



2023-24 Statement of Responsibilities and Rights of Students

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Statement of Responsibilities and Rights of Students

Revised June 2023

Shoreline Public Schools

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www.ssd412.org

This handbook is published pursuant to state and federal laws and regulations that prescribe substantive and procedural rights and responsibilities of students. All provisions of this handbook should be interpreted in conformance with such laws and regulations. The material in this handbook is re-printed or excerpted from Board of Directors policies and District procedures that will control any given situation. Note that policies and procedures are repeatedly under review, and changes may be made at any time. All current policies and procedures may be accessed in the main office of all school buildings and via the District's website at www.ssd412.org.

Anti-Racism Resolution

{The following Resolution 2021-7: Support for Implementation of Anti-Racism for Shoreline Staff and Students was approved by the Shoreline School Board on May 3, 2021}

A RESOLUTION of the Board of Directors of Shoreline School District #412 on becoming an anti-racist organization and the implementation of anti-racist practices and accountability in the experience of staff and students of Shoreline.

WHEREAS, the mission of the Shoreline School District is to provide a collaborative learning community which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens; and

WHEREAS, our Instructional Strategic Plan indicates that respect, empathy and collaboration are at the core of community and diversity makes our community stronger; and

WHEREAS, School Board Policy 0150 on Race and Equity includes our aspiration to “provide respectful and relevant learning environments that leverage diversity and create schools where students, families, community members and employees feel welcomed and supported;” and

WHEREAS our policy further indicated, “Race as well as socio-economic status, gender, sexual orientation, gender identity or expression, and ability must cease to be a predictor of student success;” and

WHEREAS our board has further indicated their support for Race and Equity by passing Resolution 2020-12, Support for Development, Addition and Integration of Ethnic Studies for Shoreline; and

WHEREAS Black, Indigenous and People of Color (BIPOC), by virtue of their unique history, treatment, and past and present experiences in the United States, have been denied equal access and been disproportionately affected by racism; and

WHEREAS these groups are often intentionally targeted because of their race which leads to racial trauma; and

WHEREAS the Shoreline School District acknowledges that interpersonal racism exists within public school systems and the Shoreline School District and is committed to working until race is no longer a predictor of overall staff and students’ school experience and success; and

WHEREAS, Shoreline schools have Race and Equity Teams, supported by the Department of Equity and Family Engagement as well as Equity Leads at each school to support equity initiatives; and

WHEREAS, 185 staff members in Shoreline have attended Beyond Diversity training either locally or at the national summit; and

WHEREAS, many more staff members have engaged in the work of equity in our district through additional professional development offerings including Race and Equity 101, 201 and 301; and

WHEREAS we acknowledge the role socio-political identity markers play into race, and for that reason acknowledges that the intersection of race with ability, gender, sexual orientation, class and language etc. can create additional impacts on Black, Indigenous students and staff of color,

THEREFORE, be it resolved:

The following steps will be taken, within existing legal parameters, to address these racist impacts within the District.

The District:

- Develop a systematic approach to assessing and monitoring district and school climate, ensuring that implicit bias, racism and oppression and its potential consequences are understood, and that Black, Indigenous and students and staff of color feel welcome, affirmed, supported and respected.
- Take timely action that will not further victimize or harm people, to reduce the impact of racism from within the district and the community it serves.
- Assume proactive responsibility for teaching students and staff about racism’s causes and effects.
- The School Board shall charge and hold the Superintendent accountable for taking steps to implement the goals of this resolution including enacting the following:
 - Set measurable goals including timelines for implementation, (for assessment of the implementation of this resolution, and develop systems for accountability including bi-annual progress updates to the Board of Directors. The first report to the Board, including the goals and timelines for implementation, will occur not later than November 1, 2021.
 - Develop and revise the Student and Staff Rights and Responsibilities Handbook and discipline policies to reflect the impact racially derogatory language and actions have on Black, Brown, Indigenous and Asian people, and take appropriate actions to educate and correct behavior of the perpetrator.
 - Review and adjust grading, discipline, and special education/program identification practices to remove the disproportionality that exists for all BIPOC students.
 - Establish Anti-Racism Hate and Bias Plan in each school that includes staff training and accountability measures.
 - Develop a plan for and allocate resources for ongoing anti-racism training for all staff, students and the Board of Directors.
 - Implement processes for both staff and students to report and receive support when racist incidents occur.
 - Hold students accountable for interpersonal racist acts with consequences that could include restorative justice and progressive discipline, consistent with the district’s Policy and Procedure 3300 and 3310.

- Guarantee that retaliation against anyone who reports racist incidents will be investigated and addressed.
- Hold staff accountable for interpersonal racist acts including discipline according to the relevant collective bargaining agreements when appropriate.
- Make staffing, budgetary and policy adjustments as needed to support anti-racism implementation.
- Recruit, hire, and retain racially diverse staff.
- Create a mechanism for community and family engagement and authentic and equitable partnership.

Definitions

Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts. SOURCE: Race Forward, “Race Reporting Guide” (2015).

Racism, commonly defined as “prejudice + power,” is prejudice or discrimination against someone based on their race. Underlying this is the belief that certain racial groups are superior to others. Racism can be manifested through beliefs, policies, attitudes, and actions. Racism comes in several forms, including:

- **Individual or internalized racism** is racism that exists within individuals. It is when one holds negative ideas about their own culture, even if unknowingly. Xenophobic feelings or one’s internalized sense of oppression/privilege are two examples of individual or internalized racism.
- **Institutional racism** recognizes that racism need not be individualist or intentional, and institutional racism refers to institutional and cultural practices that perpetuate inequality. Benefits are structured to advantage powerful groups at the expense of others. Jim Crow laws and redlining practices are two examples of institutional racism.
- **Interpersonal racism** is defined as words, deeds or other actions expressed through discourse, attitudes, and behaviors that work in various, often reinforcing ways, to perpetuate racial group inequity and cause racial harm on Black, Indigenous, and People of Color.
- **Structural racism** refers to the ways in which the joint operation of institutions (i.e., inter-institutional arrangements and interactions) produce racialized outcomes, even in the absence of racist intent. Indicators of structural racism include power inequalities, unequal access to opportunities, and differing policy outcomes by race. Because these effects are reinforced across multiple institutions, the root causes of structural racism are difficult to isolate. Structural racism is cumulative, pervasive, and durable.
- **Restorative Justice** empowers students to resolve conflicts on their own and in small groups, and it’s a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances.

Gender-Inclusive Schools

{Policy #3213, Gender-Inclusive Schools}

The board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity, or sex. To that end, the board recognizes the importance of an inclusive approach toward transgender and gender-expansive students with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, restroom and locker room use and accessibility, sports and physical education, dress codes, and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure. The superintendent will appoint a primary contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI once the training is made available.

This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying, and discrimination.

Student Discipline

{Excerpt of Policy #3300, Student Conduct Expectations and Reasonable Sanctions}

The Board acknowledges that student conduct and behavior are closely associated with learning; an effective instructional program requires a wholesome and orderly school environment. The Board therefore requires that each student adhere to the rules of conduct established by the District and its various schools and programs and to submit to corrective action taken as a result of conduct violations.

Students are expected to:

- Respect the rights, person, and property of others;

- Pursue the required course of study;
- Preserve the degree of order necessary for a positive climate for learning;
- Comply with District rules and regulations; and
- Submit to the authority of staff and reasonable corrective action imposed by school employees and respond accordingly.

The superintendent will develop reasonable rules of student conduct (see Procedure 3300P) for the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. Such rules will state with reasonable clarity the types of misconduct for which discipline, suspension, and expulsion may be imposed.

In accordance with state law, the student conduct rules adopted by the District will be interpreted to ensure that the optimum learning environment of the classroom is maintained, and that the highest consideration is given to the judgment of qualified certificated educators regarding the conditions necessary to maintain the optimum learning environment.

Student conduct rules will be enforced by school officials:

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

In addition to the rules established in Procedure 3300P, schools may develop and implement site-specific rules for student conduct (examples include establishing off-limits areas, prohibiting food on carpet, etc.). Such rules must be consistent with the District's student conduct rules.

Student Conduct Rules

{Excerpt of Procedure #3300P, Student Conduct Expectations and Reasonable Sanctions}

Rules for Student Conduct

This procedure sets forth conduct expectations for students and the sanctions that may be imposed for violations of such expectations. For procedures governing imposition and contesting of discipline (e.g., suspensions and expulsions), see Policy 3310 and Procedure 3310P.

1. Alcohol/Chemical Substances – Possession, use, distribution, showing evidence of having consumed, selling, soliciting or facilitating the sale of alcohol or illegal drugs is prohibited. Possession of drug paraphernalia or any item purported to be such is also prohibited. While in attendance at school or school-sponsored events, students must remove themselves immediately from any situation where such activities are occurring. Students understand that the community encourages them to report any situation which poses a danger to the health or safety of themselves and fellow students or which represents a violation of state laws, District policy (4316), and the code to which school leaders are committed.
2. Alteration of Records – The falsification, altering, or destroying a school record or any communication from home and school is prohibited.
3. Arson - the intentional setting of fire or possession of fire-ignition devices is prohibited.
4. Assault/Threat/Battery – Assault is defined as a physical or verbal threat and is prohibited. Battery is defined as violence to persons and is also prohibited.
5. Attendance – Daily attendance of all students who are enrolled is required in accordance with state law and District policy. To be counted as being in attendance, the student must be present for at least 50% or the equivalent of three courses of the school day. Students will attend regularly scheduled classes and activities unless officially excused by the designated person(s) at the building level. Students and parent/guardians are cautioned that excessive and/or unexcused absenteeism, regardless of reason, may result in loss of credit and/or corrective actions even though a student completes average or above-average work while in attendance.
6. Burglary – Breaking into a school with or without intent to steal is prohibited.
7. Cheating – Cheating is prohibited. Any student who knowingly submits the work of others represented as his or her own will be considered to have cheated. Cheating also includes the aiding and abetting of cheating by others by falsifying, altering, or destroying student records in any form.
8. Closed/Open Campus – Students in grades K through 8 are required to remain on school grounds from the time of arrival until officially excused. Secondary students are expected to follow the closed/open campus guidelines established at each site. Students who do not conduct themselves in a responsible manner or frequent designated restricted areas adjacent to the school while utilizing open campus privilege may lose this privilege. Students who leave the campus after having their open campus privilege revoked are subject to further corrective action.
9. Cooperation with School Personnel, School Rules, or District Policies – Students must obey the lawful instruction of District personnel.
10. Criminal Behavior – Students who involve themselves in criminal acts on school property, off school property at school-supervised events, or off school property when such acts have a detrimental effect upon the maintenance and

operation of the schools or the District are subject to corrective action by the school as well as potential prosecution under the law.

