GRV School District Harassment, Intimidation or Bullying (HIB)
Incident Reporting Form

Reporting Person (optional): _____

Targeted Student: _____

Your email address (optional): _____ **Today's Date:** _____

Your Phone number (optional): _____

Name of school adult you've already contacted (if any): _____

Name(s) of alleged bullies (if known) _____

On what dates did the incident(s) happen (if known): _____

Where did the incident happen? Circle all that apply.

Classroom Hallway Restroom Playground Locker Room Lunchroom Sports Field
Parking Lot School Bus Internet/Social Media Cell Phone At or during a School Activity
Off School Property On the way to/from School
Other (Please describe.) _____

Please check the box that best describes what the bully did. Please choose all that apply.

☐ Hitting, kicking, shoving, spitting, hair pulling, or throwing something at the student
☐ Getting another person to hit or harm the student
☐ Teasing, name-calling, making critical, offensive, or threatening remarks in person, by phone, email, social media
☐ Putting the student down and making the student a target of jokes
☐ Making rude and/or threatening gestures
☐ Excluding or rejecting the student
☐ Making the student fearful, demanding money or exploiting
☐ Spreading harmful rumors or gossip
☐ Cyberbullying (bullying by calling, texting, emailing, social media, etc.)
☐ Other

If you select other, please describe: _____

Why do you think the incident of harassment, intimidation or bullying occurred?

_____

Were there any witnesses? Yes ☐ ☐ yes, please provide their names:

_____

_____

Did a physical injury result from this incident? If yes, please describe.

_____

Was the target absent from school as a result of the incident? Yes ☐ No ☐ If ye please describe

_____

Is there any additional information?

_____

_____

Thank you for reporting!

For Office Use----------

Received by:
Date received: _____
Action taken: _____
Parent/Guardian contacted: _____
Circle one: Resolved Unresolved
Referred to: _____