



Washougal High School Guidelines for Success

Perseverance

Respect

Integrity

Determination

Empathy

Student Handbook - 2016-17

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WELCOME TO WASHOUGAL HIGH SCHOOL

We developed this handbook to inform you of rules and procedures at our school. Knowing our procedures and expectations will help you succeed at Washougal High School. Please review this handbook. If you have any questions, please ask your teachers, counselors or administrators.

Mission Statement

Our mission is to engage, support and challenge all students intellectually and to provide the knowledge and skills needed for our students to become productive members of our global community.

Vision Statement

The WHS community will work together in an environment founded on respect, effective communication and accountability to develop holistically healthy and responsible life-long learners who are equipped to achieve their post-high school goals and be productive members of our global community.

Belief Statements

- We believe a safe, supportive and well-managed environment is necessary for learning.
- We believe our students need structure, accountability and consistent expectations and will thrive where system-wide support exists.
- We believe our students are our future; should be lifelong learners; and productive members of society.
- We believe instruction must be relevant and personalized to meet the instructional needs of each student.
- We believe the collaboration of students, family, and staff is critical to students achieving high standards.
- We believe students learn best when they are active participants in their learning.
- We believe students and staff must interact with mutual respect.

Values

- We will collaborate and communicate with the school community to create engaging lessons and a learning focused environment.
- We will provide and implement interventions for every student in need.
- We will recognize and celebrate academic success.
- We will assist students in creating post-secondary plans.
- We will attend and acknowledge student performances, activities and athletics.

NOTICE OF NONDISCRIMINATION POLICY

The Washougal School District complies with all federal and state rules and regulations and does not discriminate on the basis of race; color; national origin; sex; age; disability; sexual orientation, including gender identity; disability or recent military veteran status. This holds true for all district employment and educational programs. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/ RCW 28A.640 compliance officer and/or Section 504/ADA coordinator.

Title IX/RCW 28A.640 compliance officer & Section 504/ADA coordinator: Allan Fleck
Address: 4855 Evergreen Way, Washougal, WA 98671
Telephone number: (360) 954-3020

SECTION 504: Washougal School District provides accommodations for students with identified disabilities. These accommodations are provided to enable all students to have equal access to education. If a student is disabled but does not need special education, he or she MAY be eligible for accommodations under Section 504 of the Rehabilitation Act of 1973. Contact the building administration for information.

RELEASE OF DIRECTORY INFORMATION: Washougal High School, working with Booster Clubs and other organizations that benefit students, will on occasion provide address labels and phone numbers of students. Organizations not affiliated with our school and students will not be given information of this kind. If you perceive a problem regarding released labels for your child, please contact the registrar or principal at WHS.

PANTHER CORE VALUES

Perseverance: Perseverance is not giving up! It is the ability to have persistence and tenacity required to do something and keep doing it till the end, even if it's hard.

Respect: Respect yourself, your peers, your teachers and your school. Treat others with kindness, consideration and live by the golden rule. Treat others how you want to be treated, even if you are upset.

Integrity: Doing the right thing, even when no one is watching. Integrity is the quality of being honest and having a strong moral compass.

Determination: Ability to approach new or hard tasks with the willingness to try and have a positive attitude! Determination will help you determine/set a goal and perseverance will help you achieve it, even when it is hard!

Empathy: The ability to share and understands another's perspective, feelings and/or differences and be accepting of them.

The years that each of you will spend at Washougal High School are significant and will impact each of your lives. The staff at WHS is dedicated to providing the best possible educational program in order for you to have the opportunity to acquire the skills, knowledge, and understanding that will contribute to a successful life.

STAFF INFORMATION

ADMINISTRATION

Aaron Hansen, Principal	954-3101
Carol Boyden, Associate Principal	954-3102
Sheree Gomez-Clark, Associate Principal	954-3103
Doug Cox, Athletic Supervisor	954-3104
Margaret Rice, CTE Director	954-3121

COUNSELING CENTER

Melissa Walker (A - G)	954-3220
Linda Jones (H - O)	954-3113
Christina Mackey- Greene (P - Z)	954-3114
Debbie Curtin, Registrar	954-3105
Karen Wildenberg, Counseling Secretary	954-3126

CAREER CENTER

Lisa Leonard, Career Specialist	954-3117
Sharon Watts, Career Center Secretary	954-3119

FRONT OFFICES

Amanda Klackner, Administrative Secretary	954-3169
Sharon Elsensohn, Attendance Secretary	954-3157
Mary LaFrance, ASB Technician	954-3107
Teresa Nelson, Attendance Secretary	954-3115
Misty Young, Athletic Secretary	954-3106

CERTIFICATED STAFF

Faculty Member	Department
Aiton, Rochelle	Foreign Languages - Spanish
Allen, Scott	Physical Education (Department Leader)
Anderson, Brian	Math
Anderson, Robert	Science
Ausman, Pamela	Special Education
Ball, Mark	Physical Education
Barnes, Linda	CTE (Department Leader)
Beaty, Katie	Math

Bennett, James	Science (Department Leader)
Black, Vina	English
Blaesing, Jason	Math (Department Leader)
Boothby, Scott	Social Studies
Carver, Heather	English
Carver, John	English
Condon, Jeff	Social Studies & ASB
Cox, Doug	Athletic Director
Eggleston, Brian	Foreign Languages - Spanish
Grant, Tami	Foreign Languages – ASL
Gregersen, Kelly	Fine Arts – Drama (Department Leader)
Hadden, Lisa	Special Education
Hart, Sally	Special Education
Harper, Kiley	Math
Hajek, David	Social Studies
Hitchins, Brenda	Career and Technical Education
Jones, Linda	Counselor (H-O) (Department Leader)
Isaacson, Ryan	Social Studies (Department Leader)
Leonard, Lisa	Career Specialist
Livingston, Denise	Prevention-Intervention Specialist
Mackey-Greene, Christina	Counselor (P-Z)
Mahorney, Jennifer	Fine Arts – Vocal Music
Marshall, Hillary	Library-Media Specialist
Miller, John	Special Education
Miller, Linda	Science
Moore, Tim	Special Education
O'Brien, Donald	Career and Technical Education
Reed, Jim	Social Studies
Robertson, Beverly	English
Ritter, Kelly	Fine Arts – Instrumental Music
Rule, Pauline	Science/CTE
Rumble, Evan	Art
Salas, Marcee	English (Department Leader)
Walker, Melissa	Counselor (A-G)
Schatz, Donna	Science
Sturdyvin-Scobba, Kathy	Career and Technical Education
Sharp, Sandy	Special Education
Simek, Nicole/Crockford, Pam	Career and Technical Education
Gregory, Cindi	Special Education
Storm, Eric	Career and Technical Education
Tkach, Trudy	Math
Wareham, Michael	English
Webb, Rachel	Physical Education
Wysaske, Karen	Math

If you wish to reach a teacher via email, use the following formula:

Teacherfirstname.teacherlastname@washougalsd.org

Washougal High School Activities/Clubs/Athletics

Students are encouraged to get involved in the many activities we have available at Washougal High School. It is a great way to meet new friends and have fun! Our clubs and their respective advisors include the following:

ASL Club:	Tami Grant
Art Club:	Evan Rumble
Be The Change Club:	?
Drama Productions:	Kelly Gregersen
FBLA:	Nicole Simek & Kathy Scobba
Friends of the Library:	Fran McCarty
GSA Club:	Donna Schatz
Interact Club:	Ryan Isaacson
International Club:	Vina Black
Knowledge Bowl:	Pam Crockford
National Honor Society:	James Bennett
Robotics Club:	Aaron Hansen
Science Olympics:	Pam Crockford
Spanish Club:	Rochelle Aiton
Wild Panther Reading Club	Hillary Marshall

ATHLETICS: Washougal High School offers a full program of extracurricular athletics. Programs are organized at the Varsity and Junior Varsity, and ninth grade levels. All necessary forms must be completed and an ASB card purchased, before participation is cleared. Students are encouraged to become involved. Washougal High School is a member of the 2A Greater St. Helens League.

Fall Sports

Football	David Hajek
Girls Volleyball	Mallorie Henker
Cross Country	Terry Howard
Girls Soccer	Joe Fleming
Boys Golf	Brian Anderson
Boys Tennis	Angela Watts
Cheer	Anita Williams

Winter Sports

Boys Basketball	Malcolm Estes
Girls Basketball	Brian Oberg
Wrestling (Boys & Girls)	John Carver
Cheer	Anita Williams

Spring Sports

Girls Golf	Scott Allen
Track (Boys & Girls)	David Hajek
Boys Soccer	John Tyger
Girls Tennis	Angela Watts
Baseball	Jaycop Collins
Fastpitch	John Carver

WASHOUGAL HIGH SCHOOL BELL SCHEDULES

Panther Time Daily Schedule (Monday & Tuesday) - Schedule 1

"0" Period	6:55 - 7:46	51 min.
1 st Period	7:55 - 8:51	56 min.
2 nd Period	8:55 - 9:46	51 min.
3 rd Period	9:50 - 10:41	51 min.
4 th Period	10:45 - 11:36	51 min.
Lunch	11:36 - 12:06	30 min.
5 th Period	12:10 - 1:01	51 min.
Pride Time (6th)	1:05 - 1:30	25 min.
7 th Period	1:34 - 2:25	51 min.

Daily Schedule Without Pride Time (Thursday & Friday) - Schedule 2

"0" Period	6:50 - 7:46	56 min.
1 st Period	7:55 - 8:55	60 min.
2 nd Period	8:59 - 9:55	56 min.
3 rd Period	9:59 - 10:55	56 min.
4 th Period	10:59 - 11:55	56 min.
Lunch	11:55 - 12:25	30 min.
5 th Period	12:29 - 1:25	56 min.
7 th Period	1:29 - 2:25	56 min.

PLC Early Release Wednesdays - Schedule 3

(No Panther Time on Early Release Days)

"0" Period	6:55 - 7:45	50 min.
1 st Period	7:55 - 8:46	51 min.
2 nd Period	8:50 - 9:41	51 min.
3 rd Period	9:45 - 10:36	51 min.
4 th Period	10:40 - 11:31	51 min.
Lunch	11:31 - 12:01	30 min.
5 th Period	12:05 - 12:56	51 min.
7 th Period	1:00 - 1:51	51 min.

3 - Hour Early Release - 3 periods - Schedule 4

(No Pride Time on Early Release Days)

"0" Period	6:55 - 7:45	50 min.
Period 1	7:55 - 8:56	61 min.
Period 2	9:00 - 9:56	56 min.
Period 3	10:00 - 10:56	56 min.
Lunch	10:56 - 11:26	30 min.

3 - Hour Early Release - All Periods - Schedule 5

(No Pride Time on Early Release Days)

"0" Period	6:55 – 7:45	50 min.
1 st Period	7:55 - 8:25	30 min.
2 nd Period	8:30 – 8:55	25 min.
3 rd Period	9:00 – 9:25	25 min.
4 th Period	9:30 – 9:55	25 min.
5 th Period	10:00 - 10:25	25min.
7 th Period	10:30 – 10:55	25 min.
Lunch	10:55 – 11:25	30 min.

Daily Schedule – 2-Hour Late Start - Schedule 6

(No "0" or Panther Time on Late Start Days)

1 st Period	9:55 – 10:35 a.m.	40 min.
2 nd Period	10:40 – 11:15 a.m.	35 min.
Lunch	11:15 – 11:45 a.m.	30 min.
3 rd Period	11:50 a.m. – 12:25 p.m.	35 min.
4 th Period	12:30 – 1:05 p.m.	35 min.
5 th Period	1:10 – 1:45 p.m.	35 min.
7 th Period	1:50 – 2:25 p.m.	35 min.

Daily Schedule – 3-hr Late Start - Schedule 7

(No "0" Period or Panther Time on Late Start Days)

1 st Period	10:55 – 11:20 a.m.	25 min.
2 nd Period	11:25 – 11:50 a.m.	25 min.
Lunch	11:55 – 12:25 p.m.	30 min.
3 rd Period	12:30 – 12:55 p.m.	25 min.
4 th Period	1:00 – 1:25 p.m.	25 min.
5 th Period	1:30 – 1:55 p.m.	25 min.
7 th Period	2:00 - 2:25 p.m.	25 min.

Assembly Schedule (60 minutes) - Schedule 8

"0" Period	7:00 - 7:45	45 min.
1 st Period	7:55 - 8:40	45 min.
2 nd Period	8:45 - 9:30	45 min.
3 rd Period	9:35 - 10:20	45 min.
4 th Period	10:25 - 11:10	45 min.
Lunch	11:10 - 11:40	30 min.
5 th Period	11:45 - 12:30	45 min.
Assembly	12:35 - 1:35	60 min.
7 th Period	1:40 - 2:25	45 min.

STAY CONNECTED AND INFORMED: It is extremely important as a student at WHS to be informed about what is happening. Below are a few ways to increase your awareness:

ASB Blog- <http://washougalasb.blogspot.com/>

WHS Facebook- <https://www.facebook.com/WashougalHS>

Fine Arts Website: <http://www.washburnpac.org/index.html>

Career Center Blog: <http://whscareercenter.blogspot.com/>

WHS website: www.washougal.k12.wa.us/whs

Fight Song

**On Washougal, On Washougal
Fight right through that line
Take the ball on down that field
For a touchdown
Every time
Rah, rah, rah
On Washougal, On Washougal
Fight with might and main
Fight panthers
Fight, fight, fight
To win this game**

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**Alma Mater  
Hail to thee, our alma mater,  
Pledge devotion true.**

**Hail to thee, our alma mater,  
Sing your praises now.**

**On Washougal, on Washougal,  
May thy name ne'er die.**

**Hail to thee, our alma mater,  
Hail, Washougal High!**

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WASHOUGAL SCHOOL DISTRICT GOALS:

- Each student will develop a strong academic foundation that includes the arts, health, technology, and second language skills.
- Each student will develop the ability to use time effectively, think critically, work cooperatively, and utilize a variety of skills to solve real world problems.
- Each student will develop civic and cultural understanding, an appreciation of diversity, and an ability to engage in civil discourse within a democratic society.
- Each student will develop an understanding of lifelong fitness and the skills needed to make healthy choices.
- Each student will develop effective written and verbal communication skills, including public speaking and communicating to a variety of audiences, and demonstrate positive and appropriate social interaction.
- Each student will leave high school ready to assume adult responsibilities, manage resources, successfully apply for opportunities, live independently, collaborate as a member of a team, and commit to hard work.