11. Cumulative Violations – In the school community, the frequency with which students violate various school policies, rules, and regulations is often of equal or greater concern than individual violations. Discipline is based on the cumulative effects of these acts.
12. Dress and Appearance – Dress and appearance must not present health or safety problems or cause disruption in accordance with Policy 3224, Student Dress.
13. Disruptive Conduct – Conduct which materially and substantially interferes with the educational process is prohibited.
14. Drugs (illegal) – See definition under “Alcohol/Chemical Substances” above.
15. Explosives – Possession, use, or threat of explosives on school property or at school-sponsored events is prohibited.
16. Extortion, Blackmail, or Coercion – Obtaining money or property by violence or threat of violence, or forcing someone to do something by force or threat of force, is prohibited.
17. False Accusations/Defamation – Students will not make untrue charges of wrongful conduct or other defamatory statements.
18. Fighting – The act of quarreling involving physical contact is prohibited.
19. Forgery – The act of fraudulently using in writing the name of another person or falsifying times, dates, grades, addresses, or other data on school forms is prohibited.
20. Gambling – The act of gambling or facilitating the gambling of others is prohibited. “Gambling” means staking or risking something of value upon the outcome of a contest of chance or a future contingent event, upon an agreement or understanding that the person or someone else will receive something of value in the event of a certain outcome.
21. Gang Affiliation/Symbols – Gang activity or displaying symbols of gang affiliation is prohibited. A “gang” means a group that consists of three or more persons, has identifiable leadership, and on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes. Gang symbols include the use of hand signals, handwriting, and/or the presence of apparel, jewelry, accessories, graffiti, or manner of grooming by which virtue of its colors, arrangement, trademark, symbol alteration, or any other attribute denotes membership in a gang.
22. Harassment/Intimidation/Bullying/Cyberbullying – Students will not participate in, conspire to participate in, or conspire for others to engage in “harassment, intimidation, and bullying/cyberbullying” (HIB) as defined in Policy 3308, Prohibition of Harassment, Intimidation, and Bullying/Cyberbullying. In general, HIB means any intentionally written message or image, including those that are electronically transmitted (e.g. sexting), a verbal or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080 (race, color, national origin (including language), 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), or other distinguishing characteristics, when the act physically harms a student or damages the student’s property; has the effect of substantially interfering with a student’s education; is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment, or has the effect of substantially disrupting the orderly operation of the school. Prohibited HIB can include, but is not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written oral or physical actions.
23. Identifying Self – All persons must, upon request, identify themselves to proper school authorities in the school building, on school grounds, or at school-sponsored events.
24. Lasers and Similar Devices – Possession or use of lasers and similar devices which is not authorized in advance by school authorities is prohibited.
25. Littering – Throwing, dropping, depositing, or discarding of litter is prohibited on public property.
26. Loitering – Students are expected not to arrive more than thirty (30) minutes before school and to leave the school campus at the official close of the school day unless engaged in school activities.
27. Malicious Mischief – Inflicting property damage or the willful tampering with someone’s property without his/her permission is prohibited.
28. Motor Vehicle Violations – Although driving of motor vehicles to school by students is permitted, it is not encouraged. Students who choose to drive motor vehicles to school must:
 - a. observe all rules of safe driving on and around school property;
 - b. park in the area so designated by building administrators; and
 - c. comply with any registration procedures that may be required by building administrators. Refusal to adhere to these conditions may result in the loss of the privilege of parking on school property and/or other corrective action.
29. Over-the-Counter/Controlled Substances/Prescription Drugs – Abuse of over-the-counter and controlled substances is prohibited.
30. Robbery – Stealing from an individual by force or threat of force is prohibited.
31. Sexual Harassment – Harassment because of a person’s gender, like other forms of harassment, is prohibited. Sexual harassment may include, but is not limited to: demands for sexual favors in exchange for preferential treatment or something of value; stating or implying that a person will lose something if they do not submit to a sexual request; penalizing a person for refusing to submit to a sexual advance or providing a benefit to someone who does; making unwelcome, offensive or inappropriate sexually suggestive remarks, comments, gestures, or jokes or remarks of a sexual nature about a person’s appearance, gender, or conduct; using derogatory sexual terms for a person; standing too close, inappropriate touching, cornering, or stalking a person; sexting; or displaying offensive or inappropriate sexual illustrations on school property. Any student who believes that they have been subjected to sexual harassment or intimidation by any person, including students

and staff, should contact a building counselor or administrator immediately. (See Policy 3209, Students: Sexual Harassment, and Policy 5013, Personnel: Sexual Harassment.)

32. Student Expression Violation – Freedom of student expression is part of the District’s instructional program. However, student expression may not be vulgar, lewd, obscene, or plainly offensive or be used to cause a substantial disruption of the educational process or interfere with the rights of others. School-sponsored expression may be further regulated on the basis of legitimate pedagogical concerns. (See Policy 3220, Freedom of Expression).
33. Tardiness – Students are expected to be punctual in arriving at school and to each of their classes.
34. Telecommunication Network Violation – Unauthorized, illegal, or inappropriate use of the District’s telecommunication network system, electronic devices, or personal student devices is prohibited.
35. Theft – Stealing is prohibited.
36. Tobacco, Nicotine Products, and Delivery Devices – Possession, use, sale, and distribution of tobacco products and delivery devices by students is not permitted on school property, on school buses, or at school-sponsored events. In addition, use of tobacco products and delivery devices by students is prohibited within 500 feet of schools. Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, and vapor products. (See Policy 4316, Alcohol, Drug and Tobacco Free).
37. Trespass – Being present in an unauthorized place or refusing to leave when ordered to do so is prohibited.
38. Unlawful Interference with School Authorities – Interfering with administrators, teachers, or other staff in the exercise of their lawfully assigned duties is prohibited.
39. Vandalism – Destruction of school property is prohibited. (The student’s grades or diploma may be withheld in accordance with state law.)
40. Vulgar or Lewd Conduct – Any lewd, indecent, profane, or obscene act or expression is prohibited.
41. Weapons and Other Dangerous Devices – Students will not possess, display, handle, or transmit weapons, other dangerous devices, or any item which reasonably appears to be such, including but not limited to guns, knives, clubs, metal knuckles, daggers, chemical inhalants, or any other potentially dangerous implement on school property or at school-sponsored events. Any exception to the above will require explicit permission. Permission may be granted for the purposes of dramatic productions and exhibitions. Permission will be determined on a case-by-case basis through approval of the District Instructional Materials Committee. (See Policy 2311, Selection and Adoption of Instructional Materials). Persons over 18 years of age and persons between 14-18 years of age with written parent/guardian or guardian permission may possess personal protection spray devices on school property. No one may deliver a spray device to anyone under 14 or to anyone between 14-18 years of age who does not have parental/guardian permission. Spray devices may not be used other than in self-defense as defined by state law. Possession, transmission, or use of personal protection spray devices under any other circumstances is a violation of District policy.

Procedures for Imposing Student Discipline

{Excerpt of Procedure #3310P, Discipline and Corrective Action for Student Misconduct}

I. Definitions

Behavioral Violation – A student’s behavior that violates the District’s rules for student conduct stated in Procedure 3300P.

Classroom Exclusion – Exclusion of a student from a classroom or instructional or activity area for behavioral violations for all or any portion of the balance of the school day, provided that the student remains at school. Classroom exclusion does not include actions that result in missed instruction for a brief duration when: (1) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and (2) the student remains under the supervision of the teacher or other school personnel during such brief duration.

Discipline – Any action taken by the District in response to behavioral violations.

Disruption of the Educational Process – The interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.

Emergency Removal – Immediate removal from school for up to 10 consecutive school days 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**.

Expulsion – A denial of admission to the student’s current school placement in response to a behavioral violation for no longer than the length of one semester.

In-School Suspension – A short-term suspension for up to 10 consecutive school days in which a student is excluded from his or her regular educational setting but remains in his or her current school placement.

Long-Term Suspension – A suspension in which a student is excluded from school for more than 10 consecutive school days but for no longer than the length of one semester.

Other Forms of Discipline – Actions used in response to behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal, including exclusion from transportation or extracurricular activities.

Parent/guardian – In accordance with WAC 392-172A-01125, a biological or adoptive parent/guardian of a child; a foster parent/guardian; a guardian generally authorized to act as the child’s parent/guardian, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; an individual acting in the place of a biological or adoptive

parent/guardian including a grandparent/guardian, stepparent/guardian, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; a surrogate parent/guardian appointed per state regulations; or an adult student whose rights have transferred to him or her pursuant to state regulations.

School Business Day — Any calendar day except Saturdays, Sundays, and federal and state school holidays, upon which the superintendent of the District is open to the public. School business days will be concluded upon the closure of the superintendent's office for the calendar day. During winter break, mid-winter break, spring break, and the week of the Fourth of July, the superintendent's office is closed to the public, and those days are thus not considered "school business days."

School Day — Any day or partial day that students are in attendance at school for instructional purposes.

Short-Term Suspension — A suspension in which a student is excluded from school for up to 10 consecutive school days.

Suspension — Denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removals.

Academic Term — One semester, which numbers approximately 90 school days.

II. Procedures for Imposing Corrective Action

A. Provisions Applicable in General

1. Each certificated teacher, school administrator, school bus driver, and any other school employee designated by the Board of Directors has the authority to: (a) impose other forms of discipline upon a student for misconduct that violates rules of the District established in Procedure 3300P and provided to students and parent/ guardians in the annual "Statement of Responsibilities and Rights of Students"; and (b) impose classroom exclusion as described in this procedure.
2. The Board has delegated to the superintendent and/or his or her designee(s) the authority to impose suspensions and expulsions upon students for misconduct that violates rules of the District. Each certificated teacher and administrator has the authority to recommend suspensions and expulsion for such misconduct.
3. Each classroom teacher may exclude any student who creates a disruption of the educational process in violation of the building disciplinary standards while under the teacher's immediate supervision from his or her individual classroom or instructional or activity area for all or any portion of the balance of the school day or until the principal or designee and teacher have conferred, whichever occurs first, in accordance with RCW 28A.600.020. Except in emergency circumstances as provided for in the section on "Classroom Exclusion," below, the teacher will have first attempted one or more alternative forms of corrective action. In addition, in no event will an excluded student be returned during the balance of the particular class or activity period from which the student was initially excluded without the consent of the teacher. If a student is excluded from the classroom or instructional or activity area for more than the balance of the school day, the District will follow the procedures for a suspension, expulsion, or emergency removal as described below.
4. The District will not administer corporal punishment, including any act that willfully inflicts or willfully causes the infliction of physical pain on a student. Exceptions are defined in Chapter 392-400 WAC.
5. All students will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force, as provided in Policy 3317 and Procedure 3317P.
6. In addition to the foregoing, all certificated staff members have the authority to:
 - a) Expect students to comply with student conduct rules.
 - b) Impose other forms of discipline for violations of school rules in accordance with any established building procedures consistent with District policy/procedure.
 - c) Preserve the degree of order necessary for an optimum learning environment.
 - d) Detain a student after school in accordance with the conditions described in Section IX, below.
 - e) Use such reasonable action as is necessary to protect himself or herself, a student, or others from physical abuse or injury, consistent with the District's Policy 3317 and Procedure 3317P governing restraint, isolation, and other uses of reasonable force.
7. All certificated staff members will have the responsibility to:
 - a) Observe the rights of students.
 - b) Enforce the rules of student conduct fairly, consistently, and without discrimination.
 - c) Document significant or repetitive infractions and/or subsequent interventions when requested by the principal or other administrator.
 - d) Maintain good order in the classroom, in the hallways, and on the playgrounds or other common areas of the school, or while riding on school buses or other forms of transportation (including field trips).
 - e) Maintain accurate attendance records and report all cases of truancy.
 - f) Set an appropriate example of personal conduct and avoid statements that may be demeaning or personally offensive to any student or group of students.