WASHOUGAL HIGH SCHOOL GOALS:

- To increase the level of respect for, and appreciate the contributions and needs of, all students, staff, and parents in a safe and positive learning environment.
- To increase the use of data to provide programs that support, challenge, and motivate all students.
- To increase opportunities for students, staff, parents, and the community to be involved with the Washougal High School Community.
- Annually increase the number of students who are on track to be college and career ready.

2016-2017 Washougal High School ASB Executive & Class Officers

President - Morgan Ratcliff
Vice President - Ashley Cayton
Secretary - Ally Steigman
Treasurer - Kade Coons
Social Chair - Olivia Kelly
Spirit Chair - Ben Gutkind
Parliamentarian/Sergeant of Arms - Cameron Dayley
ADVISOR: Mrs. Donna Schatz

2017 Class President - Mitchell Leon

2018 Class President - Kate Northcut

2017 Vice President - Abby Young
2017 Secretary - Zac Kattleson
2017 Treasurer - Matt Hickey & Serephina Klement
2017 Social Chair - Jake Klackner
Advisor: Tami Grant

2018 Vice President - Rylee Erdwins
2018 Secretary - Mikayla Dodge
2018 Treasurer - Grant Lewis
2018 Social/Spirit Chair - Blake Webb
Advisor: Jeff Condon
Representatives: Max Churchman
Representatives: Maggie Hungerford
Representatives: Kiana Macree-Smith

2019 Class President - Jarod Brown
2019 Vice President -
2019 Treasurer - Brooklyn Bausch
Advisor: TBD
Representatives: Avalon Maniscalco
Representatives: Louis Moran
Representatives: Corrin Kassel
Representatives: Annabelle Palmer
Representatives: Tristan Elliott
Representatives: Layci Livengood

2020 Class President -
2020 Vice President -
2020 Treasurer -
Advisor: TBD
Representatives: Emma Spaeth
Representatives: Emily Hearn
Representatives: Gracie Dolan

GENERAL INFORMATION

GRADING: Parents and students will be notified of grades through mid-term progress reports. Final grades will be reported at the end of the semester. Report cards are issued at the end of each semester grading period through the ESD 112 WesPac System. The semester grade is the course grade and will be used to determine the student's grade point average (GPA).

1st Quarter
2nd Quarter/End of 1st Semester
3rd Quarter
4th Quarter/End of 2nd Semester

November 10
February 2
April 14
June 20

Grade Point Average and Scale: The following scale will be used when determining a student's GPA:

A = 4.0	92.5 - 100
A- = 3.7	89.5 - 92.4
B+ = 3.5	86.5 - 89.4
B = 3.0	82.5 - 86.4
B- = 2.7	79.5 - 82.4
C+ = 2.3	76.5 - 79.4
C = 2.0	72.5 - 76.4
C- = 1.7	69.5 - 72.4
D+ = 1.3	66.5 - 69.4
D = 1.0	59.5 - 66.4
F = 0.0	0 - 59.4

WASHOUGAL HIGH SCHOOL GRADUATION REQUIREMENTS

Successful completion of a one-semester course equals 0.5 credits. Some of the course requirements listed below may be completed by courses cross-credited through departments other than those listed. Students are responsible for the graduation requirements for the year in which they graduate. Students who fail to meet the requirements for the year of expected graduation will be responsible for the requirements of the expected class graduation year. To earn a high school diploma, a student must:

- Earn high school credit
- Pass state tests or approved alternatives to those tests
- Complete the Culminating Project
- Complete a High School and Beyond Plan

These requirements may be changed by the state. Any and all changes will be communicated to you. For more information refer to the graduation requirement section on p.

STATE ASSESSMENT: Washington students are tested regularly by the state to assess their progress as they move through school. State tests include the following, and may be taken with or without tools, supports, or accommodations:

- **Smarter Balanced:** English language arts (ELA) and math tests
- **End-of-Course (EOC) exams:** Math and biology tests taken as students finish algebra, geometry, and biology. Only students in the Class of 2017 & 2018 will continue to take the EOC Math assessments.
- **Washington - Access to Instruction and Measurement (WA-AIM):** ELA, math, and science alternate assessments for students with significant cognitive challenges documented in their Individualized Education Program (IEP).

SENIOR PROJECT: The senior project gives students the chance to combine their knowledge and skills from various disciplines and to share them with their peers, educators, and the community. Students select a topic of interest to them and gather a knowledge base by researching and writing a documented research paper related to the chosen topic. Students then complete a physical project, which demonstrates application of some aspect of their research. This project must involve

significant learning. The last facet of this learning journey is to give a presentation in front of a team of adults who have an interest in and an understanding of the subject area. This presentation will tie together the formal research and the physical project.

HIGH SCHOOL AND BEYOND PLAN: The High School and Beyond Plan gets all students thinking about their future and how to get the most out of high school, so that they're ready to pursue their adult lives, no matter what direction they plan to take. Ideally, students write their plan in 9th grade and then continue to revise it throughout high school to accommodate changing interests or goals. Students should be encouraged to include the following elements in their plan:

- What experiences, interests and goals are shaping who they are now and who they want to become.
- Their goals for high school – what their four years of high school look like, including classes, extracurricular activities, sports, a job, etc.
- Their goals for immediately after high school – a student's plan should include the classes needed in preparation for a 2- to 4-year college, vocational or technical school, certificate program or the workforce

If you have questions or concerns regarding the High School and Beyond Plan, please contact Lisa Leonard, Career Specialist to obtain a copy of the guidelines that have been established.

ATTENDANCE

The Washougal High School faculty, administration and community believe that regular and punctual attendance at school is vitally important for students to achieve maximum benefit from our school programs and to be prepared for real life requirements. Student mastery of course content and achievement of academic objectives through participation in class activities and student-teacher interaction are of extreme importance. Teachers shall communicate to students and have on file, in writing, the extent to which absences or lack of class participation may be reflected in course grades or credit (WAC 184.235).

In recognition of the responsibility of parents/guardians and the legal obligation established by the Compulsory School Attendance Law, RCW 28A.225, for ensuring the school attendance of children under their care, Washougal High School has established regulations and procedures for controlling absenteeism, truancy and tardiness of students. These procedures include informing and involving parents in the resolution of such problems.

Students who are absent (*excused or unexcused*) eleven or more times in one or more classes in one semester *may* lose credit for the class, earning an "F" or "NC" on the transcript. Absences associated with school-related activities or discipline, or absences excused with a note from a doctor do not count toward the total. Should the student be recommended for loss of credit, he/she may have an opportunity to appeal. (See the Attendance-related Credit Loss Procedure at the end of this section for more detailed information.) State law requires all children until the age of 18 to attend a public school, an approved private school, or participate in a home-based instruction program. The only exceptions to this law are as follows:

- The child has already met high school graduation requirements in accordance with state board of education rules and regulations.
- The child has received a certificate of educational competence under rules and regulations

- established by the state board of education under state law (RCW 28A.305.190).
- The child is emancipated in accordance with RCW 13.64.

Excused Absences: An excused absence is a student absence from school that has been acknowledged by a parent phone call or a parent note. The following types of absences are excused absences:

- Pre-arranged absences, this includes any school-related absences such as field trips, activities or athletics. (Students must use the approved Planned Absence Form)
- Bereavement needs.
- Any medical care that is clearly documented by a doctor, dentist, or medical professional.
- Administrative action absences (suspensions, expulsions, family emergencies).
- Legally required appearances.
- Religious purposes.

Students who are absent for three or more days, may request that homework be collected from the student's teachers. Requests for homework should be made through the attendance office. Please call the attendance secretary at 954-3115 or 954-3159.

Check In/Out Procedure: Once the student has arrived on campus and until the end of the school day, no student may leave or come back to campus without checking through the attendance office. Students must have a note from a parent, or parental contact with the attendance office, in order to obtain a checkout slip from the attendance office. the attendance office. Failure to obtain an official checkout slip from the attendance office before leaving campus will result in an automatic unexcused absence and discipline.

Parent Notification: To promote student attendance and responsibility, parents will be notified by telephone if any classes are missed during the day. An admittance slip is required to excuse absences. The admittance slip indicates parent acknowledgment and clearance of the absence in writing or by phone. Parents are urged to write a note or phone the office before the student returns to school. Students have three days to excuse an absence. An unexcused absence may result in disciplinary action that may include parent conference, detention (at lunch or before/after school), suspension, attendance contract, and petition of Clark County Juvenile authorities (BECCA Bill).

- For every student absence, the parent/guardian must phone or send a written note of clearance within three school days to the Attendance Office.
- Notes must contain the first and last name of the student, date(s) absent, reason for absence, signature of the parent/guardian and a telephone number where the parent/guardian can be contacted.
- Washougal High School will classify all absences as either an Excused Absence or Unexcused/Tuant.
- Students who arrive at school late must check in at the Attendance Office before going to class. **Students arriving more than ten (10) minutes late for any period will be considered absent for that period.**

Pre-arranged Absences: Washougal High School does not encourage parents to take children out of school during the school year. When a student is going to be out of school for an acceptable reason and it is known in advance, the **parent/guardian must make a request in writing to an**

Attendance Secretary. No matter the reason for the absence, we will try to work with parents, providing we stay within the scope of State law and school policy. Please remember that Washington State law requires that students be making regular academic progress in order to be excused by this process. **We may have no choice but to deny a pre-excused absence to a student if the student is doing poorly in school.** The purpose of the pre-arranged absence process is to notify student, parents and school officials of the effect an extended absence will have on class work and to notify teachers of a student's attendance status. Give the school **at least one week prior notice** for the planned absence.

Procedures for Early Dismissal: Notes for early dismissals for appointments must be presented to the attendance office on or before the day the student plans to leave early. The attendance secretary will give the student a slip to dismiss him/her from class. If this procedure is not followed, the student will be considered truant. **Instead of calling or texting a student's personal device if there is an emergency, parents are asked to call the main office at 954-3100, or the attendance office at 954-3115 or 954-3159.**

Illness During the Day: A student who becomes ill after arriving on campus must report to the office in order to use the health room. If necessary, and with parent permission, a **student must check out of school with the attendance secretary before leaving campus. Failure to check out will be considered as truancy and discipline will be assigned.**

Emancipation: Students may not write their own attendance notes unless they are legally emancipated (RCW 13.54) and receive approval from the principal.

Make-Up Work:

- In keeping with our belief that the classroom situation itself and the interaction with the teacher are important aspects of the educational setting of Washougal High School, the school reserves the right to require students to make up work and school time lost through an absence.
- The decision as to what is required for make-up work and the time and place to complete make-up work will be the responsibility of the teacher, working in conjunction with the student. Some assignments missed during an absence may not be able to be made up (i.e. film, discussion, or lab).
- The student is responsible for making arrangements with the teacher to complete the required make-up work (normally outside of class time) within the given time. The number of excused days absent plus one day will be allowed for make-up work to be turned in.
- Make-up work should be discussed during the one-half hour before school and/or during the one-half hour after school when teachers are in their classrooms and available to work with students. Students should not interrupt class time to discuss make-up work.
- Students or parents who find themselves in an unusual situation (i.e. extensive illness, hardship, etc.) should make direct contact with the Attendance Office and Counseling Center to allow their counselor sufficient time to work with the student and teachers to minimize the effects of the absences.
- Students are responsible for any homework missed due to excused absence(s). If you would like to request homework from a teacher, and the absence is less than five (5) consecutive day, please contact the teacher via e-mail. If the absence will exceed (5) days

please contact the Attendance Office so that a formal homework request may be processed.

Tardy Policy: Tardy is defined as not being in the assigned classroom (as defined and communicated by the building wide expectations) when the start of class bell has stopped ringing. Students arriving late to class must present a note from a staff member if they have been held late and don't want to be considered tardy. Unexcused tardies will result in consequences. Individual teachers will work with students to help them learn the importance of punctuality and the consequences for not being punctual.

Student Responsibilities include:

1. Make a habit of being punctual.
2. Present a pass from a staff member to excuse a tardy.
3. Do not interrupt classroom activities if late.

Teacher Responsibilities include:

1. Inform students of the building tardy policy at the start of the course.
2. Record tardies in skyward.
3. Follow the building tardy policy consistently.
4. Notify parents and the school administration of tardy problems.

Consequences for Unexcused Tardies (teacher level):

- First Violation: Verbal Warning from the teacher
- Second Violation: Verbal and re-teach expectations (teacher has right to assign detention)
- Third Violation: Parent contact.
- Fourth Violation: Parent contact to develop a plan to eliminate tardies.
- Fifth Violation: Teacher completes a tardy referral.
- Repeat Violations: Administrative referral resulting in exponentially increasing after-school detention(s) for each and every subsequent incidence of unexcused tardiness

Consequences for Unexcused Tardies (administrative level):

- 1st Tardy Referral: Student-Administrator Conference for attendance review and potential consequences
 - Lunch Detention
 - Thursday After-School Detention
 - In-School Suspension
 - Other (Loss of off-campus pass, restorative conference, loss of extra-curricular participation, etc)
- 2nd Tardy Referral: Administrator Conference for attendance plan of action, with parent(s) and student and potential consequences.
 - Lunch Detention
 - Thursday After-School Detention
 - In-School Suspension
 - Other (Loss of off-campus pass, restorative conference, loss of extra-curricular participation, etc)
- Additional Tardy Referral: Tier III Interventions will be put in place.

Truancy: A student who is absent without the consent of his or her parent or guardian is truant. Repeated truancy may be cause for disciplinary action, in-school suspension, or suspension. A student is truant if he or she:

- Leaves school at any time during the day without signing out in the office.
- Is absent from school without parent permission.
- Is absent from class without permission.
- Obtains a pass to go to a particular area and does not report there.
- Comes to school but does not attend class.
- Fails to attend a required assembly.

The following steps will be taken if a student accumulates the following number of unexcused absences/truancies in one or more classes:

- Auto dialer will call for any absence.
- First (1) unexcused absence: Letter sent home to parent/guardian.
- Second (2) unexcused absences: Student/parent conference with Attendance Secretary and potential consequence.
- Five (5) unexcused absences: Student/parent conference and Attendance Agreement and potential consequence.
- Seven (7) unexcused absences in one month or a total of 10 unexcused absences in a year will result in the filing of the Becca Petition for students under 18 years of age.
- Excessive excused or unexcused absences could result in the student being placed on an attendance contract.

Class Changes: Classes are selected and the master schedule for the year is built upon students' requests for classes in the previous spring. Class requests are considered to be final. Great consideration should be used in choosing classes, as schedule changes are extremely limited. Schedule changes will be considered during the first five days of a semester for the following reasons only:

- Needs to take required course.
- Inappropriate skill level/placement.
- Lack of prerequisite.
- Taken and received credit previously.
- Failed subject with the same teacher.
- Mechanical error (i.e. missing periods, double scheduled periods, cancelled or newly formed classes.)

*If a student and/or parent requests a schedule change that does not fit the reason listed above after the five day window the student may receive an "F" on their transcript.

Class Schedule: All students are required to carry six classes and Pride Time each semester unless enrolled in the Skill Center Program, Running Start or another program. Deviation from a full load must be approved by administration and will be permitted only if there are extenuating circumstances.

Grades from off Campus Programs: Grades issued through institutions not on the campus of Washougal High School will be included on Washougal High School transcripts and calculated into the GPA of students enrolled in these institutions. These institutions include but are not limited to

Running Start, high school completion, vocational classes, and correspondence courses.

Retaking a Failed Class: The transcript of a student who retakes and passes a previously failed class will include the "F" grade as well as the new passing grade. Both grades will be calculated into the cumulative GPA.

Retaking a Passed Class: A student may attempt to improve the grade of a course previously passed or failed by retaking the course. Students may take the course at another facility provided they receive prior approval through the counselor and administrator. Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation. Only the highest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point average. Credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. All attempts stay on the transcript. WAC 180-57-055.

Transfer Student Grades: When a student transfers in after the first ten days of a semester, the counseling center will distribute that student's withdrawal grades to the new teachers as soon as they are available from the previous school. Students who transfer in with a letter grade and no percentage will be assigned a percentage for the work the student missed in the class prior to enrolling. Percentages will be assigned as follows for withdrawal grades with no percentage: F = 50%, D = 65%, C = 75%, B = 85% A = 95%. When a student transfers in after the first ten days of a semester and does not have a letter grade or a percentage the counseling center will communicate with the previous school to determine the percentage earned. If it is determined that there is no grade or percentage then the team consisting of the teacher, student, parent(s)/guardian(s), counselor and administrator will determine course of action which could include the following:

- Student is given an assessment of previously covered standards;
- Grade is based on start date coursework;
- Student earns partial credit (i.e. .25 credit);
- Development of a learning plan to meet standards for full credit
- Other (To be determined by team based on situation)

WHS School Wide Behavior Expectations

ALL RULES APPLY TO ALL STUDENTS

PBIS (Positive Behavior Intervention Supports)

Our ultimate goal is to improve overall school climate and lay foundations for building positive relationships that will promote social emotional learning and develop tomorrow's leaders. WHS students are expected to learn and adhere to the school wide behavior expectations that have been developed so that they can focus on their academic and social success.

Students are encouraged to get involved in some sort of activity (clubs, athletics, music, drama, etc.), and live by our Panther P.R.I.D.E (Perseverance, Respect, Integrity, Determination and Empathy). Students, parents, and school personnel are jointly responsible for expecting and demonstrating behavior that ensures a safe, orderly and healthy environment for all persons at all times. Students who fail to meet these expectation and demonstrate behaviors that unsafe, disruptive or interrupt the learning of others will be held accountable and re-taught the expectations.

It is imperative that a safe and orderly environment exists to promote learning at Washougal High School. A general set of rules exists by which students are expected to abide. In all discipline cases, a student and his/her parents are entitled to their due process rights as outlined in school board policy and state law.

Our PBIS (Positive Behavior Intervention Supports) goals aim to improve the behavior of all students and decrease behavior infractions. In the case that a student does not respond to the behavior expectations and/or interventions a progressive discipline approach will be in place. The discipline approach will relate the imposed disciplinary action or intervention to the severity of the offense and the number of times that offense or accumulated offenses has occurred.

Students who violate a rule the first time face disciplinary action commensurate to the violation and a first occurrence. Second violations will result in stronger disciplinary action. Repeated violations may result in severe disciplinary action or suspension. At each intervention step, the intent is to assist the student in identifying the problem, understanding what new behavior is necessary, and encouraging the student to accept accountability for his/her actions. Every case is considered on its individual merit. The goal of the progressive discipline approach at school is to encourage students to:

- Correct inappropriate or unacceptable behavior
- Develop a better understanding of the problem and the need for behavior change
- Accept responsibility for their actions
- Provide an opportunity to demonstrate improvement and personal growth

Students are responsible for reading, knowing and complying with the policies and procedures outlined in the following paragraphs.

SCHOOL BEHAVIOR MANAGEMENT

Students will be held accountable for their behaviors and will have a fair process to correct the harm that they may have created. If a student is not compliant and violates a behavior expectation/rule or policy, the student's consequence will equal the seriousness and frequency of the student's behavioral infractions.

Sanctions (Levels of Discipline) - Among the premises of the discipline plan are:

- Discipline is not done *to* you; it is done *for* you.
- In carrying out the plan, we will be firm, fair, and consistent.
- It is a student and parent responsibility to know and understand the discipline plan.

Thursday School Detention: A ninety-minute detention from 2:30 p.m. – 4:00 p.m. After-school detention is held every Thursday afternoon. This detention may include study hall, campus cleanup, etc. Students are expected to bring study materials.

Student Support Room: (In School Suspension) is a short term alternative to suspension where students will be temporarily removed from the classroom. Students are expected to remain in the designated area where they will receive additional support in learning the behavior expectations, complete school work and set goals for being successful in the classroom when they return. Students who do not comply with expectations may result in removal from the SSR and become a short term out of school suspension.

Short-Term Suspension: Temporary termination of enrollment for a period of one and up to ten days, often until stipulated conditions are met. A suspension includes denial of admission to or entry upon real and/or personal property that is owned, leased, rented, or controlled by the school district.

Long-Term Suspension: Suspension from school for a period of eleven or more days. A suspension includes denial of admission to or entry upon real and/or personal property that is owned, leased, rented, or controlled by the school district.

Expulsion: Termination of enrollment. An expulsion includes denial of admission to or entry upon real and/or personal property that is owned, leased, rented, or controlled by the school district.

Standards Steps - Corrective Action

These steps are usually followed in instances in which the student is non-responsive to teacher corrective and disciplinary actions. Out of school suspensions must be assigned by a school administrator. In all cases of suspension, including being sent out of class, the parents will be notified as soon as possible by the assigning school employee.

- Step 1: A teacher/administrator and student conference is held possibly resulting in a corrective behavior contract.
- Step 2: A conference with a parent is required. A phone conference is permissible. Written notification will be sent home in all cases in which disciplinary action is taken. The student may be assigned to temporary suspension until a conference is held. Parental notice by the teacher will follow.
- Step 3: After school detention or student support room
- Step 4: Short term suspension, not to exceed ten school days.
- Step 5: Long term suspension, more than ten school days.
- Step 6: Emergency expulsion

Academic Dishonesty (cheating/plagiarism)	1st Offense 2nd/+ Offense	● Lunch Detention or Thursday School ● In-School Suspension
Assault	1st Offense 2nd Offense	● Long term suspension or emergency expulsion & referral to Washougal Police ● Expulsion and referral to Washougal Police
Closed Campus	1st/2nd Offense 3rd Offense 4th Offense	● Thursday School ● In-School Suspension ● Short term suspension, progressive
Criminal Acts	1st Offense	● Short term/long term/expulsion depending on severity and referral to Washougal Police
Defiance of Authority	1st Offense 2nd Offense 3rd Offense 4th Offense	● Lunch Detention, Thursday School ● In-School Suspension/Short term suspension ● Long term suspension ● Expulsion
Destruction of Property	1st Offense	● Restitution and school discipline ranging from a Friday school to long term suspension. If suspended, the student may not return until restitution is paid in full.
Disruption of School (Physical/Verbal Aggression, Unsafe Behavior & Defiance)	1st Offense 2nd Offense 3rd Offense	● School Discipline to short term suspension depending on severity & type of offense (Defiance/failure to comply with a reasonable request from a staff member will minimally result in a Friday School) ● Short term suspension ● Long term suspension
Dress and Appearance	1 st Offense 2nd Offense 3rd Offense 4th Offense 5th/+ Offense	● Dress Code Contract and change into appropriate clothing ● Lunch Detention ● Thursday School ● In-school Suspension ● Short term Suspension
Driving Violations	1st Offense 2nd Offense	● 1-week loss of parking privilege, appropriate

	3rd/+ Offense	police involvement. ● 30-day loss of parking privilege, appropriate police involvement. ● In-School Suspension, 1 calendar year loss of parking privilege, appropriate police involvement (short-term suspension for continued violations)
Drug/Alcohol/ Paraphernalia Possession, use, or under the influence	1st Offense 2nd Offense 3rd Offense	● Long term suspension (remainder of the semester up to 90 days), can be reduced to 5 days w/ D/A assessment and compliance, Washougal Police referral ● Long term suspension (remainder of the semester up to 90 days), Washougal Police referral ● Expulsion, Washougal Police referral
Drug/Alcohol/ Paraphernalia, distribution, sale, trade or transfer	1st Offense 2nd Offense	● Long term suspension (for the remainder of the semester up to 90 days), may be reduced to 10 days with D/A assessment and compliance depending upon severity, Washougal Police referral ● Expulsion, Washougal Police referral
Electronic Devices	1st Offense 2nd Offense 3rd Offense 4th Offense Repeated Offenses	● Verbal Warning and re-teach expectation ● Confiscated and turned into the office until the end of the day ● Confiscated and turned into the office with a referral written by teacher. The device will be returned to the student at the end of the day following parent contact (teacher contacts parent) ● Confiscated, turned into the office with a referral written by teacher and device will only be released to the parent/guardian and administrator calls parent. ● Repeated Offenses: Confiscated, turned into the office with referral. Detention will be assigned. Device will only be released to the parent/guardian after contact with an administrator.
Failure to attend Lunch Detention/Thursday School	1st/+Offense	● In-School Suspension

Fighting, instigating of a fight or causing physical injury	1st Offense 2nd Offense 3rd Offense	● 3 day short term suspension (Confronter – 1 extra day) & Washougal Police referral ● 6 day short term suspension (Confronter – 1 extra day) & Washougal Police referral ● Long term suspension or expulsion & Washougal Police referral
Fighting - supporting, adding energy, promoting	1st Offense 2nd Offense	● Thursday school ● Short term Suspension
Harassment, Intimidation, Bullying - toward other students	1st Offense 2nd Offense 3rd Offense	● Harassment form completed, conference, mediation, separate, parent notification – severity may move discipline up to the 2nd offense level ● Harassment form completed, mediation, alternative learning center / short term suspension – depending upon severity ● Harassment form completed, ranging from short term to expulsion – depending upon severity, referral to Washougal Police
Harassment, Intimidation, Bullying, or threats - toward staff members	1st/+ Offense	● 10 day suspension / long term suspension / expulsion – depending upon severity, referral to Washougal Police
Pornography	1st Offense 2nd Offense 3rd/+ Offenses	● Short term suspension (1 - 3 days) ● Short term suspension (5 - 7 days) ● Long-term suspension
Requirement to Identify Self (Compliance)	1st Offense 2nd Offense 3rd Offense	● School discipline (Lunch detention, Thursday School, In-school Suspension) ● Short term suspension ● Long term suspension
Parking Violation(s)	1st Offense 2nd Offense 3rd Offense	● Lunch detention ● Thursday School ● In-School Suspension & loss of parking privileges
Sexual Harassment	1st Offense 2nd Offense 3rd Offense	● School discipline to short term suspension depending upon severity, harassment form completed, conference, mediation, separate, parent notification ● Minimum 3 day short term suspension, harassment form completed, parent notification, Washougal Police referral ● 10 day short term/long term suspension depending upon severity, Washougal Police referral
Sexual Misconduct	1st Offense 2nd Offense	● 10 day short term suspension, Washougal Police referral ● Long term suspension or expulsion