B. Provisions Applicable to Other Forms of Discipline

Other forms of discipline, as defined above, may be imposed for behavioral violations (i.e., failure to follow the conduct rules in Procedure 3300P). No form of discipline will be administered in a manner that would prevent a student from completing subject, grade-level, or graduation requirements. The District will not suspend the provision of educational services to a student as a form of other disciplinary action.

C. Classroom Exclusions

1. A teacher may exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision, subject to the requirements of this procedure. The District may also authorize other school personnel to exclude a student from a classroom or instructional or activity area for behavioral violations of the District's rules for student conduct stated in Procedure 3300P, subject to the requirements of this procedure.
2. Other Forms of Discipline: Before using a classroom exclusion, the teacher or other school personnel will first attempt one or more other forms of discipline to support the student in meeting behavioral expectations, unless 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.
3. Limitations on Classroom Exclusion:
 - a) Duration: A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom or instructional or activity area. When a student is excluded from the student's classroom or instructional or activity area for longer than the balance of the school day, the District will provide notice and due process for a suspension, expulsion, or emergency removal.
 - b) Removal from School: A student may not be removed from school during a classroom exclusion unless the District provides notice and due process for a suspension, expulsion, or emergency removal.
 - c) Assignments and Tests: The District will provide the student an opportunity to make up any assignments and tests missed during the classroom exclusion.
4. Notice: Following a classroom exclusion, the District will provide the following notice:
 - a) To Principal: The teacher or other school personnel will report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or designee as soon as reasonably possible.
 - b) To Parent/guardians: The teacher, principal, or designee will notify the student's parent/guardians regarding the classroom exclusion as soon as reasonably possible. The District will ensure that this notification is in a language the parent/guardians understand.
5. Emergency Circumstances: When a teacher or school personnel administers a classroom exclusion on the grounds that 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:
 - a) the teacher or other school personnel will immediately notify the principal or designee; and
 - b) the principal or designee will meet with the student as soon as reasonably possible and administer appropriate discipline.

D. Provisions Applicable to All Suspensions and Expulsions

1. General Requirements
 - a) Students may be suspended or expelled for behavioral violations, subject to the following requirements.
 - b) Parent/guardian Involvement: The District will provide for early involvement of parent/guardians in efforts to support students in meeting behavioral expectations. The District will make every reasonable attempt to involve the students and parent/guardians in the resolution of behavioral violations.
 - c) Considerations: Before administering any suspension or expulsion, the District will consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.
 - d) Access to District Property: Suspensions and expulsions may include a denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the District. A student may also be excluded from a particular classroom or instructional or activity area for the period of suspension or expulsion.
 - e) Educational Services: The District will not suspend the provision of educational services to a student in response to behavioral violations or administer discipline in a manner that would prevent a student from completing subject, grade-level, or graduation requirements. Students will be provided with an opportunity to receive educational services during a period of suspension or expulsion.
 - f) Reporting: The principal or designee will report all suspensions and expulsions, and the behavioral violation that led to each suspension or expulsion, to the District superintendent or designee within twenty-four (24) hours after the administration of the suspension or expulsion.
 - g) Reentry: 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. The District will also allow the student to petition for readmission at any time, as described in Section IV, below.

- h) Educational Setting: If the District enrolls a student in another program or course of study during suspension or expulsion, the District will not preclude the student from returning to his or her regular educational setting following the end date of the suspension or expulsion unless:
 - (1) the superintendent or designee grants a petition to extend the student's expulsion, as described below;
 - (2) the student is excluded from his or her regular educational setting under Section X, below; or
 - (3) state law otherwise prohibits the student from returning to his or her regular educational setting.
- 2. Initial Hearing with Student
 - a) Before administering any suspension or expulsion, the principal or designee will conduct an informal initial hearing with the student for the purpose of hearing the student's perspective.
 - b) Scope of Initial Hearing: At the initial hearing, the principal or designee will provide the student with:
 - (1) notice of the student's violation of the rules for student conduct in Procedure 3300P;
 - (2) an explanation of the evidence regarding the behavioral violation;
 - (3) an explanation of the discipline that may be administered; and
 - (4) an opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.
 - c) Parent/Guardian Participation:
 - (1) When the principal or designee is considering administering a short-term or in-school suspension, the student will have an opportunity to contact their parent/guardians at the initial hearing.
 - (2) When the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee will make a reasonable attempt to contact the student's parent/guardians to provide an opportunity for the parent/guardians to participate in the initial hearing in person or by telephone.
 - d) Decision: Following the initial hearing, the principal or designee will inform the student of the decision regarding the discipline to be imposed for the behavioral violation, if any, including the date on which any suspension or expulsion will begin and end.
 - e) Language Assistance: The District will ensure that the initial hearing is held in a language the student and parent/guardians understand, which may require language assistance for students and parent/guardians with limited-English proficiency.
- 3. Notice to Student and Parent/Guardians
 - a) Pre-Discipline Notice: Before administering any suspension or expulsion, the District will attempt to notify the student's parent/guardians as soon as reasonably possible regarding the behavioral violation.
 - b) Post-Discipline Notice: No later than one (1) school business day following the initial hearing with the student, the District will provide written notice of the suspension or expulsion to the student and parent/guardians in person, by mail, or by email. The written notice will include:
 - (1) A description of the student's behavior and how it violated the rules for student conduct in Procedure 3300P.
 - (2) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
 - (3) The other forms of discipline that the District considered or attempted, and an explanation of the decision to administer the suspension or expulsion;
 - (4) The opportunity to receive educational services during the suspension or expulsion;
 - (5) The student's and parent/guardians' right to an informal conference with the principal or designee;
 - (6) The student's and parent/guardians' right to appeal the suspension or expulsion, including where and to whom the appeal must be requested; and
 - (7) For a long-term suspension or expulsion only, the opportunity for the student and parent/guardians to participate in a reengagement meeting.
 - c) Language Assistance: The District will ensure that the initial and written notices required under this section are provided in a language the student and parent/guardians understand, which may require language assistance for students and parent/guardians with limited-English proficiency.
- 4. Optional Conference with Principal
 - a) Requesting a Conference: If the student or parent/guardians disagree with the District's decision to suspend or expel the student, the student or parent/guardians may request an informal conference with the principal or designee to resolve the disagreement. The request for an informal conference may be made orally or in writing.
 - b) Time Limit: The principal or designee will hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent/guardians.

- c) Conference: During the informal conference, the principal or designee will provide the student and parent/guardians the opportunity to:
 - (1) share the student's perspective and explanation regarding the behavioral violation;
 - (2) confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion; and
 - (3) discuss other forms of discipline that may be administered.
 - d) Language Assistance: The District will ensure that the conference is held in a language the student and parent/guardians understand, which may require language assistance for students and parent/guardians with limited-English proficiency
 - e) Right to Appeal: An informal conference will not limit a student's or parent/guardians' right to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.
- E. Provisions Applicable to Short-Term Suspensions Only (Including In-School Suspensions)
 - 1. Other Forms of Discipline: Before administering a short-term or in-school suspension, the District will first attempt one or more other forms of discipline to support the student in meeting behavioral expectations.
 - 2. Length of Exclusion: A short-term or in-school suspension will be for no more than ten (10) consecutive school days. The District will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.
 - 3. Grade-Level Limitations: The District will not administer a short-term or in-school suspension that exceeds the following limits:
 - a) For students in kindergarten through fourth grade, ten (10) cumulative school days during any academic term.
 - b) For students in grades five through twelve, fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.
 - 4. In-School Suspension: If a school chooses to offer in-school suspension, the principal will establish guidelines for the operation of the in-school suspension program, consistent with other district policies and procedures. In addition, when administering an in-school suspension, the District will ensure school personnel are:
 - a) Physically in the same location as the student to provide direct supervision during the duration of the in-school suspension; and
 - b) Accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.
- F. Provisions Applicable to Long-Term Suspensions Only
 - 1. Other Forms of Discipline: Before administering a long-term suspension, the District will consider other forms of discipline to support the student in meeting behavioral expectations.
 - 2. Behavior Warranting Long-Term Suspension: The District will only administer a long-term suspension when the following criteria are met:
 - a) The long-term suspension is "non-discretionary discipline," meaning it is in response to behavioral violations that meet one or more of the descriptions in RCW 28A.600.015(6)(a)-(d), which are summarized below:
 - (1) The student carried a firearm onto, possessed a firearm on, and/or acted with malice and displayed an instrument that appears to be a firearm on public school premises, public school-provided transportation, or areas of facilities while being 17 used exclusively by public schools, as prohibited by RCW 28A.600.420.
 - (2) The student's conduct would constitute a violent offense, sex offense, inhaling toxic fumes, controlled substances violation, liquor violation, or certain other crimes listed in RCW 13.04.155.
 - (3) Within a three-year period, the student has committed two or more violations of RCW 9A.46.120 (criminal gang intimidation), RCW 9A.41.280 (possessing dangerous weapons on school facilities), RCW 28A.600.455 (gang activity), RCW 28A.635.020 (willfully disobeying school administrative personnel or refusing to leave public property), or RCW 28A.635.060 (defacing or injuring school property).
 - (4) The student's behavior adversely impacts the health or safety of other students or educational staff.
 - b) The District has determined that, if the student returned to school before completing a long-term suspension, the student would pose an imminent danger to students or school personnel or an imminent threat of material and substantial disruption of the educational process.
 - 3. Length of Exclusion: A long-term suspension may not exceed the length of one (1) academic term. The District will not administer a long-term suspension beyond the school year in which the behavioral violation occurred.
 - 4. Grade-Level Limitations: The District will not administer a long-term suspension for any student in kindergarten through fourth grade, unless the student has committed a Firearm Violation, discussed in Section VIII, below.
 - 5. Reengagement: When a student is long-term suspended, the District will timely hold a reengagement meeting and create a reengagement plan, as described in Section VII, below.