Slurs, Profanity, Vulgarity, Obscenity	1st Offense 2nd Offense 3rd/+ Offense	● School discipline (Lunch detention, Friday School, In-school Suspension) ● Short term suspension ● Long term suspension *When profanity or vulgarity are directed at another person, they may be considered acts of verbal aggression or sexual harassment that will result in a minimum consequence of a Thursday School. Slurs (hate language) directed at another person will result in an out of school suspension.
Tardies	1st Offense 2nd Offense 3rd Offense 4th Offense 5th Offense 6th/+ Offense	● Verbal Warning from the teacher ● Verbal and re-teach expectations (teacher has right to assign detention) ● Parent contact. ● Parent contact to develop a plan to eliminate tardies. ● Teacher completes a tardy referral. ● Repeat Violations: Administrative referral resulting in exponentially increasing after-school detention(s) for each and every subsequent incidence of unexcused tardiness
Theft/Possession of Stolen Property	1st Offense 2nd/+ Offense	● Restitution, 3 day suspension and a referral to Washougal Police, may not be able to return until restitution is paid in full ● Restitution, 5 day suspension and a referral to the Washougal Police, progressive, may not be able to return until restitution is paid in full
Tobacco Products	1st Offense 2nd Offense 3rd/+ Offense	● 3 day short term suspension OR attending and completing Tobacco School. If a student does not successfully complete Tobacco School, it will be considered a 2nd Offense. ● 5 day suspension OR attend & complete Tobacco School. Washougal Police referral and student will be issued a citation (\$95.00). If a student fails to successfully complete Tobacco School, it will be considered a 3rd Offense. ● Long term suspension, referral to Washougal Police to issue a citation.
Truancy	1st Offense 2nd Offense 3rd Offense 4th Offense 5th Offense 6th Offense 7th Offense	● Lunch detention ● Thursday school detention ● In-School suspension (1 day) ● In-School suspension (3 days) and parent conference ● In-School suspension (3 days) and Becca Attendance Agreement ● In-School suspension (5 days) and Becca Agreement Review. ● 7 - 10 Unexcused Absences will result in a Becca Truancy Petition being filed (According to Law)

Unauthorized recording by audio/video of another person	1st Offense 2nd Offense 3rd/+ Offense	● In-School Suspension ● Short term suspension ● Long term suspension
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SCHOOL DISTRICT RULES AND GUIDELINES FOR STUDENT SANCTIONS

The school is a community, and the rules and regulations of a school are the laws of the community. All those enjoying the rights of citizenship in the school community must also accept the responsibilities of citizenship. A basic responsibility of citizens is to respect the laws of the community and comply with its rules and regulations.

ACADEMIC DISHONESTY: Students are not to plagiarize (physically or electronically) by using another person's ideas in words, artwork, computations, projects, models, etc., and indicating it was their own; use notes, texts, electronic devices, or memory aids during tests when instructed otherwise; steal or knowingly use test master copies or teacher answer keys to get information before or during a test; or knowingly allow another person to use their work as if it were the other person's work. "Electronically" refers to the use of the internet or other computer-accessed digital reference source. Any violations of academic dishonesty will be subject to disciplinary action as well as students will be required to complete the assignment, task, etc based on teacher established timeline.

ASSAULT - A student shall not physically attack another person causing or threatening physical injury.

ACCIDENTS: Every accident in the school building, on the school grounds, at practice sessions or at any activity event sponsored by the school must be reported immediately to the person in charge and to the school office.

ACTIVITIES: The student government is formulated through the Associated Student Body (ASB). The ASB council is made up of six executive officers, all class officers, and club representatives. The student council has a highly active role. Its purpose is not to govern the students, but to serve as a meeting place between the student body and administration, where the students can assume some responsibility for organizing their activities. It is also a place where problems or questions arising from either the students or the administration can be presented for discussion or consideration. Students running for an ASB office must comply with the ASB constitution. Students at all school-sponsored events (class, club, field trips, etc.), on or off campus, are governed by school and school district rules and regulations. ASB cards are sold annually to assist in financing student activities and athletics. ASB cards admit the holder to all home athletic events and activities for free or at a reduced cost. ASB cards are required for any student that receives ASB funds for any reason. **The cost of an ASB card is \$35.00.**

ASSEMBLIES: Assemblies are a regular WHS activity. They are planned by an assembly committee comprised of hard-working students and adults. WHS assemblies celebrate school spirit and pride, develop leadership and talent, and recognize academic and individual accomplishments and talents. When attending an assembly, display your Panther pride and good behavior. We expect you to demonstrate the utmost respect for the students and adults who sponsor these events. Respectful behavior at an assembly is no talking, being attentive and unplugging yourselves from your

technology. Attendance at assembly programs is mandatory because they are part of the regular school program and day. Assembly rules include the following:

- Students need to report directly to the gym/auditorium & sit in appropriate section.
- Common courtesy towards participants and performers must be observed. This means refraining from whistling and catcalling, etc.
- Stand, and if you wish, participate in the opening flag salute exercise.

ASSOCIATED STUDENT BODY CARD: As a member of the WHS student body, you can purchase an ASB Card and gain access to the following privileges: 1) free admittance to all athletic events at WHS when we are the home team; 2) reduced price admittance to all Greater St. Helens Conference athletic events, school dances, school plays, talent shows and other school activities. All students are encouraged to purchase an ASB card. Cards are mandatory for students participating in any school sport.. The proceeds from ASB card sales help defray the cost of student activity expenses, such as awards, assemblies, conferences, dances, student supplies for signs and posters, drama productions, band, vocal ensembles, yearbook, and athletic equipment for all varsity sports.

AUTOMOBILE USE/PARKING: Parking a student car on the WHS campus is a privilege. To gain and maintain this privilege a student must register his/her car in the office, obtain a parking permit, and drive safely! Preserve the privilege of driving privately-owned vehicles to school by observing the state traffic code and displaying courtesy to pedestrians and other drivers. Washougal High School students and visitors are not to loiter in their cars around the high school building, parking lots or adjacent areas at any time during the school day. Students may park in the designated student parking lot by permit only. A limited number of parking permits are available for on-campus parking spaces. The number of available spaces is limited and will be assigned by the school administration. During the first three weeks of school, permits will only be issued to 11th and 12th graders. After that they will be issued to 10th graders on a need basis. Any vehicle on school property is subject to searching. Examples of parking/driving violations:

- Students are allowed to park in the student parking lot ONLY. They are not allowed to park along 39th street. This parking is necessary for staff only.
- Parking in emergency vehicle access areas
- Blocking the fire lanes, emergency exits, delivery areas, bus zones, handicap zones, etc.
- Double parking or parking in more than one space.
- Parking on campus without a valid and visible permit.
- Parking in a spot other than your own or in staff parking (this includes parking on 39th street)
- Moving violation (speeding, reckless driving, misuse of vehicle, etc.) The speed limit is 10 miles per hour.
- Falsification, misrepresentation, reselling or possession of another student's parking permit.

All parking permits must be clearly displayed inside on the rear view mirror. Students must park in the student lot which is located at the south end of the campus. The parking lot north and northeast of the building along 39th street is reserved for staff and visitors only. Students who are found parking in staff parking will be subject to disciplinary consequences. Due to construction at Excelsior, students will not be allowed to park on 39th Street. Vehicles parking on campus are required to have parking permits visible through the front window. To obtain a parking permit, students must complete a parking form, and provide the following information:

- Copy of valid driver's license
- Proof of insurance
- License plate number(s)
- Make and model of car(s) that will be driven.

BATHROOMS: All students deserve the use of clean and controlled lavatories. The condition of these facilities is largely dependent on the cooperative attitudes of those who use them. In order to be fair to all individuals, there is to be no loitering, socializing or grouping together in these rooms, which tend to restrict their use by other students. Anyone not cooperating with the intent of this policy will be sent home pending a parent conference.

BULLYING, CYBERBULLYING, HARASSMENT, OR INTIMIDATION: Any intentional written, 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, religion, ancestry, national origin, gender, sexual orientation, or mental or physical disability) or other distinguishing characteristics is strictly forbidden, 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 environment;
- Has the effect of substantially disrupting the orderly operation of the school.
- Sending hurtful text and/or picture messages to others.
- Spreading rumors using cell phones or computers.
- Creating web pages, videos, profiles on social networking sites that make fun of others.
- Recording unauthorized videos of other kids and uploading them for the world to see, rate, tag, and/or discuss.
- Using an electronic device to create video or audio recording of a staff member without the staff member's permission.

Students need to know that all forms of bullying are wrong and that those who engage in harassing or threatening behaviors will be subject to discipline. Cyber bullying incidents that occur at school – or that start off campus but ultimately result in a substantial disruption of the learning environment—are well within a school's legal authority to intervene. Bullying is not tolerated at WHS. Please speak to a school administrator if you have questions or concerns.

BUS CONDUCT: Students must be at their scheduled bus stops 10 minutes prior to the bus arrival time as bus arrival times are approximate and may change due to unforeseen circumstances or conditions. Buses do not stop at bus stop locations if there are no students present. Students are only allowed to get on and off the bus at their bus stop unless they have a pre-arranged bus pass from the school office. The driver is in full charge of the bus and students. Students must follow the same behavior expectations on the school bus and at the bus stop as they do at WHS. Misconduct on the bus will follow the progressive discipline and discipline matrix established for WHS. Misconduct may result in removal from the bus and a loss of riding privileges. Contact the Transportation Department at 835-5626 if you have an address change or questions regarding bus service. Washougal High School operates under a closed campus policy. Upon arriving on the bus/parking

lot, students are to remain on campus until they are properly dismissed. Any student who walks off campus once they have entered school grounds will be considered skipping.

Students being transported in vehicles provided by the District are under the authority of the bus driver. Bus conduct in violation of guidelines given to students can result in the forfeiture of a student's right to ride the buses, as well as other disciplinary action.

CAFETERIA & COMMONS: Cooperation of all students in keeping the commons clean and orderly is essential. Students are expected to follow lunch & breakfast time rules.

- All food purchased in the cafeteria must be eaten in the commons.
- Clean up after yourself and dispose of trash and recyclables in their appropriate places.
- Display appropriate behaviors at all times.
- Remain seated in the cafeteria.
- NO access to vehicles during lunch.

CAMPUS SECURITY: Students may access Michael Taylor and Cynthia Sweet throughout the day as a resource to prevent and/or resolve conflicts affecting their ability to concentrate in class or on classwork, or to feel safe while on campus. Campus security can be reached at 954-3207

CLOSED CAMPUS: Washougal High School has a closed campus with the exception of junior and seniors who qualify for off campus lunch time permits. **All students, upon their arrival, are to remain on campus throughout the entire school day.** Students may not leave school during the school day without signing out in the attendance office first. During school hours, outside of the building is considered off-campus. Students shall remain on school grounds from scheduled time of arrival to departure, unless officially excused or dismissed. Any student leaving the high school campus once they arrive at school until the end of the school day must sign out through the attendance office. Students who leave the campus during the school day without permission are considered to be in violation of the closed campus rule and will be disciplined. 11th and 12th grade students who have been granted permission to leave during lunch will must comply with the below mentioned expectations. However, students are not to remain at school **after** normal dismissal time unless they are participating in a scheduled activity or under teacher or school supervision.

Freshmen and Sophomores are to remain in the building upon arrival and do NOT qualify for leaving campus at lunch. Failure to comply could result in consequences and may be denied an off campus pass/permit their junior year.

Junior and Senior students will be allowed off campus as long as they meet the following requirements:

- Parent permission (applications are located in the main office)
- Have a 2.0 minimum GPA. Grades will be assessed every 9 weeks for eligibility.
- Junior academic status—must have earned 10.5 credits as of semester one, and 13.5 credits as of semester two.
- NO suspensions during the semester.

- NO unexcused absences or excessive tardies (5 or more)
- NO fines.

Students must turn in an Off Campus Permission form and get a sticker for their ID card from the main office in order to have these privileges. If this privilege is abused, it may be revoked. Students who leave campus without an off campus sticker or permission slip, or who aid unqualified students to leave campus will face disciplinary action and/or loss of privileges. Off-Campus Lunch Guidelines include the following:

- Every time you leave campus, you must display your school identification with your lunch pass sticker. NO PASS=NO GO!
- All students in vehicle leaving campus must have proper identification. Drivers are responsible for their passengers, and will lose lunch privileges for driving ineligible students off campus.
- **Be punctual.** If you are late returning to campus from lunch or skip any afternoon classes, you will lose your off-campus privileges.
- **Be Safe.** Reports and/or observations of poor conduct off of school grounds will result in loss of off-campus privileges and possible further consequences. School officials will work closely with Washougal PD regarding driving and safety issues.
- **Be appropriate.** Reports and/or observations of poor conduct in the community and at businesses during lunchtime will result in loss of off-campus privileges and possible further consequences.
- **Off-Campus passes and/or parking permits can be revoked at any time throughout the year for issues regarding attendance, academics, fines, or behavior.**

COMMUNICATION DEVICES (WIRELESS): Students may possess wireless communication devices (cell phones, etc.) on school grounds provided that these devices are not seen, not heard, and are not activated from the ringing of the tardy bell until the end of the class period, even in the hallways. Cell phones seen, used, or heard will be confiscated and discipline will be assigned. (*See PERSONAL ELECTRONIC DEVICES for progressive discipline.*) Instead of calling or texting your personal device if there is an emergency, **parents are asked to call the main office at 954-3100, or the attendance office at 954-3115.**

COUNSELING, CAREER, AND GUIDANCE: Counseling and Career Guidance services are available in the Counseling Office and the Career Center. Students are encouraged to make appointments in both offices. Information and computerized search and research programs is available on careers, scholarships, colleges and universities, as well as academic planning. Computerized research and search programs for these areas are also available.

DEFIANCE OF AUTHORITY OR DISRESPECT TO SCHOOL AUTHORITIES: Direct defiance/insubordination to school personnel in such a way as to prevent school personnel from performing their duties. Running from or attempting to evade Campus Security and/or Administrators carries the maximum penalty. Offenses are cumulative in grades 9 - 12. Notification of Police may occur.

DESTRUCTION OF PROPERTY: If a student injures or defaces property belonging to a school, contractor, employee or another student, the student, if suspended, may not be readmitted until payment is made in full.

DISCRIMINATION: All persons and groups within the school are to be treated with dignity and respect. Discrimination on the basis of age, gender, race, color, religion, national origin, disabilities, economic status, personal and physical characteristics, or other characteristics of individuals or groups will not be tolerated. Actions, gestures, statements (spoken or written), dress, or symbols, which insult, offend, taunt, or demean others because of their individual or group differences may result in corrective action. The use of ethnic and/or cultural references, or other language that is reasonably understood to disparage, incite, humiliate, or degrade an individual, a race, or a group regardless of the intent will not be tolerated in school. This includes language that originated from the lyrics of popular music that may be used in casual conversation.

DISRUPTIVE DEVICES: Items that may disrupt the education process; e.g., cell phones, squirt guns, water balloons, firecrackers, skateboards, heelys, electronic devices, etc., are not permitted to be used at school. All disruptive devices will be confiscated and appropriate disciplinary action will be taken. The use of skateboards and heelys on school property and on sidewalks bordering school property is prohibited at all times. *(See PERSONAL ELECTRONIC DEVICES for progressive discipline.)*

DISTRIBUTION OF MATERIALS: Publications and other materials may be distributed on school premises by students provided that school administrators have given prior approval, and such materials and/or their distribution are not likely to be disruptive or libelous, and are not obscene. A student shall not possess and/or distribute materials and information including, but not limited to, recipes for explosives, bombs, pornography and/or similar materials inappropriate to the high school setting and/or which demonstrate tacit approval of, or promote or incite to violence. Possession and/or distribution of such materials will result in appropriate and immediate discipline up to and including suspension or expulsion.

DRESS AND APPEARANCE: Student dress and appearance is the responsibility of the individual and parent. WHS policy requires common sense, decency and safety with regard to dress. **The reason for this policy is to build and reinforce work habits and differentiate school time from any other time. School dress standards set a tone, which reinforces the learning environment.** This policy grants an administrator the latitude necessary to make judgment calls concerning what is considered appropriate attire. Students are to observe modesty, appropriateness and neatness in clothing and personal appearance. Students may express individuality in their dress and grooming, within reasonable bounds:

- Students are not appropriately dressed or groomed if their appearance causes a disruptive influence either to themselves or to others while in the pursuit of the educational process or if their appearance presents a health or safety problem.
- Students are not allowed to wear clothes, hats, pins, patches, buttons or any other article of clothing that advertises alcohol, tobacco products and/or illegal drugs.
- Students are not permitted to wear clothes, hats, pins, buttons, patches or other insignia or any other article of clothing that is profane, lewd or would cause disruption or interference with school operation.
- Gangs are prohibited in the Washougal Schools. In keeping with this policy, students shall not be permitted to wear or carry clothing, insignia, or markings that identify them as members of such organizations, or any combination of apparel that law enforcement agencies currently consider to be gang related (this is subject to change). This is true for both boys and girls.

Any attire or clothing that brings undue attention (too tight, too “skimpy,” too revealing), and in so doing could disrupt the educational process, is prohibited. *Clothing which exposes private body parts or underwear is not acceptable.*

- Sagging pants, halter tops, short shorts, mini skirts, spaghetti straps, bare feet, bare chest, bare stomach, bathing suits, and see-through clothing are not acceptable for regular classroom attire. Shirts, blouses, dresses and tops should not reveal cleavage, midriff or stomach.
- Skirts and shorts *must be LONGER than fingertip-length or mid-thigh*, whichever is longer on your student. (Shorts should have a minimum 6-7” inseam.)

DUE PROCESS: The administrators and teachers of Washougal High School desire to treat each student fairly and firmly in instances of misbehavior. Parent understanding, support, and cooperation are absolutely essential to our efforts.

Due process procedures outlined below will be administered at Washougal High School:

- Disciplinary authority shall be exercised with fairness and consistency.
- Every effort shall be made by administrators and faculty members to resolve problems through effective utilization of school district resources in cooperation with the student and parents/guardians.
- In the cases of suspensions, parent/guardian will be notified. If the student and parent/guardian desire, they may request an informal conference concerning the discipline with the building principal or designee. Should further grievance beyond the building level be desired, the student or parent/guardian may:
 - Contact the District Office within two school business days for the purpose of presenting a written and/or oral grievance.
 - Present a written and/or oral grievance to the Board of Directors during the board’s next regular meeting, if the grievance is not resolved with the district hearing officer.
- In cases where long-term suspension or expulsion is recommended, a written notice will be mailed/delivered to the student and parent/guardian.
- If the student and parent/guardian desire a formal hearing, they are to reply in writing within three school business days. The right to a hearing will be waived if there is no reply within the three-day period.
- Any student who has been placed on long-term suspension or expulsion may make a written application to be readmitted to Washougal High School. The application is to be made through the district superintendent or designee.
- The hearing shall be conducted before a hearing officer appointed by the superintendent. Such hearing officer shall not be a witness and shall determine the facts of each case solely on the evidence.

ELECTRONIC ENTERTAINMENT DEVICES: Students shall not use radios, MP3 players or iPods, tablets, laptops, computer games, audio or video recording devices, or other electronic devices during class time without express consent of a school administrator or an individual classroom teacher. *(See Personal Electronic Devices for progressive discipline.)*

ENDANGERING OTHERS: Student conduct which may put others in danger will not be permitted. This includes, but is not limited to, violation of fire regulations; making false fire reports; lighting matches; lighting any flame not an approved part of classroom instruction; use of incendiary or

explosive materials; and threats or attempts to bomb, burn, or destroy, in any manner, school property or the property of school personnel or students.

EVACUATION/FIRE DRILLS: Evacuation/Fire Drills will be regularly conducted during the school year. When the alarm sounds, students will be directed to move quickly out of their classrooms to a designated location away from the building. The alarm system is an emergency system. No person other than the building administrators is to operate the alarm system except in case of an actual emergency.

FAILURE TO REPORT VIOLATIONS: In order to maintain safety and security in our school, students are responsible for reporting serious violation of the Code of Conduct to teachers, administrators, or other appropriate staff. Serious violations include conduct or behavior which results, or may result, in injury to the person, health, or welfare of students or staff; damage to property and the presence of drugs, alcohol, weapons, or any other illegal activity.

FAMILY ACCESS TO GRADES AND ATTENDANCE: Family Access provides parents and students on-line access to student information including grades and attendance. Parents and students are encouraged to monitor information regularly using family access and contact the counseling center or attendance office for discrepancies. Family Access login and passwords may be obtained in person from the main office or the counseling center.

FIGHTING, ASSAULT OR CAUSING/ATTEMPTING TO CAUSE PHYSICAL INJURY: A student shall not threaten, attempt to or cause physical injury, or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person on or about school district property at any time; off the school grounds at a school district-sponsored activity; or off the school grounds when the prohibited behavior is a consequence of, or directly related to, causes or events which occurred or originated on school grounds. Offenses are cumulative in grades 9-12. Notification of Police may occur.

FINES: Students who owe fines may not be allowed to participate in extra-curricular activities until all items listed on their fine statements have been paid for or returned to the school. Official transcripts and diplomas will be held until fines are settled. The ASB Technician does not have the authority to dismiss fines; therefore, fine disputes must be taken up with the person who assessed the fine or an administrator.

FORGERY OR FALSIFYING DOCUMENTS: The forging of any signature or the making of any false entry or the alteration of any document used or intended to be used in connection with the operation of the school shall be prohibited and subject to disciplinary consequences.

GRIEVANCE PROCEDURE: Students have the right to discuss a grievance they might have concerning general rules and regulations established by the school, administration and/or teachers. Grievances must follow the line of communication:

- Classroom teacher or coach
- Department Chairperson/Athletic Director
- Counseling, if applicable
- Associate Principal
- Principal

- Superintendent or Designee
- School Board

HALL PASSES: All students in the halls during class time must have an appropriate VISIBLE WRITTEN OFFICIAL SCHOOL PASS from a member of the staff. When out of class, students must not interfere with other classes.

HALLWAYS: Students are asked to exhibit mature judgment and good taste regarding conduct in hallways. Rowdy behavior cannot be tolerated and overt displays of affection are embarrassing and disconcerting to others. Mutual respect among students in hallways and about the campus contributes to a sense of pride and respect for the school in general. Lunches will be served in the commons and may be eaten in the commons or courtyard. All other areas are off limits during both lunches as well as breakfast. During the lunch hour students are not to eat in hallways of the building.

HARASSMENT/INTIMIDATION/BULLYING: Intentional use of violence, force, coercion, and/or threat to harass or cause physical injury to another person is prohibited. Words, gestures, symbols, or physical contact, which offend, intimidate, threaten or persecute others will not be tolerated. This includes such behavior as non-physical intimidation, posturing or “stare downs”. The school district has a policy for assisting students who are being harassed.

The first step is to let the person who is doing the harassing know that his/her action is unwanted. Students should also let an adult know what is happening. If the harassment continues then the second step is to let an administrator or counselor know the situation. An informal hearing may be held to gather more information and talk with the people involved. Students may also request peer mediation. If the person or persons continue to harass, then a formal mediation can be requested with a school district representative to investigate the alleged harassment and make a decision regarding the next step. If the harassment continues, there are further legal steps that can be taken to protect a student’s right to feel safe and comfortable at school. Offenses are cumulative in grades 9 - 12. Notification of police will occur.

HEALTH ROOM: Students who are ill should request a hall pass from the teacher for admittance to the health center. Minor first aid may be accomplished between classes and emergencies should report directly at any time.

HOMEWORK REQUESTS: Students who have an *excused absence* of three or more days, may request that homework be collected from the student’s teachers. Requests for homework should be made through the attendance office. Please call the attendance secretary at 954-3115.

I.D. CARDS ARE REQUIRED for ALL STUDENTS: I.D. cards are to be carried at all times when on campus and are provided at no cost. Pictures for I.D. cards and ASB cards will be taken during school pictures before school starts. *All students will need to have their picture taken for identification purposes whether or not they plan to purchase school pictures.* Students who lose their I.D. cards *may* be charged a \$5 replacement fee. The ASB sticker on the I.D. card provides students with discounts on some prices and free admission to home sporting and fine arts events. Students participating in athletics and activities will be charged \$35 for an ASB card and an additional fee may

also be required for participation in athletics. Students who qualify for free or reduced lunch will only be charged \$15 for an ASB card.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT: Washougal School District, as directed by WAC 392-182-100, is obligated to locate, evaluate and identify students with suspected disabilities. If you suspect that your student is disabled, please contact the building administrator. Special education services are provided for disabled students who qualify based upon identified evaluation standards.

INTERNET/NETWORK USE: Internet use benefits students' education in the form of access to educational resources otherwise unavailable. General school and district rules for behavior and communications apply. Users should have no expectation of privacy in electronic files stored on school district computers. Network storage areas are the property of the district and are subject to being searched. The Washougal School District intends to provide Internet access as a tool for educational activities and does NOT intend to create a forum for discussion of 'any topic at any time'. Students using the district network are not permitted to do the following: access offensive messages or pictures; use obscene or defamatory language; harass, insult, defame, or attack others; damage computers; alter computer systems or networks; violate copyright laws; use another's password; give out his/her name, address, or phone number; trespass in another's folders, work, or files; intentionally waste limited resources; or employ the network for commercial purposes. Violations may result in loss of access as well as other disciplinary or legal action. Internet access in the Washougal School District is a privilege, not a right.

LIBRARY: The library is for study, reading, word processing, reference, and research work. Students are encouraged to use the area before and after school and at lunch. The library rules include:

- Hall passes are required to enter during class periods—teachers should check with the library for available space *before* sending students.
- A quiet atmosphere will be maintained.
- Respect and care for furniture and equipment is expected.

LOITERING: School students and visitors are not to loiter in their cars around the High School building, parking lots or adjacent areas at any time during the school day. This includes during lunch. Students who have off-campus privileges are expected to leave school during lunch. Students who do not have off-campus privileges are expected to remain in the building during lunch. For the sake of safety and supervision, it is not appropriate for pedestrians to gather on the sidewalks in front of school property or to gather around cars in or near the street area.

LOST AND FOUND: Unclaimed items found by students around the school may be turned in to the main office. If a student believes he or she has lost something at school, it is the student's responsibility to come to the office to report the loss and check Lost & Found. Items will be held in the main office for no less than one month, after which time unclaimed items may be donated to charity.

MEDICATIONS: Prescribed, or over-the-counter, oral medication may be dispensed to students on a scheduled basis upon written authorization from a parent with a written request by a physician or

a dentist. If the medication is to be administered more than fifteen consecutive days, the written request must be accompanied by written instructions from a licensed physician or dentist. Requests shall be valid for not more than the current school year. **The prescribed, or non-prescribed, medication must be properly labeled and be contained in the original container. The medication must be brought to school by a parent. Students should not transport medication to school.** The office will collect an authorization form properly signed by the parent and by the prescribing physician or dentist.

No staff shall administer prescribed medication by injection except when a student is susceptible to a predetermined, life-endangering situation. The parent shall submit a written statement which grants a staff member the authority to act according to the specific written orders and supporting directions provided by a physician (e.g., medication administered to counteract a reaction to a bee sting).