G. Provisions Applicable to Expulsions Only

1. Other Forms of Discipline: Before administering an expulsion, the District will consider other forms of discipline to support the student in meeting behavioral expectations.
2. Behavior Warranting Expulsion: The District will only administer an expulsion when the following criteria are met:
 - a) The expulsion is “non-discretionary discipline,” meaning it is in response to behavioral violations that meet one or more of the descriptions in RCW 28A.600.015(6)(a)-(d), which are summarized below:
 - (1) The student carried a firearm onto, possessed a firearm on, and/or acted with malice and displayed an instrument that appears to be a firearm on public school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, as prohibited by RCW 28A.600.420.
 - (2) The student’s conduct would constitute a violent offense, sex offense, inhaling toxic fumes, controlled substances violation, liquor violation, or certain other crimes listed in RCW 13.04.155.
 - (3) Within a three-year period, the student has committed two or more violations of RCW 9A.46.120 (criminal gang intimidation), RCW 9A.41.280 (possessing 18 dangerous weapons on school facilities), RCW 28A.600.455 (gang activity), RCW 28A.635.020 (willfully disobeying school administrative personnel or refusing to leave public property), or RCW 28A.635.060 (defacing or injuring school property).
 - (4) The student’s behavior adversely impacts the health or safety of other students or educational staff.
 - b) The District has determined that, if the student returned to school before completing an expulsion, the student would pose an imminent danger to students or school personnel.
3. Length of Exclusion: An expulsion may not exceed the length of one (1) academic term, unless the principal or designee petitions the District superintendent for extension of an expulsion, and the petition is granted.
4. Grade-Level Limitations: The District will not administer an expulsion for any student in kindergarten through fourth grade, unless the student has committed a Firearm Violation, discussed in Section VIII, below.
5. Reengagement: When a student is expelled, the District will timely hold a reengagement meeting and create a reengagement plan, as described in Section VII, below.
6. Petition for Extension: The building principal or designee may petition the superintendent to extend an expulsion beyond the length of one (1) academic term, where such an extension is warranted because of risk to public health and safety.
 - a) Time Limit: The petition may be submitted only after the development of a reengagement plan under Section VII, below, and before the end of the expulsion, except that the principal or designee may petition to extend an expulsion at any time when a student has committed a Firearm Violation, as described in Section VIII, below.
 - b) Contents: The petition will include those elements listed in WAC 392-400-480.
 - c) Notice: The District will provide written notice of the petition to the student and parent/guardians in person, by mail, or by email within one (1) school business day from the date the superintendent or designee received the petition. The notice will include a copy of the petition; the student’s and parent/guardians’ right to an informal conference with the superintendent or designee to be held within (5) school business days from the date the District provided written notice to the student and parent/guardians; and the student’s and parent/guardians’ right to respond to the petition orally or in writing to superintendent or designee within (5) school business days from the date the District provided written notice.
 - d) Basis for Granting Extension: The superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to his or her previous school placement after the length of an academic term, the student would pose a risk to public health or safety.
 - e) Duration of Extension: An extension of an expulsion may not exceed the length of an academic term.
 - f) Written Decision: The superintendent or designee will deliver a written decision to the principal, the student, and the student’s parent/guardians in person, by mail, or by email within ten (10) school business days after receiving the petition. If the petition is granted, the written decision will include:
 - (1) the date on which the extended expulsion will end;
 - (2) the reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
 - (3) notice of the student’s or parent/guardians’ right to request review and reconsideration of the extension decision described below, including where and to whom to make the request. If the petition is not granted, the written decision will identify the date on which the expulsion will end.
 - g) Review and Reconsideration:

- (1) Requesting Review: The student or parent/guardians may request that the Board of Directors review and reconsider the decision to extend the student's expulsion. The request may be made orally or in writing.
 - (2) Time Limit: The student or parent/guardians must request review within ten (10) school business days from the date the superintendent or designee provides the written decision to the student and parent/guardians.
 - (3) Review Procedure: The Board of Directors may request to meet with the student or parent/guardians or the principal to hear further arguments and gather additional information. The decision of the Board may be made only by members who were not involved in the behavioral violation, the decision to expel the student, or any appeal decision on the student's expulsion by a hearing officer on behalf of the District.
 - (4) Decision: The Board of Directors will provide a written decision to the student and parent/guardians in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision will identify: whether the Board affirms, reverses, or modifies the decision to extend the student's expulsion; and the date on which the extended expulsion will end.
 - h) Language Assistance: The District will ensure that any petition proceedings, notices, and decisions are provided in a language the student and parent/guardians understand, which may require language assistance for students and parent/guardians with limited-English proficiency
 - i) Annual Reporting: The District will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.
- H. Provisions Applicable to Emergency Removals Only
1. Sufficient Cause: A student may be removed immediately in emergency situations by the superintendent or designee if there is sufficient cause to believe that 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 to the educational process. An immediate and continuing threat of material and substantial disruption of the educational process means:
 - a) The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
 - b) School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.
 2. Time Limit: An emergency removal will end or be converted to another form of discipline within ten (10) school days.
 3. Conversion: If the District converts an emergency removal to a suspension or expulsion, the District will:
 - 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 parent/guardians notice and due process otherwise required by this procedure for the type of suspension or expulsion imposed.
 4. Reporting: All emergency removals, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, will be reported to the District superintendent or designee within twenty-four (24) hours after the start of the emergency removal.
 5. Initial Notice: After an emergency removal, the District will attempt to notify the student's parent/guardians 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 educational process.
 6. Subsequent Written Notice: Within twenty-four (24) hours after an emergency removal, the District will provide written notice of the emergency removal to the student and parent/guardians in person, by mail, or by email. The written notice will include:
 - a) The reason the student's presence poses an immediate and continuing danger to other students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
 - b) The duration and conditions of the emergency removal, including the dates on which the emergency removal will begin and end;
 - c) The opportunity to receive educational services during the emergency removal;
 - d) The student's and parent/guardians' right to an informal conference with the principal or designee;
 - e) The student's and parent/guardians' right to appeal the emergency removal, including where and to whom the appeal must be requested.
 7. Language Assistance: The District will ensure the initial and subsequent written notices are provided in a language the student and parent/guardians understand, which may require language assistance for students and parent/guardians with limited-English proficiency.
 8. Optional Conference with Principal:

- a) Requesting a Conference: If the student or parent/guardians disagree with the District's decision to emergency remove the student, the student or parent/guardians may request an informal conference with the principal or designee to resolve the disagreement. The request for an informal conference may be made orally or in writing.
- b) Time Limit: The principal or designee will hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent/guardians.
- c) Conference: During the informal conference, the principal or designee will provide the student and parent/guardians the opportunity to share the student's perspective and explanation regarding the events that led to the emergency removal.
- d) Language Assistance: The District will ensure that the conference is held in a language the student and parent/guardians understand, which may require language assistance for students and parent/guardians with limited-English proficiency.
- e) Right to Appeal: An informal conference will not limit a student's or parent/guardians' right to appeal the emergency removal.

I. Provisions Applicable to Discipline for Unexcused Absences and Tardiness, School Meals

- 1. The District will not suspend or expel a student from school for absences or tardiness.
- 2. The District will not administer discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to the student.

III. Procedures for Contesting Discipline

A. Grievance Procedure for Classroom Exclusion and Other Forms of Discipline

- 1. A student or parent/guardian who disagrees with the imposition of classroom exclusion or other form of discipline under this procedure (including exclusion from transportation or extra-curricular activities) may request an informal meeting with the principal or designee for the purpose of attempting to resolve the grievance.
- 2. This grievance procedure does not apply to suspensions, expulsions, or emergency removals, which have separate appeal procedures, described below.
- 3. The student or parent/guardian must request the meeting within two (2) school business days of imposition of the classroom exclusion or other form of discipline at issue. The request must be made in person at the office of the principal or by email to the principal's District email address. The employee whose action is being grieved may be notified of the initiation of such a grievance and given the opportunity to participate in the meeting. During the meeting, the student and parent/guardians may be subject to questioning by the principal or designee and will have an opportunity to share the student's perspective and explanation regarding the behavioral violation.
- 4. The principal or designee will issue written notice of his or her decision in person, by mail, or by email no later than five (5) school business days after the meeting.
- 5. The classroom exclusion or other form of discipline will continue during the grievance procedure unless the principal or designee elects to postpone the action.

B. Appeal of Short-Term and In-School Suspensions

- 1. Submission of Appeal: A student or parent/guardians may appeal a short-term suspension (including an in-school suspension) to the superintendent or designee. Such appeal may be made orally (in person or by phone) or in writing (by hand-delivery, mail, or email) to the superintendent's office within five (5) school business days from the date the District provides written notice of the short-term suspension to the student and parent/guardians. The superintendent or designee will provide the student and parent/guardians the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.
- 2. Decision: The superintendent or designee will deliver a written appeal decision to the student and parent/guardians in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision will include:
 - a) The decision to affirm, reverse, or modify the suspension;
 - b) The duration and conditions of the suspension, including the dates on which the suspension will begin and end;
 - c) The educational services the District will offer to the student during the suspension; and
 - d) Notice of the student's and parent/guardians' right to request review and reconsideration of the appeal decision, including where and to whom to make the request.

C. Appeal of Long-Term Suspensions, Expulsions, and Emergency Expulsions

- 1. Request for Appeal: A student or parent/guardians may appeal a long-term suspension, expulsion, or emergency expulsion to the superintendent or designee. Such appeal request may be made orally (in person or by phone) or in writing (by hand-delivery, mail, or email) to the superintendent's office.
- 2. Time Limits: An appeal request must be received by the District within the following periods:
 - a) For long-term suspensions and expulsions, within five (5) school business days from the date the District provides written notice of the long-term suspension or expulsion to the student and parent/guardians.

- b) For emergency expulsions, within three (3) school business days from the date the District provides written notice of the emergency expulsion to the student and parent/guardians.
3. Notice of Hearing: Within one (1) school business day after receiving the appeal request, unless otherwise agreed to by the student and parent/ guardians, the superintendent or designee will provide the student and parent/guardians written notice in person, by mail, or by email of the following:
 - a) The time, date, and location of the appeal hearing;
 - b) The name(s) of the official(s) presiding over the appeal;
 - c) The students' and parent/guardians' rights to inspect the student's education records described in Section 7.b, below;
 - d) The student's and parent/guardians' rights to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
 - e) The student's and parent/guardians' rights described in Section 8, below; and
 - f) For long-term suspensions and expulsions only (but not emergency removals), whether the District will offer to hold a reengagement meeting before the appeal hearing.
4. Reengagement Opportunity: For long-term suspensions and expulsions only (but not emergency removals), before the appeal hearing, the student, parent/guardians, and District may agree to hold a reengagement meeting and develop a reengagement plan. The student, parent/guardians, and District may mutually agree to postpone the appeal hearing while participating in the reengagement process.
5. Appeal Hearing: The District will hold an appeal hearing within the following periods, unless otherwise agreed to by the student and parent/guardians:
 - a) For long-term suspensions and expulsions, within three (3) school business days from the date the superintendent or designee received the appeal request.
 - b) For emergency removals, as soon as reasonably possible, but within two (2) school business days after the date the superintendent or designee received the appeal request.
6. Presiding Official: A hearing officer (who may be a District employee or contractor) will hear and decide appeals. The hearing officer may not be involved in the student's behavioral violation or decision to long-term suspend, expel, or emergency remove the student and will be knowledgeable about state discipline rules and the District's discipline policies and procedures.
7. Evidence and Witnesses:
 - a) Upon request, the student, parent/guardians, and District may inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the appeal hearing. The District, student, or parent/guardians 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.
 - b) Upon request, the student and parent/guardians 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.
 - c) If a witness for the school district cannot or does not appear at the appeal hearing, the hearing officer may excuse the witness' nonappearance if the District establishes that:
 - (1) the District made a reasonable effort to produce the witness; and
 - (2) the witness' failure to appear is excused by fear of reprisal or another compelling reason.
8. Student and Parent/Guardian Rights: During the appeal hearing, the student and parent/guardians have the right to:
 - a) Be represented by legal counsel;
 - b) Question witnesses;
 - c) Share the student's perspective and provide explanation regarding the behavioral violation; and
 - d) Introduce relevant documentary, physical, or testimonial evidence.
9. Hearing Record: The appeal hearing will be recorded by manual, electronic, or other type of recording device. The District will provide the recording to the student or parent/guardians upon request.
10. Appeal Decision: the hearing officer will base the decision solely on the evidence presented at the hearing. The hearing officer will provide a written decision to the student and parent/guardians in person, by mail, or by email within the following time limits: for long-term suspensions and expulsions, within three (3) school business days after the appeal hearing; and for emergency removals, within (1) school business day after the appeal hearing. The written decision will include:
 - a) Findings of fact;
 - b) For long-term suspensions and expulsions only (but not emergency removals):
 - (1) A determination whether: the student's behavior violated the rules of student conduct described in Procedure 3300P; the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and the suspension or expulsion is affirmed, reversed, or modified.
 - (2) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;

- (3) Notice of the opportunity to participate in a reengagement meeting and the contact information for the person who will coordinate scheduling of the reengagement meeting.
 - c) For emergency removals only:
 - (1) A determination whether the student's presence continues to pose: an immediate and continuing danger to students or school personnel; or an immediate and continuing threat of material and substantial disruption of the educational process.
 - (2) Whether the District will end the emergency removal or convert it 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/ guardians notice and due process otherwise required by this procedure for the type of suspension or expulsion imposed.
 - d) Notice of the student's and parent/guardians' right to request review and reconsideration of the appeal decision, including where and to whom to make the request;
 11. Language Assistance: The District will ensure that the notice, appeal proceedings, and decision are provided in a language the student and parent/guardians understand, which may require language assistance for students and parent/guardians with limited-English proficiency.
- D. Pending Appeal
1. If the student or parent/guardians request an appeal of a long-term suspension or expulsion, the District may temporarily continue to administer the suspension or expulsion during the appeal period subject to the following requirements:
 - a) The District may temporarily continue to administer the suspension or expulsion for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
 - b) Any days that the student is temporarily suspended or expelled before the appeal is decided will be applied to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion;
 - c) If the student who is temporarily suspended or expelled returns to school before the appeal is decided under this section, 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.
- E. Review and Reconsideration
1. Review and Reconsideration of Suspensions and Non-Emergency Expulsions
 - a) Request for Review: The student or parent/guardians may request that the Board of Directors review and reconsider the hearing officer's decision. The student or parent/guardians may request the review orally or in writing.
 - b) Time Limit: The appeal must be received by the superintendent's office within ten (10) school business days from the date the District provides the written appeal decision to the student and parent/guardians.
 - c) Review Procedure:
 - (1) In reviewing the hearing officer's decision, the Board will consider all documentary and physical evidence related to the behavioral violation, any records from the appeal, relevant state law, and the District's discipline policy.
 - (2) The Board may request to meet with the student or parent/guardians, the principal, witnesses, or school personnel to hear further arguments and gather additional information.
 - (3) The decision of the Board will be made only by members who were not involved in the behavioral violation, the decision to suspend or expel the student, or the hearing officer's decision.
 - d) Decision: The Board will provide a written decision to the student and parent/guardians in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision will identify:
 - (1) Whether the school board affirms, reverses, or modifies the suspension or expulsion;
 - (2) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end; and
 - (3) For long-term suspensions or expulsions only, notice of the opportunity to participate in a reengagement meeting.
 - e) Language Assistance: The District will ensure that any review proceedings and decision are in a language the student and parent/guardians understand, which may require language assistance for students and parent/guardians with limited-English proficiency.
 2. Review and Reconsideration of Emergency Removals
 - a) a. Request for Review: The student or parent/guardians may request that the Board of Directors review and reconsider the hearing officer's appeal decision. The student or parent/guardians may request the review orally or in writing.

- b) Time Limit: The appeal must be received by the superintendent's office within five (5) school business days from the date the District provides the written appeal decision to the student and parent/guardians.
- c) Review Procedure:
 - (1) In reviewing the hearing officer's decision, the Board will consider all documentary and physical evidence related to the behavioral violation, any records from the appeal, relevant state law, and the District's discipline policy.
 - (2) The Board may request to meet with the student or parent/guardians, the principal, witnesses, or school personnel to hear further arguments and gather additional information.
 - (3) The decision of the Board will be made only by members who were not involved in the behavioral violation, the decision to suspend or expel the student, or the hearing officer's decision.
- d) Decision: The Board will provide a written decision to the student and parent/guardians in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision will identify:
 - (1) Whether the Board affirms or reverses the District's decision that the student's presence posed an immediate and continuing danger to students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.
 - (2) If the emergency removal has not yet ended or been converted, whether the District will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the District converts the emergency removal to a suspension or expulsion, the District will provide the student and parent/guardians notice and due process otherwise required by this procedure for the type of suspension or expulsion imposed.
- e) Language Assistance: The District will ensure that any review proceedings and decision are in a language the student and parent/guardians can understand, which may require language assistance for students and parent/guardians with limited-English proficiency.

IV. Readmission During Suspension or Expulsion

- A. Any student who has been suspended or expelled will be allowed to make application for readmission at any time. The application must be submitted to the principal of the school which the student wishes to attend. The application will include:
 - 1. An essay stating the reasons the student wants to return and why the request should be considered;
 - 2. Evidence that supports the request;
 - 3. A supporting statement from the parent/guardian or others who may have assisted the student;
 - 4. Evidence the student has made an effort to keep up with his or her studies;
 - 5. Documentation of volunteer work and other efforts to make amends; and
 - 6. If the expulsion was drug or alcohol-related, a copy of a drug and alcohol assessment and evidence of follow-up to the recommendations in that assessment.
- B. The principal will consider the application, consult with the superintendent or designee, and advise the parent/guardian and student of his or her decision in writing within five (5) school business days upon receipt of such application.
- C. Readmission may be contingent upon any reasonable condition proposed by the principal, subject to the limits on behavior agreements, below. The readmission process is separate and distinct from any reengagement meetings conducted by the District as required by state law, Chapter 28A.600 RCW. (See Section VII, below.)

V. Behavior Agreements

- A. The District may enter into behavior agreements with students and parent/guardians in response to behavioral violations, including agreements to reduce the length of a suspension, conditioned on the participation in treatment services, made in lieu of suspension or expulsion, or holding a suspension or expulsion in abeyance. The District will ensure that a behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or receive educational services under this procedure. The duration of behavior agreements will not exceed the length of an academic term.
- B. Nothing precludes the District from administering discipline for behavioral violations that occur after it enters into an agreement with the student and parent/guardians.
- C. The District will ensure any behavior agreement under this section is provided in a language the student and parent/guardians understand.

VI. Educational Services

- A. During the suspension, expulsion, or emergency removal of a student, the District will provide him or her the opportunity to receive educational services. The educational services must enable the student to continue to participate in the general educational curriculum; meet the educational standards established by the District; and complete subject, grade-level, and graduation requirements.
- B. When providing a student the opportunity to receive educational services, the District will consider:
 - 1. Meaningful input from the student, parent/guardians, and the student's teachers;

2. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
 3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.
- C. The District may provide educational services to the student in an alternative setting or modify the suspension or expulsion on a case-by-case basis. An alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include alternative high schools, one-on-one tutoring, and online learning.
 - D. As soon as reasonably possible after administering a suspension or expulsion, the District will provide written notice to the student and parent/guardians about the educational services the District will provide. The District will provide the written notice in person, by mail, or by email. The notice will include a description of the educational services that will be provided and the name and contact information for the school personnel who can offer support to keep the student current with assignments and course work.
 - E. For students subject to suspension or emergency removal for up to five (5) consecutive school days, the District will provide at least the following:
 1. Course work, including any assigned homework, from all of the student's regular subjects or classes.
 2. Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.
 3. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.
 - F. For students subject to suspension or emergency removal for six (6) to ten (10) consecutive school days, the District will provide at least the following:
 1. Course work, including any assigned homework, from all of the student's regular subjects or classes.
 2. Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parent/guardians 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:
 - a) Coordinate the delivery and grading of coursework 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
 - b) Communicate with the student, parent/guardians, and the student's teacher(s) about the student's academic progress.
 3. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.
 - G. For students subject to expulsion or suspension for more than ten (10) consecutive school days, the District will provide educational services in accordance with WAC 392-121-107.
 - H. The District will ensure that notices and communications required above are provided in a language the students and parent/guardians understand.

VII. Reengagement

- A. Reengagement Meetings: When the District long-term suspends or expels a student, it will convene a reengagement meeting with the student and parent/guardians to discuss a plan to reengage the student, subject to the following requirements:
 1. The District will communicate with the student and parent/guardians to schedule the meeting time and location before convening the meeting.
 2. The meeting will occur either
 - a) within twenty (20) calendar days of the start of the long-term suspension or expulsion, but no later than five (5) calendar days before the student returns to school, or
 - b) as soon as reasonably possible, if the student or parent/guardians request a prompt reengagement meeting.
 3. Reengagement meetings do not replace an appeal hearing or a petition for readmission.
- B. Reengagement Plans: The District will collaborate with the student and parent/guardians 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 will consider:
 1. The nature and circumstances of the incident that led to the student's suspension or expulsion;
 2. As appropriate, the student's cultural history and context, family cultural norms and values, community resources, and community and parent/guardian outreach;
 3. Shortening the length of time that the student is suspended or expelled;
 4. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and

5. Supporting the student, parent/guardians, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

- C. Documentation: The District will document the reengagement plan and provide a copy of the plan to the student and parent/guardians.
- D. Language assistance: The District will ensure that the reengagement meeting and plan are in a language the student and parent/guardians understand, which may require language assistance for students and parent/guardians with limited-English proficiency.

VIII. Firearm Violations

- A. Pursuant to state law (RCW 28A.600.420), the following rules apply when a student commits a Firearm Violation, which is defined below:
 1. The District will expel a student for no less than one (1) year if it 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 District superintendent may modify the expulsion on a case-by-case basis.
 2. The District may suspend or expel a student for up to one (1) 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.
- B. The following are exceptions not constituting Firearm Violations:
 1. Any student while engaged in military education authorized by the District in which rifles are used
 2. Any student while involved in a convention, showing, demonstration, lecture, or firearms safety course authorized by the District in which the rifles of collectors or instructors are handled or displayed; or
 3. Any student while participating in a rifle competition authorized by the District.