If a physician or dentist and a student's parent request that a student be permitted to carry his or her own medication and/or be permitted to self-administer the medication, the principal may grant permission after consulting with the school nurse. **Violations of any conditions placed on the student permitted to carry and/or self-administer his/her own medication may result in termination of that permission, as well as the imposition of discipline when appropriate.**

OFF CAMPUS EVENTS AND ACTIVITIES: Students are not to leave the building, athletic fields or grounds during dances, games or any school activity and ask for readmission to these activities.

PRIDE TIME - Each student will be assigned to a Pride Time. The focus in Pride Time will be on Character, Digital Citizenship and High School and Beyond lessons. The intent is for students to have the same Pride Time teacher for four years.

PARTICIPATION IN ACTIVITIES/SPORTS: If an athlete receives an unexcused absence for any portion of the day, the athlete shall be ineligible to participate in athletic contests on that day. If excused, the athlete may participate if he/she was in attendance for one half day or more. Any exceptions to this rule must be approved by an administrator or the athletic director.

PAUSE BEFORE YOU POST: Washougal High School is promoting, "Pause Before you Post" behavior. Pausing before you post something to an email, text message, and a social network is a must. Once you post you lose control of the material posted. Before you make a post, ask yourself:

- Who will be able to see what I post?
- Will anyone be embarrassed or hurt by it?
- Am I proud of what I'm posting?
- How would I feel if someone posted it about me?

Personal publishing guidelines:

- Assume that everyone will see what you publish.
- Consider how people might use what you publish against you to cause you harm.
- Do not publish inappropriate language or gestures. You don't want people to judge you negatively when they see your work.
- Do not publish something that you didn't create.

P.E. LOCKS: Students will be fined \$5 for any lock not returned at the end of the term. P.E. lockers are to be kept locked at all times. Students will be required to use the school locks. Students are responsible for clearing belongings out of lockers the day the class/sport ends.

PERSONAL ELECTRONIC DEVICES: WHS believes that technology plays an important role in enhancing the learning experience for our students. Personal Electronic Devices (i.e., cell phones, iPods, etc) have the potential for positive communication and enhanced student learning. PED's may be used by students during non-instructional time at lunch in the commons. Students may use phones in the hallways *during passing time*. Students may use PED's for learning purposes at the discretion of the teacher. Some prohibited uses of PED's include: academic dishonesty (cheating), interference or disruption of the teaching-learning environment, violations of a person's reasonable expectation of privacy, compromising personal and/or school safety and any other illegal and/or unethical activities. Failure to comply with this policy may result in the confiscation of the PED and/or disciplinary action. The school assumes no responsibility for the loss, recovery, repair or replacement for any PED brought onto school property. When unauthorized for use, PED's are to be kept out of sight, turned off and not used within school premises or during school-sanctioned events. Instead of calling or texting your personal device if there is an emergency, **parents are asked to call the main office at 954-3100, or the attendance office at 954-3115.**

PETS: For the health and well being of students, staff, and the animals, no pets are allowed at school without prior administrative approval.

POSSESSION, USE OR DISTRIBUTION OF CONTROLLED SUBSTANCES: A student shall not possess drug paraphernalia nor possess; or be under the influence of (however slight); or sell, distribute, trade or transfer alcoholic beverages, illegal and/or other mind-altering drugs or substances. A student shall also not possess nor be under the influence of (however slight) nor sell, distribute, trade or transfer substances purporting to be alcoholic beverages, illegal and/or other mind-altering drugs or substances. (Medicine properly prescribed and used in accordance with the prescription and school policy is exempt from the provision.)

PROFANITY AND/OR OBSCENITY: The words you use, the tone of your voice, and the way you treat people reflect on you and your reputation. Students are expected to treat everyone with respect and use language that demonstrates this. Foul, profane, obscene, abusive language or actions directed toward others, including intimidation or harassment is not appropriate in the school environment. Additionally, ethnic, racial, sexist, homophobic, or any other discriminatory remarks are not acceptable.

PORNOGRAPHIC MATERIALS: Possession and/or distribution of pornographic materials are not allowed. Offenses are cumulative in grades 9-12.

PUBLIC DISPLAY OF AFFECTION (PDA): Students are expected to act within the boundaries of good taste while on campus or on the school buses. Prolonged embracing, kissing or other forms of personal displays of affection (PDA's) are not acceptable at school. Students will be warned of unacceptable behavior when noticed by a staff member or administrator. Continued demonstration of this type of behavior will be considered defiance of authority and will be referred to an administrator for disciplinary action, which may include disciplinary consequences. Parents will be notified.

REFUSAL TO IDENTIFY SELF TO SCHOOL STAFF: All persons must, upon request, identify themselves by name to any school district personnel or authorities in the school building, on or adjacent to school grounds, at school-sponsored events or on school buses. Refusal to do so is a safety concern and is considered defiant. Disciplinary action will result. (See *Disrespectful Conduct/Insubordination*.)

RESPONSIBILITY FOR SCHOOL PROPERTY: Each student is assigned books, lockers, materials, uniforms, etc., during the school year for which the student is responsible. Students with damaged or lost items are subject to fines. Failure to pay fines or return school property may result in records being withheld, loss of athletic eligibility, etc. Please act responsibly. If you notice property in need of repair, bring it to the attention of your advisor, your teacher, or the school office.

SCHOOL DANCES/AFTER SCHOOL ACTIVITIES: Various social activities, such as dances, are planned periodically throughout the school year. Multiple discipline referrals, suspensions, or attendance violations may deny you the ability to attend the prom, dances, and any after-school activity, at the administrators' discretion.

Generally these activities are for the members of the Washougal High School student body only. Students can bring one guest to a dance. Guests and WHS students must provide photo identification and sign a form saying they will follow all dance rules to attend dances/activities. Guest forms must be signed and turned into the main office the day before the dance. No guests will be allowed to attend the dance without prior approval. No guests will be allowed over the age of 20 or below 9th grade.

Any instructions given by the advisor(s) or chaperones must be followed. Students at all school-sponsored events off campus will be governed by school district rules and regulations. **No one will be allowed to re-enter a dance or activity after leaving (this includes all sporting activities)**. All dances end at 11:00 p.m. except if the dance is scheduled to end earlier.

The behavior standards that apply during the school day also apply at dances. The expectation is that students display appropriate behavior while at dances, either on the school premises or at off-campus locations. Inappropriate behavior is detailed in the Washougal High School Dance Expectations. A student's violation of the school's dance expectations will be grounds for removal from the dance.

Parents should look at their student's attire prior to them leaving for a school dance or activity. Use the dress code below to make sure they are appropriately dressed. If you question whether or not the student's clothing meets these expectations, please err on the side of caution and choose another outfit. **Administration will assess attire at the door.** Coming to a dance inappropriately dressed will result in a student being turned away at the door and sent home with no refund. Students who were dropped off will be asked to call their parent to come pick them up. If no parent can be contacted, the student(s) will remain in the registration area of the dance and wait for their intended transportation home.

- Dresses must be no shorter than the middle of the thigh.
- The tops of all dresses must fully cover the breast area. Excessive cleavage is not allowed. V-neck dresses must not plunge any deeper than the bottom of the bra line area.

- At no point on the dress should any part of the midriff be exposed. Dress backs must not fall below *the waist* (not the hip bone).
- Dresses may not have slits that go higher than the middle of the thigh.

The style of dance over the past few years has become a concern. Our goal is not to inhibit students' creativity but to bring acceptable decorum back to the dances. **Appropriateness of dancing will be assessed by the WHS staff throughout the dance.**

- Several students dancing nearly on top of one another is not allowed.
- Bumping, grinding or any dancing of a sexual nature is not allowed (as determined by the staff).

If a staff member encounters inappropriate dancing he/she will speak to the student(s) and make a determination at that time whether the student(s) will be given a warning or removed immediately from the dance without refund.

SCHOOL RESOURCE OFFICER: Students may contact our SRO throughout the day as a resource to prevent and/or resolve conflicts affecting their ability to concentrate in-class, on work, or feel safe while on campus. The School Resource Officer can be reached at 954-3207.

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

- Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
- Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or
- Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.
- The District will take prompt, equitable, and remedial actions within its authority on reports, complaints, and grievances alleging sexual harassment that come to the attention of the District, either formally or informally. Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, and/or contractors. Allegations of criminal misconduct will be reported to law enforcement.
- Suspected child abuse will be reported to law enforcement or Child Protective Services. It is a violation of policy to knowingly report or corroborate false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.
- Retaliation against any person who makes, or is a witness in, a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

A student who believes that he or she has been subjected to sexual harassment should report the alleged harassment to a teacher, counselor, or an administrator. Any student involved in sexual harassment will be subject to disciplinary action and/or expulsion or discharge. This includes:

- Making unwelcome, offensive, or inappropriate sexual advance, or providing a benefit to someone who does;
- Using derogatory sexual terms for a person;

- Standing too close, inappropriately touching, cornering or stalking a person;
- Displaying offensive or inappropriate sexual illustration on school property. Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female. If you believe you have been sexually harassed:
 - o See a counselor or an administrator if you feel you are being sexually harassed or if you have an uncomfortable feeling about what someone is saying or doing to you. If you would feel more comfortable reporting the harassment to someone outside of the school building then contact the District Office.
 - o In the event of suspected sexual harassment, an administrator will investigate.
 - o The person(s) violating the harassment policy will receive disciplinary action according to established guidelines.

SIGNS & POSTERS: SIGNS AND POSTERS: Signs and posters related to school events, including campaign publicity are permitted under the following conditions:

1. Signs and posters must be approved by ASB advisor.
2. Advertisement of non-school sponsored events must be approved by the Washougal School District.
3. You are responsible for removal of your posters after the date of event or after signs are posted for more than two weeks.
4. Students must use only approved methods of hanging all signs and posters:
 - no duct tape, staples or nails/screws shall be used;
 - blue painter's tape or masking tape are approved for use.

SKATEBOARDS / IN-LINE SKATES / BIKES: Students are discouraged from bringing these unnecessary items to school. If brought to school, skateboards and skates must be kept in the office during school time. Bikes must be left in bike racks in front of the school and should be secured with a bike lock. The school is not responsible for damage, loss, or theft of these items. **Once on campus, students may not use any items with wheels.**

SPEECH AND ASSEMBLY: Students are encouraged to verbally express their personal opinions in such a manner and at such times as does not disrupt or interfere with the educational process or with the freedom of others to express themselves. The use of obscenities, lewdness, vulgarity, profanity or personal attacks is prohibited. All student meetings on school property may function only as scheduled and regulated by school authorities.

STUDENT RECORDS: Washougal maintains records necessary for the educational welfare of students for orderly and efficient operation of the school, and as required by law. All information related to individual students is treated in a confidential and professional manner. Student records are the property of the district but are available in an orderly and timely manner to the student, parent, or legal guardian. All emancipated students may determine access to their records.

STUDENT SEARCHES: All students possess the right to be secure in their persons, papers and effects against unreasonable searches and seizures. However, in order to maintain order and to ensure that school policies and procedures are followed, school officials are authorized to conduct searches when reasonable cause exists.

- **Reasonable Cause:** Reasonable Cause exists when school employees have information,

evidence or reason to believe that a student has or is violating a school rule, or that the student possesses contraband or other material that is or has the potential of being harmful to the school environment or school property.

- **Motor Vehicles:** Motor vehicles which are driven by students and parked on or immediately adjacent to school property during regular school hours or during school events are subject to being searched when school officials have reasonable cause to do so.
- **General Searches:** School officials may make general searches of lockers or desks for purposes including, but not limited to, safety, cleanliness, retrieval of school material or violation of school rules. Such general searches shall not include personal items stored in lockers or desks such as clothing, bags or purses unless reasonable cause exists. General searches of lockers or desks may also be conducted in situations such as a bomb threat, traffic in drugs or loss of school materials.
- **Physical Searches of Students:** A limited physical search of a student or the student's personal effects may be conducted when there is reasonable cause to do so. In such instances, a minimum of two school officials must be present of which at least one must be the same sex as the student. School officials are forbidden to conduct any type of "strip search" in which a student's private body parts would be exposed or in which removal or rearrangement of clothing would expose the student's undergarments. Failure to permit searches and seizures as provided in this policy will be grounds for short- or long-term suspension, and law enforcement agencies may be contacted when appropriate.

TAMPERING WITH FOOD/DRINK OF ANOTHER: Tampering with or putting foreign substances into the food or drink of another person, or intentionally tampering with a food/drink and then putting it where another would likely consume it or offering it to another for consumption is strictly forbidden. Notification of Police may occur.

THREAT/ THREATENING: Any expression of intent to cause harm, injury, or damage to students, employees, volunteers, patrons, or other persons on school property, at a school-sponsored activity, or on school buses, will not be tolerated. This includes threats made off school grounds and verbal arguments that include invitations to fight, as well as all oral, written, or electronic forms of threats of violence that create fear of physical harm or an intent to cause damage to a school building or property. Students may be recommended or required to participate in a formal threat assessment if the threats are deemed substantive or very serious.

TOBACCO: Washington State law prohibits tobacco use by staff, students, and all visitors on school grounds, or in reasonable proximity (400 ft. of school grounds), at all times. Student use or possession of tobacco will not be allowed on school property, including all district parking lots, or during school-sponsored events. The holding of a tobacco product will be considered the same as using. Additionally, use or possession of tobacco by persons under the age of eighteen is illegal, and the police will be notified. Tobacco look-alike products are also prohibited.