IX. Detention

- A. For minor infractions of school rules, regulations, or for minor misconduct, staff may detain students after school hours for not more than two (2) hours without seeking prior parent/guardian permission (as an “other form of discipline,” as defined above). Detention will not begin until the parent/guardians have been notified (except in the case of an adult student) for the purpose of informing the parent/guardians of the reason for the detention and to permit the parent/guardians to make arrangements for the necessary transportation of the student when they have been detained after school hours for corrective action.
- B. Preceding the assignment of such corrective action, the staff member will inform the student of the nature of the offense charged and of the specific conduct that allegedly constitutes the violation. The student will be afforded an opportunity to explain or justify his or her actions to the staff member. Students detained for corrective action will be under the direct supervision of the staff member or another member of the professional staff. The time that the student spends for such corrective action will be used constructively.

X. Victim Protection

- A. In accordance with RCW 28A.600.460, the District may preclude a student from returning to the student’s regular educational setting following the end date of a suspension or expulsion for the purpose of protecting victims of certain offenses, as follows:
 1. A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, will not be assigned to that teacher’s classroom for the duration of the student’s attendance at that school or any other school where the teacher is assigned.
 2. A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student’s attendance at that school or any other school where the victim is enrolled.

XI. Fundamental Rights

- A. When administering discipline under this chapter, the District will not:
 1. Unlawfully discriminate against a student 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;
 2. Deprive a student of the student’s constitutional right to freedom of speech and press; the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances; or the constitutional right to the free exercise of religion and to have the student’s school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
 3. Deprive a student of the student’s constitutional right to be secure in the student’s person, papers, and effects against unreasonable searches and seizures;
 4. Unlawfully interfere in a student’s pursuit of an education while in the custody of the District; or
 5. Deprive a student of the student’s right to an equal educational opportunity, in whole or in part, without due process of law.

Office of the Education Ombuds (OEO)

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.

Child Custody

{Excerpt of Policy #3610, Child Custody}

The Board of Directors presumes that the person who enrolls a student in school is the residential parent/guardian of the student. Unless the court specifies otherwise, the residential parent/guardian is responsible for decisions regarding the day-to-day care and control of the student. Parent/guardians or de facto parent/guardians have the two-fold right to receive information contained in the school records concerning their child and to forbid or permit the disclosure of such information to others subject to the authority granted to the residential parent/guardian.

The board, unless informed otherwise, assumes that there are no restrictions regarding the non-residential parent/guardian's right to act as the student's parent/guardian and/or be kept informed of the student's school progress and activities. Unless there are court-imposed restrictions, the non-residential parent/guardian, upon request, will be given grade reports, notices of school activities, reports of disciplinary actions, or notices of teacher/principal conferences or summaries. If restrictions are made relative to these or any other parent/guardian rights, the residential parent/guardian will be requested to submit a certified copy of the court order that curtails these rights. If these rights are questioned by the non-residential parent/guardian, the issue will be referred to judicial or law enforcement authorities for resolution.

Nondiscrimination

Shoreline 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, gender 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.

The District complies with all applicable state and federal laws and regulations in all district programs, courses, activities, including extracurricular activities, services, access to facilities, etc.

The Shoreline School District offers classes in many Career and Technical Education (CTE) program areas under its open admissions policy. Specifically, the Shoreline School District offers admissions based on selective criteria (such as Advanced Placement CTE programs that require a prerequisite) through a separate application process that is non-discriminatory. For more information about the application process and particular course offerings, contact the admissions office at Shorecrest High School (206.393.4286) or Shorewood High School (206.393.4372).

English language proficiency is not an element of the admissions and participation requirements for career and technical education classes. This notification can be provided in the appropriate language for communities of national origin by contacting 206.393.4365. The following employee(s) have been designated to handle questions and complaints of alleged discrimination and to handle inquiries regarding the nondiscrimination policies:

Title IX Officer and Compliance Coordinator for State Law (RCW 28A.640/28A.642) with overall responsibility for Adult HIB (Harassment, Intimidation, Bullying):

Darlene Mendoza

Executive Director of Human Resources

18560 1st Ave. NE, Shoreline, WA 98155

206.393.4216

darlene.mendoza@ssd412.org

Compliance Coordinator for State Law (RCW 28A.640/28A.642) with overall responsibility for Student HIB (Harassment, Intimidation, Bullying):

Don Dalziel

Director of Athletics

18560 1st Ave. NE, Shoreline, WA 98155

206.393.4770

don.dalziel@ssd412.org

ADA Compliance Officer and Section 504 Compliance Officer:

Trish Campbell

Executive Director of Student Services

18560 1st Ave. NE, Shoreline, WA 98155

206.393.4239

trish.campbell@ssd412.org

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see "Complaint Options" below). For a copy of Shoreline School District's nondiscrimination policy and procedure, contact your school or district office, or visit the "Safe Environments" page on www.ssd412.org. [Policy #3210; Procedure #3210P]

As of printing this handbook, a revision to this policy is in process. A new policy will be published for the 2023-24 school year and available at www.ssd412.org

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see "Complaint Options" below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or visit the "Safe Environments" page on www.ssd412.org. [Policy #3209; Procedure #3209P]

As of printing this handbook, a revision to this policy is in process. A new policy will be published for the 2023-24 school year and available at www.ssd412.org

Complaint Options: Discrimination and Sexual Harassment

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

Complaint to the School District

Step 1. Write Out Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar

days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | **Fax:** 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. SE, Olympia, WA 98504-7200

For more information, [visit our website](http://www.k12.wa.us/Equity/Complaints.aspx) (<http://www.k12.wa.us/Equity/Complaints.aspx>), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | [OCR Website](http://www.ed.gov/ocr) (<http://www.ed.gov/ocr>)

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](http://www.hum.wa.gov/) (<http://www.hum.wa.gov/>)

Prohibition of Harassment, Intimidation, and Bullying/Cyberbullying

{Excerpt of Policy #3308, Prohibition of Harassment, Intimidation, and Bullying/Cyberbullying}

The Shoreline School District is committed to a safe, civil learning environment where all students, employees, volunteers, and patrons work, learn, and participate in an environment free from harassment, intimidation and bullying/cyberbullying. "Harassment, intimidation or bullying" means any intentionally written message or image, including those that are electronically transmitted (sexting), a verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, national origin (including language), sex, sexual orientation, 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), or other distinguishing characteristics, when the act:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying/cyberbullying. "Other distinguishing characteristics" can include but are not limited to: physical appearance, clothing or other apparel, socio-economic status, gender identity, and marital status. Harassment, intimidation or bullying/cyberbullying can take many forms including: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Depending on the frequency and severity of the conduct, intervention, counseling, correction, discipline and/or referral to law enforcement may occur. No school employee, student, or volunteer may engage in reprisal, retaliation, or false accusation against a

victim, witness, or one with reliable information about an act of harassment, intimidation, or bullying/cyberbullying. Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying/cyberbullying. It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline. Any school employee, student, or volunteer who has witnessed or has reliable information that a student has been subjected to, harassment, intimidation, or bullying/cyberbullying, whether verbal or physical, is encouraged to report such incident to an appropriate school official. Any reporting is immune from a cause of action for damages arising from any failure to remedy the reported incident.

To access Shoreline School District's Harassment, Intimidation and Bullying Reporting Form, please visit the "Safe Environments" page on www.ssd412.org

The compliance officer is: Darlene Mendoza, Executive Director of Human Resources, 18560 1st Ave. NE, Shoreline, WA 98155. 206.393.4216, darlene.mendoza@ssd412.org

Student Records

{Excerpt of Policy and Procedure #3600, Student Records}

The district shall maintain those student records necessary for the educational guidance and/or welfare of students, for the orderly and efficient operation of schools as required by law. All information related to individual students shall be treated in a confidential and professional manner. When information is released in compliance with State and federal laws, the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith. Student records are the property of the district but shall be available in an orderly and timely manner to students and parent/guardians. A parent/guardian or adult student may challenge any information in a student record believed inaccurate, misleading, or in violation of the privacy or other rights of the student.

Student records shall be forwarded to other school agencies upon request. A high school student may grant authority to the district which permits prospective employers to review the student's transcript. Parent/guardian consent shall be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law. When an adult student receives less than half support from the parent/guardian, the rights accorded to and the consent required of the parent/guardian under this policy shall only be accorded to and required of the student.

A report card, transcript, or diploma shall not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. Only records pertaining to the student's academic performance, special placement, and discipline actions shall be sent to the enrolling school. The content of those records shall be communicated to the enrolling district within two school days and copies of the records shall be sent as soon as possible. The official transcript shall not be released until the outstanding fee or fine is discharged. The enrolling school shall be notified that the official transcript is being withheld due to the unpaid fee or fine.

The Family Educational Rights and Privacy Act (FERPA) affords parent/guardians 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 receives a request for access.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading.
3. The right to consent to disclosure of personally identifiable information contained in the students' education records, except to the extent that FERPA authorizes disclosure without consent.
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.

Excused and Unexcused Absences

{Excerpt of Policy and Procedures #3122, Excused and Unexcused Absences}

NOTE: Refer to your individual school publications regarding specific building-based attendance policies

Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences.

Excused Absences

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

The following are valid excuses for absences:

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

The school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.

Additionally, in the event of an emergency school facility closure where the district is required to provide asynchronous instruction, absences due to the following reasons must be excused:

1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;
2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures.
3. Absences related to the student's family obligation during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
4. Absences due to the student's guardian's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

Unexcused Absences

An "unexcused absence" means that a student has failed to attend the majority of hours (greater than 50%) or periods (greater than 50%) in an average school day and has failed to meet the district's policy for excused absences. Additionally, an "unexcused absence" means that a student has failed to comply with alternative learning experience program attendance requirements.

Unexcused absences occur when:

1. The parent, guardian, or adult student submits an excuse that does not meet the definition of an excused absence as defined above; or
2. The parent, guardian, or adult student fails to submit any type of excuse statement, whether by phone, e-mail or in writing, for an absence.

School Attendance is Required by State Law

- State law requires children from age 8 to 17 to attend school.
- Children that are 6 or 7 years old, who are enrolled in school, must also attend school.
- Youth who are 16 or older may be excused from attending school if they meet certain requirements. If you would like to discuss these requirements, please contact your school office.

If your child is going to be absent, please contact your school office.

The complete truancy statute can be found by googling "RCW 28A.225" and selecting the first option.

School's Duties Upon a Student's Absences

- If your child has two unexcused absences in one month, state law (RCW 28A.225.020) requires we schedule a conference with you and your child.



- In elementary school after five excused absences in any month, or ten or more excused absences in the school year, the school district is required to contact you to schedule a conference. A conference is not required if your child has provided a doctor's note or pre-arranged absence in writing and plans are in place so your child does not fall behind academically.
- If your child has seven unexcused absences in any month or ten unexcused absences within the school year, we are required to file a Petition with the Juvenile court, alleging a violation of RCW 26A.225.010, the mandatory attendance laws. You and your child may need to appear in Juvenile Court.

Did You Know?

- Attending school on time, all day, every day will give your child the best chance of graduating from high school.
- Starting in kindergarten, missing on average just 2 days a month, whether excused or unexcused, makes it more likely that your child will not meet academic standards in math and reading by third grade.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with bullying, or facing some other potentially serious difficulty.
- By 9th grade, regular attendance is a better predictor of high school graduation rates than 8th grade test scores.