TRESPASSING: Students may be in approved areas of the school building and grounds during normal school hours or after hours with the approval of a school staff member. Students are considered to be trespassing if they are present at a school other than the school in which they are enrolled, unless they are attending an approved school activity or have the approval of a school staff member. Students whose disciplinary cases are pending a long-term suspension or expulsion decision, or students who have been suspended or expelled are not allowed on any school property

(including school buses) or at any school-related activities without the permission of a school administrator. Students who are trespassing on any school property are subject to arrest and corrective action at school. All visitors must report directly to the office.

UNAUTHORIZED AREAS OF THE SCHOOL: The Washougal School District is concerned about the welfare and safety of students from the time they leave their home for school until they return home. Once arriving on the school grounds, students are not allowed in unauthorized areas unless supervised, and must remain on campus unless properly checked out through the office. Unauthorized areas include Gause Elementary School, the stadium, the open field area north of the high school, the fields west of school (including the baseball and softball diamonds and dugouts), tennis courts, parking lots, and “J” and 39th Streets (including the sidewalks).

VANDALISM: The willful or malicious destruction or defacement of school or private property on school premises is prohibited. Restitution, in addition to disciplinary action, will be required. Students who unintentionally/accidentally cause destruction or defacement of property will be subject to restitution.

VISITORS: All visitors to school buildings and grounds are to be authorized through the principal’s office **only**. Non-students who do not have a valid reason to be on campus will be requested to leave. If they refuse, enforcement of the request will be asked of police authorities. Parents are encouraged to visit the schools; however, they should check with the school principal **before** visiting the classes. **In an effort to maintain a safe campus, the policy of allowing student visitors has been discontinued.**

WEAPONS: For the personal safety of all students, school district employees, and school patrons, no materials, which are normally viewed as weapons, or are used for the purpose of a weapon, are permitted at school. Weapons include, but are not limited to, guns of all types including look-alikes, knives of any size, stabbing devices, throwing stars, explosives, mace/pepper-spray, or any weapon or device considered unsafe and dangerous according to federal and state law. Students who handle, carry, or possess such devices on or about school property subject themselves to immediate emergency expulsion. Students who handle or carry unsafe and dangerous weapons will likely be expelled with no chance of return per Washington State law and our concern about the safety of students, staff, and other school patrons. Use or possession of a weapon during school hours or while attending a Washougal School District-sponsored activity. Offenses are cumulative in grades 9 - 12. Notification of Police will occur.

- 1st Offense: Long-term suspension and/or recommendation for expulsion.
Possession/use of a firearm will result in a minimum one calendar year expulsion.

WEATHER/EMERGENCY CLOSURE: In the case of inclement weather, please refer to the district website and refer to local television and radio stations for information.

WSD 2016-17 Calendar

Washougal School District 2016-2017 School Calendar

August 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2016						
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October 2016						
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30	31					
November 2016						
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December 2016						
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January 2017						
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February 2017						
S	M	T	W	T	F	S
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26	27	28				
March 2017						
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April 2017						
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30						
May 2017						
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28	29	30	31			
June 2017						
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July 2017						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



First and Last Day of Classes

School Holiday or Other Non-Student Attendance Day

Sep 7	School Starts (Wednesday early release day)
Oct 14	District Professional Development Day
Oct 24-28	K-12 Conferences (3-Hour Early Release)
Nov 11	Veterans Day Holiday
Nov 23-25	Thanksgiving Holiday
Dec 21-Jan 2	Winter Break
Jan 3	Return from Winter Break
Jan 16	Martin Luther King Holiday
Feb 3	Semester Break - District-wide
Feb 6	Non-Attendance Day - Snow Make-up Day*
Feb 20	Presidents' Day
Mar 29-31	K-12 Conferences (3-Hour Early Release)
Apr 3-7	Spring Break
May 26	Non-Attendance Day - Snow Make-up Day*
May 29	Memorial Day Holiday
June 16	Excelsior HS Graduation
June 17	Washougal HS Graduation
June 20	Last Day of School (3-Hour Early Release)
June 21-22	Possible Snow Day make-up days*

Semesters end: Feb 2, June 20

Trimesters end: Dec 2, Mar 17, June 20

EARLY RELEASE DAYS: EVERY WEDNESDAY

K-5 schools: 2 hours, 45 minutes early

6-12 schools: 40 minutes early

*Make-up days to be used (in order listed) for school closures due to inclement weather:

Feb 6, May 26, Jun 21, Jun 22

Board approved: February 23, 2016

4.12.16

RELATED WASHOUGAL SCHOOL DISTRICT BOARD POLICIES

High School Graduation Requirements – Policy 2410

The Washougal School District will normally expect all high school students to complete four (4) years of full-time attendance.

A high school student who demonstrates unusual aptitude and interest, supported by parental approval, may plan jointly with the high school a program of study which will permit that student to shorten the period of time for completion of his/her secondary school requirements for graduation; provided that the student, together with his/her parents, has submitted application for such early completion. A review board comprised from the high school shall have heard and recommended early graduation for the student, no less than two semesters in advance of proposed graduation.

The Board of Directors will award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district as outlined in the 2410 procedures. Only one diploma will be awarded with no distinctions being made between the various programs of instruction which may have been pursued.

A student will receive a certificate of academic achievement only if they earn the appropriate number of credits required by the district, complete a culminating project, complete the high school and beyond plan, and meet the high school statewide assessment requirements or an appropriate alternative assessment.

Students qualifying for special education services will earn a certificate of individual achievement as determined by their individual education plan.

Washougal High School and Excelsior High School students shall function under such procedures and requirements.

The high schools of Washougal, in all their considerations, will bear uppermost in mind the intention of the State Board of Education as stated within the objectives for the revised WAC 180-51.

High School Graduation – Procedure 2410-P

A “parent” for the purpose of this procedure means a parent, guardian, or person having legal custody of a child. If the student is eighteen (18) years of age or older, or is legally emancipated, the procedures for the parent in this document may be exercised by the student.

I. General Requirements for Annual Enrollment -- Grades 9-12

- A. Full-time enrollment required: unless prior approval from the principal or designee, a student will be enrolled in no less than six (6) subjects each semester.

- B. At least three (3) academic subjects are recommended for study each semester.
- C. "Academic" subject defined: a subject which calls upon use of the combined skills of rationalization--reading and analyzing--and of writing, as requisites of the learning process.
- D. One period of early release or late arrival may be granted by the building principal on an exception only basis. This option will be limited to twelfth grade students.
- E. If it is determined that employed students' workloads are in excess of four hours per day and are a major contributing factor to their lack of academic progress, the principal or designee will counsel these students and will caution them that such work may impede normal progression toward earning a high school diploma.

II. General Requirements for High School Graduation -- Completion of Secondary School Requirements -- Responsibility

- A. The high school curriculum begins with the ninth grade. However, the district may award high school graduation credits for certain classes taken in seventh and eighth grades. Middle school students who, with approval, take a course within a WSD high school program or another Washington state public school using the state matching course code and successfully complete the same high school course requirements and examinations as other grade nine to twelve students may request to apply qualified middle school courses to their high school transcript.

A high school transcript is established for all students at the beginning of the ninth grade year. Records of all course work completed for grades 9-12 will be included on this transcript, along with records of eligible seventh and eighth grade classes.

All grades achieved in grades 9-12 or in eligible seventh and eighth grade classes may be included in calculating the student's high school grade point average (GPA) at the request of the student, including any "F" unless the course has been retaken and a higher grade earned.

- B. A diploma of graduation is issued to students who have satisfactorily met the requirements for secondary school completion-recommended by the instructional staff and certified by the principal.
- C. To qualify for graduation from high school, students in graduating classes of 2015-2020, must earn at least twenty-three (23.0) credits. Students in graduating classes of 2021 and beyond must earn at least twenty-four (24.0) credits. These credits must be earned in grades 9-12 or in eligible seventh and eighth grade classes. A transfer student from out of the Washougal School District may be awarded a diploma from one of the Washougal School District high schools if requirements for graduation are met.

III. Requirements for High School Graduation

- A. Graduation requirements in effect when a student first enrolls in high school shall be in effect until that student graduates unless such period from first entry to graduation exceeds ten (10) years.
- B. The high school shall make available to students a published forecasting handbook or other document which sets forth those courses that meet the course (subject) area requirements established by the local school board and the State Board of Education.
- C. Minimum course (subject) requirements that students shall fulfill for high school graduation as required by the State Board of Education and Washougal School District include the following table of which shall include Washington state academic content standards at the appropriate grade level.

MINIMUM WASHOUGAL SCHOOL DISTRICT GRADUATION REQUIREMENTS:

Subject		Classes of 2016-2020
English		4.0 Credits
Mathematics		3.0 Credits ¹
Social Studies		
Contemporary World Problems (CWP) and Civic Responsibilities		1.0 Credit
U.S. History		1.0 Credit
Social Studies (Elective 2016-2018/World History 2019 and beyond)		1.0 Credit
Science (Lab)		2.0 Credits
Occupational Education		2.0 Credits
Physical Education		1.5 Credits
Health-Wellness		0.5 Credit
Visual or Performing Arts (<i>1 full year of the same type of art form</i>)		1.0 Credit
Electives		6.0 Credits
High School and Beyond Plan		
Total Credits Required to Graduate		23.0 Credits
Total Credits Possible		24.0 Credits
Subject	Class of 2021 Career- & College-Ready Graduation Requirements	
English	4	
Math	3	
Science	3 (2 lab)	
Social Studies	3	
Career and Technical Education ²	1	
Health and Fitness	2	
Arts	2 (1 can be PPR)	

¹

The 3 Math Credits consist of:

- Algebra, Geometry, and Algebra 2; or
- The third credit may also be completed through election of an alternative math credit that leads to a specific career goal identified in the High School and Beyond Plan.

² Or 1 Occupational Education credit, as defined in WAC 180.51.068.

General Electives	4
World Language (or) Personalized Pathway Requirement (PPR) ³	2 (Both can be PPR)
Total Credits	24⁴

- D. Students in the Class of 2013 and beyond must complete the following mathematics courses in progressive sequence: Algebra, Geometry, and Algebra 2.

Prior to selecting a course other than Algebra 2,

1. the student, parent and school staff shall meet, and
2. the parent (or designee from the student if a parent is unavailable) shall sign a form acknowledging that the meeting has occurred and the parent agrees the third credit of mathematics selected is more appropriate given the student's education and career goals.

Students may also satisfy the mathematics requirements by earning equivalency-based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation. This option requires parent signature as described above.

- E. In addition to the course requirements,

1. Students in the Class of 2016 and beyond must:

- a) meet English/Language Arts high school proficiency requirements on the statewide assessment;
- b) pass the End of Course assessment for Algebra, or Geometry, or an approved alternative assessment; and

2. Students in the Class of 2017 and beyond must:

- a) pass the English/Language Arts Exit Exam on the statewide assessment or an approved alternative assessment; and
- b) pass the Mathematics Exit Exam on the statewide assessment, or an approved alternative assessment; and
- c) pass the End of Course science state assessment or an appropriate alternative.

- F. It is recommended that World History be studied during the sophomore year, United States History and Government during the junior year, and Contemporary World Problems during the senior year. These courses should not be taken

³ Personalized Pathway Requirement (PPR) are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

⁴ Up to 2 credits can be waived locally for students who have attempted 24 credits.

concurrently. Students who did not fulfill the Washington State History graduation requirement in middle school must fulfill the requirement through independent study at the high school.

- G. Physical Education/Health includes, but is not limited to, wellness, fitness, disease prevention, nutrition, personal/family health, substance abuse, human sexuality, parenting and community health. Parents have the right to have their students excused from human sexuality and must be provided an alternative to the content. Students excused from physical education/wellness pursuant to WAC 180.50.135 and WAC 180.51.085 shall be required to substitute equivalency credits as prescribed by the-Superintendent/ designee.
- H. The High School and Beyond Plan is a documentation of the student's planning and progress to assist with the student's transition from high school to higher education, technical school, or the world of work.
- I. During the course of his or her high school career, each student will complete a culminating project. The project will demonstrate the student's ability to think analytically, logically and creatively and to integrate experience and knowledge to form reasoned judgments and solve problems. The project will also have a connection to the world of work in that it will demonstrate that the student understands the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.
- J. Alternative learning experiences may be provided for each student within each subject area (see VII. B. of this procedure).
- K. The requirements for graduation shall be provided in writing to students and parents annually beginning with the ninth (9th) grade.
- L. When deemed to be in the best interest of the individual for students through the class of 2018, specific (district graduation) credit requirements may be waived by the principal if equivalency credit can be substituted. Washington State minimum graduation requirements may not be waived. The following procedure shall be followed in graduation waiver requests:
 - 1. The principal is responsible for evaluating educational experiences of individual students and recommending graduation to the Superintendent when requirements have been met.
 - 2. An individual student may be granted an exemption from any requirement in this policy if such requirement impedes the student's progress toward graduation provided there is a direct relationship between the failure to meet the requirement and the student's ability.
 - 3. Waiver of district graduation requirements is determined by the principal. The procedure for processing requests for waiver shall be as follows:

- a) Request shall be initiated by the parent or the eligible student and shall be submitted in writing prior to the beginning of the semester in which the specific requirement will be waived.
 - b) Such requests shall state specifically the reasons thereof and shall include supporting data where applicable.
 - c) Final determination of the request shall be made in writing within ten (10) days of receipt of the request.
 - d) The principal shall develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request.
 - e) The parent or eligible student shall be notified that an appeal of the decision on waiver requests may be made in writing to the Superintendent or his/her designee within ten (10) days following receipt of the principal's decision. The decision of the building principal shall be final.
 - f) Credit may be granted based upon competency assessments, in lieu of enrollment or taking specific courses as approved by the State Board of Education. Competency assessments shall not be utilized for early graduation of students, Section XII.D. of this procedure.
- M. Beginning with the Class of 2021, at the discretion of the school principal, up to two (2.0) credits may be waived for students who have attempted twenty-four (24.0) credits. The principal's determination to waive credits will be made on a case-by-case basis, in accordance with State Board of Education rules, and only if unusual circumstances exist. A student must make a written request and describe the unusual circumstances that would justify the waiver of credits.
- Factors each principal must consider, but are not limited to, include whether the student's circumstances are atypical for a high school student or whether the circumstances are beyond the student's control.
- N. A quarter credit per course per semester may be granted at the discretion of the principal. Additionally, partial credit may be granted to students as authorized by 20 USC § 6398.