What You Can Do

- Don't let your child stay home unless they are truly sick, such as fever, vomiting, diarrhea, or a contagious rash.
- Avoid appointments and travel when school is in session.
- Keep track of your child's attendance. Missing more than 9 days, excused or unexcused, could put your child at risk of falling behind.
- Set a regular bedtime and morning routine as well as finishing homework and packing backpacks the night before.
- Have a back-up plan in place with family members, neighbors, or other parent/guardian/guardians for getting your child to school in case something comes up.

Helpful information about school attendance can be found at: www.attendanceworks.org

If you are struggling to get your child to school for any reason, we are here to support you and work with you towards possible solutions. Please do not hesitate to contact us to schedule an appointment with your school's office to discuss your child's attendance.

Ethics and Honesty

{Excerpt of Policy #3302, Ethics and Honesty}

Students who commit a violation of Policy 3302, Ethics and Honesty, will be subject to:

1. corrective action and punishment under Policy 3300 ("Student Conduct Expectations and Reasonable Sanctions"), Policy 3310 ("Discipline and Corrective Action for Student Misconduct"), and accompanying procedures; and
2. negative assessment by the teacher of the student's effort and performance on the assignment. The consequences assigned in a particular case may vary, depending on the severity of the offense and the student's previous record, and may include discipline or short-term suspension. Any student who cheats will receive progressive discipline appropriate for the student's age and behavior.

Secondary students will be disciplined as follows:

1st Offense: Student is referred to a principal/designee, student's performance on the assignment (or other academic activity) will receive a zero. Parent/guardians will be notified by the administrator.

2nd Offense: Student is short-term suspended from the class, not to exceed ten (10) school days. (Note: This may be the same or a different class from the first offense.) Administrators will use the established suspension process with the due process notification.

3rd Offense: Student is short-term suspended from all classes, not to exceed ten (10) school days. Parent/guardians will be contacted and due process rights will be given.

Students at all levels must be taught, age-appropriately, to do their original work and each year staff must provide advance notice to students of the nature and extent of corrective actions that, as a general rule, will be imposed as a consequence for violations of Policy 3302. Elementary students, when they have been taught the importance of original work, documenting sources, etc., may be disciplined progressively, up to and including the secondary guidelines. Administrators are allowed to grant exceptions involving extenuating or exceptional circumstances.

In cases where teachers have a reasonable suspicion that one or more students has violated the Ethics and Honesty policy, teachers may opt to re-test the student(s) under different conditions or expect additional work. Students must cooperate with the reasonable requests of teachers and administrators investigating violations of district policy, including requests to turn over evidence related to academic dishonesty.

Internet Use

{Excerpt of procedure #2314P, Student Access and Use of Networked Information Resources and Communications}

Acceptable Network Use

The network shall be used only for educational or professional purposes. Acceptable network use by users includes:

- Creation of files, projects, videos, web pages, and podcasts using network resources for educational and administrative purposes.
- Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and webpages that support education and research;
- With parental/guardian permission, the online publication of original educational material, curriculum-related materials, and student work. Sources outside the classroom or school must be cited appropriately.
- Staff may use the Internet for personal use only if such use is incidental, occurs during duty-free time, and is in accordance with all District policies and guidelines.

Unacceptable Network Use

Unacceptable network use or access by users includes, but is not limited to:

- Personal gain, commercial solicitation and compensation of any kind;
- Liability or cost incurred by the district;
- Downloading, installation, and use of games, audio files, video files, or other applications (including shareware or freeware) without permission or approval from an IT Department representative;
- Support or opposition for ballot measures, candidates and any other political activity;
- Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software, and monitoring tools;
- Unauthorized access to other district computers, networks and information systems;
- Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacture);
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; and
- Attaching unauthorized equipment to the district network. Any such equipment will be confiscated and destroyed.

This Appropriate Use Policy is applicable to all users of the District's network and refers to all information resources whether individually controlled, shared, standalone, or networked. Violations may constitute cause for revocation of access privileges, suspension of access to District computers, other school disciplinary action, and/or appropriate legal action. Specific disciplinary measures will be determined on a case-by-case basis.

Student Conduct on Buses

{Excerpt of procedure #8123P, Student Conduct on Buses}

Any misconduct by a student, which in the opinion of the bus driver or bus supervisor, is detrimental to the safe operation of the bus shall be sufficient cause for the principal to suspend the transportation privilege.

Rules of conduct for students riding buses are:

1. Students shall obey the driver and any aides assigned to the bus by the district. The driver is in full charge of the bus and passengers and shall be obeyed. If a paraprofessional is assigned to the bus by the district, they shall be responsible for the conduct of the passengers assigned to their care. When transporting classes or teams, the teacher or coach shall be primarily responsible for the behavior of the students. Students shall obey both the driver, the teacher, coach, or other staff member. The bus driver shall have the final authority and responsibility.
2. All students shall ride only their assigned bus unless written permission to do otherwise has been received by school officials.
3. All 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.
4. Students assigned seats shall use only that seat unless permission to change is authorized by the driver.
5. 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 or demeaning language or gestures.
6. Students shall not smoke or ignite lighters, matches, or other pyrotechnics on buses.
7. Students shall not eat on buses, except when specifically authorized and supervised by an accompanying teacher, coach, or other staff member. Buses shall be kept clean.
8. Students shall not open bus windows without the driver's permission.
9. Students shall not extend any part of their body out of bus windows at any time.
10. 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; glass or other breakable containers; weapons or firearms; straps or pins protruding from clothing; large, bulky items which cannot be held or placed between legs, etc. Books or personal belongings shall be kept out of the aisles.
11. Students shall not have animals on buses, except guide dogs.
12. Students shall not sit in the driver's seat or to the immediate right or left of the driver.

13. Students shall refrain from talking to the driver unless necessary.
14. Students shall go directly to a seat once inside the bus and remain seated at all times unless the driver instructs otherwise.
15. Students shall get on/off the bus in an orderly manner and shall obey the instructions of the driver or school safety patrol 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.
16. Students shall never cross the roadway behind a bus unless they use pedestrian crosswalks or traffic lights.
17. Students shall stand away from the roadway curb when any bus is approaching or leaving a stop.
18. Students going to and from their bus stops where there are not 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.
19. Students shall use seat belts on buses when available.
20. Students shall follow emergency exit drill procedures as prescribed by the driver.
21. Students shall not tamper with emergency doors or equipment.
22. Parent/guardians 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 and possibly school.
23. Student misconduct shall constitute sufficient reason for suspending transportation privileges.

When waiting for a bus or going to and from a bus stop, students are responsible for conducting themselves according to the social and legal mores that apply to adults in public. That is, they must not abuse or cause damage to private or public property; they must not use obscene language or gestures; they must not engage in criminal activity. Failure to adhere to these mores which result in formal complaints by citizens shall be forwarded to principals for possible corrective action.

Corrective action, if necessary, should be consistent throughout the district as follows:

1. Warning: When a student's misconduct is of a minor nature which does not jeopardize the safety or welfare of other students or the operation of the bus.
2. Suspension: When a student's misconduct is deemed to jeopardize the safety of bus passengers and/or operation, when repeated warning notices fail to correct undesirable behavior, or when a student damages the bus.
3. Expulsion: When a student's misconduct is of such a nature that the safety of the bus operation and/or of the occupants was willfully or seriously threatened (e.g., student assaulting the driver).

The parent/guardian/guardian or the student may appeal the suspension by submitting a written statement to the superintendent.

Restraint, Isolation, and Other Uses of Reasonable Force

{Excerpt of policy #3317, Use of Restraint and Isolation}

The district shall maintain a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

Restraint and isolation may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm as defined by RCW 70.96B.010 and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. Restraint and isolation will be discontinued when the likelihood of serious harm has dissipated.

Corporal punishment of students is prohibited. Corporal punishment means any act that willfully inflicts or willfully causes the infliction of physical pain, including spanking or striking a student. Corporal punishment does not include:

The use of reasonable physical force as described above;

Physical pain or discomfort resulting from or caused by training for or participation in athletic competition or recreational activity voluntarily engaged in by a student;

Physical exertion shared by all students in a teacher directed class activity which may include, but is not limited to, physical education exercises, field trips, or vocational education projects.

The superintendent or a designee will develop procedures to implement this policy. Additionally, the superintendent or designee will annually report to the board on incidents involving the use of force or isolation and restraint.

Restraint, Isolation, and Other Uses of Reasonable Force

{Procedure 3317P}

This procedure is intended to apply to a broad range of circumstances whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any student that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.020, RCW 9A.16.100, RCW 28A.155.210, WAC 392-400-235, and, for students with an IEP, consistent with the regulations of Chapter 392-172A WAC.

Definitions:

De-escalation — The use of positive behavioral interventions and other district-approved strategies to defuse a student who has lost self-control, is non-compliant or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.

Imminent — The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.

Isolation — Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.

Likelihood of serious harm — A substantial risk that physical harm will be inflicted by a student:

- upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
- upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
- upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
- after the student has threatened the physical safety of another and has a history of one or more violent acts.

Positive behavioral interventions — Strategies and instruction that can be implemented in a systematic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.

Restraint — Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.

Emergency Response Protocols

The parent/guardian and the District may develop emergency protocols to be used in the event of emergencies that pose a “likelihood of serious harm” as defined above. Emergency response protocols, if developed, must:

1. be incorporated into a student's IEP;
2. shall not be used as a substitute for a behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior; and
3. shall be subject to the following conditions and limitations:
 - a. The student's parent/guardian or guardian provides written agreement, in advance, to the emergency response protocols to be adopted;
 - b. The emergency response protocols specify:
 - i. The emergency conditions under which isolation, restraint, or restraint devices, if any, will be used;
 - ii. The type of isolation, restraint, and/or restraint device, if any, that may be used;
 - iii. The staff or contract positions permitted to use isolation, restraint, and/or restraint devices with the student and any required training for the staff or contracted position to use isolation, restraint, and/or restraint device(s);
 - iv. Any other special precautions that must be taken.
 - c. Any use of isolation, restraint, and/or restraint device(s) must be discontinued as soon as the likelihood of serious harm has dissipated.
 - d. Any staff member or other adults using isolation, restraint, or a restraint device must be trained and certified in the use of restraint, or a restraint device.

Post-incident notification and review with parent/guardian:

Within twenty-four (24) hours following the use of restraint or isolation with a student, the principal or designee must make a reasonable effort to verbally inform the student's parent/guardian or guardian of the incident. The principal or designee must also send written notification as soon as practical, but postmarked no later than five (5) business days after restraint or isolation has been used with a student. If the school or district customarily provides the parent/guardian or guardian with school-related information in a language or mode of communication other than English, the written report must be provided to the parent/guardian or guardian in that language or mode of communication.

The principal or designee:

- will review the incident with the student and the parent/guardian or guardian (though not necessarily at the same time) to address the behavior that precipitated the use of the technique and the appropriateness of the response.
- will review the incident with the staff person(s) who administered the restraint or isolation to discuss whether proper procedures were followed and what staff training or support is needed to help the student avoid similar incidents.

Incident report:

Any school employee, school resource officer, or school security officer who uses restraint or isolation, as defined in this procedure, on any student during school-sponsored instruction or activities, will inform the principal or a designee as soon as possible and within two (2) business days submit a written report of the incident to the district office. The report will contain, at a minimum:

- The date and time of the incident;
- The name and job title of the staff member who administered the restraint or isolation;
- A description of the activity that led to the restraint or isolation;
- The type of restraint or isolation used, and the duration;
- Whether the student or staff was physically injured during the incident involving restraint or, isolation;
- Any medical care provided to the student or staff; and
- Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

Providing parent/guardians with Restraint, Isolation, and Other Uses of Reasonable Force policy:

The district will make available to all parent/guardians/guardians of students the district's policy on Restraint, Isolation and Other Use of Reasonable Force. If the student has an IEP or 504 plan, the District will provide the parent/guardians/guardians a copy of the policy each time an initial or annual IEP or 504 plan is developed.

Staff training requirements:

All training will include instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior and safe and appropriate use of force, isolation and restraint. Annually, administrators will provide all staff with the district established policy and procedure regarding the use of reasonable force.

All staff should be informed of de-escalation strategies and proper physical intervention procedures. Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.

Policies and Procedures Referenced:

#2314 - Student Access and Use of Networked Information Resources and Communications

#3209 - Students: Sexual Harassment

#3210 - Nondiscrimination

#3122 - Excused and Unexcused Absences

#3300 - Student Conduct and Corrective Actions for Misconduct

#3302 - Ethics and Honesty

#3308 - Prohibition of Harassment, Intimidation, and Bullying/Cyberbullying

#3310 - Discipline and Corrective Action for Student Misconduct

#3600 - Student Records

#3610 - Child Custody

#8123 - Student Conduct on Buses

Also see: Policy #2151 - Interscholastic Athletics {Student Athletic Contract}

Notices

Gun Free Zone

Every school is designated as a "Gun Free Zone" per RCW 9.41.28, which prohibits the possession of firearms and any other dangerous weapon as defined by RCW 9.41.250 while on a school campus or in a school building. Violations are grounds for expulsion and reportable to law enforcement. Possession of firearms on school property will result in a mandatory one-year expulsion, subject to appeal, with notification to parent/guardians and law enforcement agencies. {RCW 28A.600.420}

Canine Searches

As allowed or limited by law, trained dogs may be used to detect drugs or other contraband on students, in their belongings, or on or in district property, including lockers.

Child Find for Preschool-Age Students

For residents of Shoreline Public Schools Are you concerned about your child's development in speech and language, vision and hearing, motor skills, cognitive abilities, or social-emotional?

Child Find screenings are scheduled once a month at the Edwin Pratt Early Learning Center, 1900 N 170th St., Shoreline. Child Find screenings are conducted by school specialists (Speech and Language Pathologists, Occupational and Physical Therapists, and Psychologists.)

Call Early Childhood Education at 206-393-4358 for further information.

Your Right to Know

You have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If you request this information, the District or school will provide you with the following as soon as possible:

- A. If the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing instruction;
- B. If the teacher is teaching under an emergency status for which state licensing requirements have been waived;
- C. The type of college degree major of the teacher and the field of discipline for any graduate degree or certificate;
- D. If your child is receiving Title I services from paraprofessionals and, if so, his/her qualifications.

If you would like this information, please contact your child's school.

Your FERPA Rights

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

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parent/guardian/guardians or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent/guardian/guardian 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/guardian/guardian or eligible student believes are inaccurate or misleading. Parent/guardian/guardians or eligible students may ask the school 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 school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian 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 educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue SW

Washington D.C. 20202-5901

If you wish for the school district to not release directory information about your student, you may fill out an opt-out form at your child's school or the district office at 18560 1st Ave. NE, Shoreline, WA 98155.

FERPA Opt-Out Notice

The Family Educational Rights and Privacy Act (FERPA), requires that Shoreline Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of information from your child's education records. However, Shoreline Public Schools may disclose appropriately designated "directory information" without written consent, unless you request and file a FERPA Opt-Out Form with your child's school. The form is available at each school's office.

Directory information is defined as the student's: name, photograph, video image, address, telephone number, email address, date and place of birth, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, diplomas and awards received and the most recent previous school attended.

Below is a list of categories you are able to restrict the release of information for by submitting the FERPA OptOut Form, which is available in each school's office:

Student Directory Information for School Publications, Images and News Media

Shoreline Public Schools is proud of our students, staff and many successful programs. From time to time, students may be identified, photographed and/or videotaped for school yearbooks, school newsletters, videos, webpages, social media, or by local news media. You can opt out of having this information released for this purpose by requesting and filing a FERPA Opt-Out Form with your child's school.

Parent/Guardian Contact Information for School PTA/PTSA Organizations

School Parent Teacher Student Associations sometimes request parent/guardian contact information for PTSA directories and mailings regarding membership, meetings, events and activities. You can opt out of having this information released for this purpose by requesting and filing a FERPA Opt-Out Form with your child's school.

Student Directory Information for Educational Institutions and Organizations

Colleges, trade/technical schools, scholarship programs and other educational organizations sometimes request directory information to send information about their programs, opportunities and services. You can opt out of having this information released for this purpose by requesting and filing a FERPA Opt-Out Form with your child's school.

Student Directory Information for the U.S. Military (High School Only)

Federal law requires high schools to release home contact information for all high school students to military recruiter unless parents/guardians deny the release of this information. You can opt out of having this information released for this purpose by requesting and filing a FERPA Opt-Out Form with your child's school.

Student Directory Information for Contracted Vendors Supporting Senior Activities (High School Only)

Directory information may be shared with vendors contracted by the high schools to support senior activities, such as: caps, gowns, rings, senior photos, senior spree, etc. You can opt out of having this information released for this purpose by requesting and filing a FERPA Opt-Out Form with your child's school.

Student Directory and Parent/Guardian Contact Information for All Purposes

You may also request that your student directory or parent/guardian contact information (address, phone number and email) be kept confidential and not be published or shared for any purpose. You can opt out of having this information released by requesting and filing a FERPA Opt-Out Form with your child's school.

Pesticide Use

This notification is to advise you of the occasional need of the District to apply pesticides, such as for weed control, to certain areas of its facilities. While we have over the past several years significantly reduced our pesticide applications with a good Integrated Pest Management plan, we do still have some need. In no case do we regularly apply pesticide for weed control, but rather on an as-needed basis on grounds/facilities (fence lines, cracks in concrete, etc.). Pesticides are applied according to Shoreline's established district procedures for such pest control measures. Only Washington State licensed District employees, or commercial applicators apply pesticides. Information regarding pesticide use including an annual summary is available at the conclusion of each school year, in the District Maintenance office at the Shoreline Center.

Reprinted below is a portion of the law, specifically, Washington State RCW (17.21.415) which describes school districts' processes for notification of pesticide use. Please note that the term "school" as indicated, implies "school district," not a specific school to carry out this legal responsibility.

Finally, it is the practice of our District that if pesticide use is necessary, such application occurs during summer and other school vacation periods during the year, except for occasional applications required as soon as possible. RCW 17.21.415 requires a school to:

1. Establish a notification system that, as a minimum, notifies interested parent/guardians or guardians of students and employees at least forty-eight hours before a pesticide application to a school facility.
2. The notification system shall include posting of the notification in a prominent place in the main office of the school.
3. All notifications to parents, guardians, and employees shall include the heading "Notice: Pesticide Application" and, at a minimum, shall state:
 - a. The product name of the pesticide to be applied;
 - b. The intended date and time of application;
 - c. The location to which the pesticide is to be applied;
 - d. The pest to be controlled; and
 - e. The name and phone number of a contact person at the school.
4. A school facility application must be made within forty-eight hours following the intended date and time shared on the notification or the notification process shall be repeated.
5. A school shall, at the time of application, post notification signs for all pesticide applications made to school facilities unless the application is otherwise required to be posted by a certified applicator under the provisions of RCW17.21.410 (I) (d).

- a. Notification signs for applications made to school grounds by school employees shall be placed at the location of the application and at each primary point of entry to the school grounds. The signs shall be a minimum of four inches by five inches and shall include the words: "THIS LANDSCAPE HAS BEEN RECENTLY SPRAYED OR TREATED WITH PESTICIDES BY YOUR SCHOOL" as the headline and "FOR MORE INFORMATION PLEASE CALL" (all capital letters) as the footer. The footer shall provide the name and telephone number of a contact person at the school. Please note: primary points of entry are defined as the most common pathway or driveway to school grounds.
 - b. Notification signs for applications made to school facilities other than school grounds shall be posted at the location of the application. The signs shall be a minimum of 8.5 X 11 inches in size and shall include the heading "Notice: Pesticide Application" and, at a minimum, shall state:
 - i. The product name of the pesticide applied;
 - ii. The date and time of application;
 - iii. The location to which the pesticide was applied;
 - iv. The pest to be controlled; and
 - v. The name and phone number of a contact person at the school.
 - c. Notification signs shall be printed in colors contrasting to the background.
 - d. Notification signs shall remain in place for at least twenty-four hours from the time the application is completed. In the event the pesticide label requires a restricted entry interval greater than twenty-four hours, the notification sign shall remain in place consistent with the restricted entry interval time as required by the label. Schools are not liable for posters that are removed by unauthorized persons.
6. A school facility application does not include the application of anti-microbial pesticides or the placement of insect or rodent baits that are not accessible to children.
 7. The pre-notification requirements of this section do not apply if the school facility application is made when the school is not occupied by students for at least two consecutive days after the application.
 8. The pre-notification requirements of this section do not apply to any emergency school facility application for control of any pest that poses an immediate human health or safety threat, such as an application to control stinging insects. When an emergency school facility application is made, notification consistent with the school's notification system shall occur as soon as possible after the application. The notification shall include information consistent with the normal pre-notification requirements.
 9. A school shall make the records of all pesticide applications to school facilities required under this chapter, including an annual summary of the records, readily accessible to interested persons.
 10. A school is not liable for the removal of signs by unauthorized persons. A school that complies with this section may not be held liable to personal property damage or bodily injury resulting from signs that are placed as required.

Asbestos Management Plan

The Environmental Protection Agency, as part of its regulation of asbestos in schools, ask that school districts notify parent/guardian, teacher and employee organizations that an asbestos management plan has been developed for their school district.

The Shoreline School District developed an asbestos management plan for each of its facilities in 1988. These plans record locations of asbestos-containing materials in each of its facilities. Records of all trainings, notifications, inspections, re-inspections as well as summaries of asbestos work or asbestos abatement activities are maintained at the Shoreline School District Maintenance Department at 18560 1st Ave. NE, Shoreline, Washington. Each of the Shoreline School District asbestos management plans have been filed with the Superintendent of Public Instruction and is available at each school site administrative office and at the Shoreline School District Maintenance Department. One regulatory requirement includes school district notification for all short-term workers who work in a school building, of the availability of the asbestos management plan. Office staff at each site will make available the asbestos management plan for their building available to all short-term workers such as those who perform construction or maintenance in their building. The cover sheet on the asbestos management plan will state what building materials contain asbestos and Tab V will give more detail on each material and its location.