IV. Credit Requirements for High School Graduation

- A. One credit is equivalent to a minimum of one hundred fifty (150) hours of instruction and successful completion of district course requirements. One-half (0.5) credit will be granted for successful completion of a course lasting for one semester, grades 9-12. One (1.0) credit will be granted for successful completion of a course lasting one year, grades 9-12. Credit for applicable courses taken in grades seven and eight will be calculated as follows:

1. Students must complete two (2) years of a world language, if offered, at the middle school to receive one (1.0) credit. No partial credit is given.
 2. Students taking Algebra, Geometry, and Algebra 2 at the middle school level may apply to receive one (1.0) credit for the completion of each class upon enrollment in high school.
- B. The district may identify specific courses that are eligible for competency credit, and will determine the required demonstrations and criteria for proficiency.
 - C. Credit requirements exceed those of the State Board of Education (WAC 180-51-060) to assure that students have an opportunity to undertake a variety of academic, occupational, and cultural courses in order to substantially enhance the quality of life while in high school and during the years to follow.
 - D. School counselors will evaluate each transfer student's official transcript to determine graduation year fields, course title, Washington course designation, grade earned, credit earned, and grade point average.
 - E. The building administrator shall determine whether transfer credits will be recognized and accepted for district courses based upon the course title, course curriculum, if available, diagnostic assessment of the student and/or interviews with the student and parent.
 - F. The high school shall keep on file for student and public inspection a copy of the State Board of Education Rules and Regulations regarding high school requirements and procedures for equivalencies applicable for the school year, including the preceding ten years. The district high school graduation requirements and procedures for equivalencies shall also be kept on file with such state requirements.
 - G. Only certain designated courses fulfill the math requirements. Other math courses taken can be applied to elective credits requirement.
 - H. Graduation requirements for students who transfer into a district high school from a non-accredited high school are set forth in Section XIX below.

V. Sequential Requirement for English, Mathematics, and Science

- A. English, mathematics, and science courses that are required for graduation shall not be applied toward the subject area requirements in WAC 180-51-060 at a rate exceeding one (1) credit per year. The principal may make exceptions for students:
 1. Who transfer from without the state who have already earned five (5) or more credits but who will not be able to make normal progress toward graduation with their class without an exception.
 2. Who fail a course and jointly enroll in the failed course and another course in the same subject area if such other course does not require the failed course as

a prerequisite and the students are not able to make normal progress toward graduation with their class without an exception.

- B. Additional credits in these subjects in excess of the one (1) credit per year rate of accumulation shall be counted toward the minimum state credit requirement or local requirements if applicable.
- C. Special accommodations may be provided for an individual student, or in lieu thereof, exemption from any requirement in this section, if such requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's ability.

VI. Notice to Students and Parents

- A. All notices to parents and sharing with parents the education records of their student shall be made in accordance with the Family Educational Rights and Privacy Act (20 U.S.C. §1232g).
- B. Commencing with the beginning of the ninth grade and each year thereafter, each student and his or her parents shall be provided with a copy of the high school graduation requirements applicable to each student and a progress report at the close of each school year thereafter of each individual student's progress toward meeting those requirements. If a student is not making normal progress toward meeting those requirements, the high school shall notify the student and parents of alternative educational experiences, including summer school opportunities available in the community, if any, or in close proximity.

VII. Equivalent Courses of Study -- Programs Acceptable Toward High School Graduation - (WAC 180-50-300-320)

Requirements:

- A. Alternative Learning Experience -- credit for
 - 1. Credit toward graduation requirements may be granted for school planned alternative learning experiences from approved providers primarily conducted away from the facilities owned, operated or supervised by the district or conducted primarily by individuals not employed by the district. A maximum of ten (10) credits that are earned from off-site or alternative learning courses may be applied to a student's minimum requirements for graduation from the Washougal School District.
 - 2. Students shall not receive remuneration for alternative learning experiences.
 - 3. A proposal for approval of alternative out-of-school learning activities shall be submitted prior to the experience; shall be at no additional cost to the district unless approved by the Superintendent, and shall include at least the following information:

- a) Name of the program;
 - b) Length of time for which approval is desired;
 - c) Objectives of the program;
 - d) Description of how credits shall be determined;
 - e) Content outline of the program and/or major learning activities and instructional materials to be used;
 - f) Description of how student performance will be assessed and monitored by both site and district personnel;
 - g) Qualifications of instructional personnel; and
 - h) Plans for evaluation of the program.
4. Credit for school-planned alternative learning experiences shall be determined by the building principal. Each course credit which is actively being pursued in an alternative learning experience and which is the equivalent of one course credit may supplement or replace one hour of minimum time toward a scheduled school day.

B. College Campus Study -- credit for

- 1. Students enrolled in programs of study on a college campus or at an approved vocational-technical institute may have credits earned accepted for high school completion, PROVIDED THAT: prior to enrolling, the student has obtained assurance from the high school that the program meets district course and credit requirements. (WAC 180-72-065 (3) and WAC 392-127-700 through 830.)
- 2. For the purpose of computing equivalency in converting college credits to high school credits, a regular college course for which five quarter hour, or three semester hour credits are earned shall be the equivalent of one (1) high school credit. (WAC 180-51-050 (3))
- 3. The student's high school transcript and school records will include the vocational -technical institute or college course(s).

C. Foreign Study -- credit for -- responsibilities outlined

1. An official transcript, or some other such official document, of courses taken and credits earned must be provided the local high school officials -- from the foreign school -- for the purpose of local evaluation.
2. The transcript, or some other such official document, should include data pertinent to the student's period of attendance, record of attendance, and interpretation of grades given.
3. Provision of course descriptions, from the foreign school, by the student is strongly urged for assisting the local school officials in interpreting and evaluating transcript information.
4. Credit will be allowed where earned.
5. Credit will be computed for the purpose of meeting local high school graduation requirements -- by the number of class meetings per week and the number of minutes per each class meeting -- in relation to the state and regional accreditation associations' standards. A credit/no credit grading system may be utilized when difficulty exists in matching Washougal School District's requirements with foreign country transcripts.

D. Cooperative Work Experience

1. Cooperative worksite learning experiences are those experiences in which the student has completed a Career and Technical Education qualifying class prior to, or concurrently during the work experience. Cooperative worksite learning integrates classroom instruction with productive, structured, work experiences that are directly related to the goals and objectives of the student's educational program. Schools and participating organizations develop a written agreement and training plan to guide and measure the progress and success of the student.
2. A maximum of two (2) credits per year that are earned from work experience may be applied to a student's minimum requirements for graduation.
3. The following are the bases upon which credit may be granted for cooperative work experience:
 - a) The worksite learning experience shall be supervised by the school through a certificated worksite learning coordinator.
 - b) One (1) credit utilizing a letter grading system may be granted for not less than 360 hours of cooperative work experience related to the student's educational plan.
 - c) A student participating in cooperative worksite learning experience shall not be less than sixteen (16) years old.

- d) The worksite learning experience shall be connected to the education plan of the student.
- e) The education plan shall involve one or more of the state learning goals and related Washington state academic content standards.
- f) Counseling and guidance services, particularly career guidance, shall be available to students seeking worksite learning experience.
- g) The education plan should relate to a specific career and/or educational pathway chosen by the student.
- h) The education plan should extend at least one year beyond high school graduation.
- i) The student shall be placed in a worksite that is appropriate to the previous learning experience and educational goals of the student and shall be formalized through a worksite learning agreement and worksite learning plan.
- j) The worksite learning plan shall articulate the connection between the education plan of the student and the worksite learning experience.
- k) The worksite learning plan shall articulate clear, measurable learning objectives.
- l) Evaluation of learning progress related to the worksite learning plan shall occur during the worksite learning experience.
- m) Learning objectives shall be evaluated and updated on a regular basis as outlined in the Washington State Worksite Learning Coordination Manual.
- n) Documentation (Student Application, Learning Agreement, Training Plan, Student Employee Orientation, Employer Program Orientation and Student Work Hours) shall be on file in the district as outlined in the Washington State Worksite Learning Coordination Manual.
- o) Work Experience should be so indicated or named on the transcript.

E. Career and Technical Education (CTE) Equivalency Credit

- 1. A committee which shall include the Associate Superintendent for Curriculum and Instruction, the Director of Career and Technical Education, and the high school principal or designee, will meet at least twice annually to evaluate equivalency requests or existing equivalencies which are recommended for evaluation. A Skills Center representative will be present for all Skill Center courses evaluated.
- 2. Career and technical course equivalency may be for whole or partial credit, commensurate with the present credit value of the academic subject areas.

3. Courses approved for equivalency must meet the following criteria:
 - a) Align with the Washington state academic content standards as outlined in WAC 180-51-061, in the subject areas of English (reading, writing, communication), mathematics, science, social studies, health and fitness, and arts (visual and performing); and
 - b) Align with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee shall certify that courses meet industry standards

VIII. Demonstration of Clearly Identified Competencies - credit for

- A. Principals may grant credit for alternative demonstration of clearly identified district and state competencies deemed equivalent by OSPI. A plan for alternative demonstration shall be approved by the Superintendent or designee in advance of demonstration of competencies.
- B. Students who have failed high school courses required for graduation but demonstrated proficiency of the course content and skills through meeting standard on the high school statewide assessment may recover course credit in lieu of receiving elective credit in the following manner.
 1. Passing the End of Course assessment for Algebra (or End of Course Make Up I) may recover credit (up to 1.0) for Algebra.
 2. Passing the End of Course assessment for Geometry (or End of Course Make Up II) may recover credit (up to 1.0) for Geometry.
 3. Passing the End of Course assessment for Biology may recover credit (up to 1.0) for Biology.
 4. Passing the Exit Exam on the SBA for English/Language Arts and Mathematics may recover 1.0 credit for English 9 or 10 and 1.0 credit for Algebra or Geometry.
 5. Meeting the College Ready criteria on the SBA for English/Language Arts and Mathematics may recover up to 2.0 credits for English 9 or 10 each and up to 2.0 credits for Algebra or Geometry each.
 6. Grades for courses recovered through this process shall be recorded in the following manner: Assessment performance level of 4 (exceeds standards/advanced) shall receive a letter grade of B; Assessment performance level of 3 (meets standard/proficient) shall receive a letter grade of C. The letter grade of F remains on the student's transcript and is included in the grade point average calculation.

IX. Home-based Instruction

- A. Students transferring to the Washougal School District from home-based instruction shall be subject to the following requirements:
 - 1. Parents must complete form "Application to Transfer from Home-based Instruction" with supporting documentation at least ten (10) days prior to the beginning of the semester or trimester in which they wish to enroll their child(ren). In order to determine the appropriate grade and course level placement for entering home-based instruction students, the following documentation shall be provided:
 - a) a journal which reflects the actual work completed during a home-study course of study,
 - b) exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); and/or any such other performance-based exhibits of specific course-related accomplishments,
 - c) demonstrated proficiency, using a nationally normed standardized high school test as approved by the district. Such testing shall be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such assessment at a cost to be determined by such personnel.
- B. If a parent and/or student believes that the above process is excessively burdensome, the student, if eligible, may apply to take the test of General Educational Development (GED) if he/she meets the requirements of section XVI of this procedure.
- C. The principal will make the final decision regarding the appropriate grade and course placement.
- D. The plan may be modified each semester or on an annual basis to reflect which courses have been completed as well as those remaining to be taken.
- E. Where possible, the courses into which the student will be scheduled shall include core subjects and vocational and elective courses appropriate to the student's needs and interests. Emphasis shall be placed on completing those classes required by the WAC, RCW, and district policy.
- F. Upon entry to the school, a student must follow normal progress to graduation.
- G. Class standing and grade point average shall not be computed for the time period a student is involved in home-based instruction.
- H. Home-based instruction students will be eligible to enroll as part-time students for the purpose of taking specific courses on the same basis as public school students.

Requests for such enrollment must be submitted in writing to the school.
Transportation of the student shall be the responsibility of the parent.

- I. Transfer students will not receive district credit for classes taken in home-based instruction except for credits earned through an accredited institution/program.
- J. A home-based instruction student may graduate with the class if each of the following is met:
 - 1. The student must have earned credits following his/her reentry to the common school system at the normal rate.
 - 2. The student must have commenced and satisfactorily completed his/her last full school year immediately preceding high school graduation at a public high school, or a combination of public high schools.

X. District Credit Recovery Courses -- credit for

- A. Credit recovery courses are designed to help students recover credit deficiencies and include, but are not limited to, summer school and evening courses.
- B. Students enrolled in the district's credit recovery program may have credits earned for high school completion.
- C. The student must have prior approval and be registered through the high school.
- D. Courses will only be approved if they are necessary for making up a course required for graduation, or are determined to be in the student's best interest by the building principal or his/her designee.

XI. Certified Educational Clinic Students

- A. Washougal School District will not release students to participate in an educational clinic prior to their qualifying as dropouts under the law (RCW-28A.205.028 and WAC 392-184-010) unless the student or parent obtains permission from the principal or designee of the high school in which the student is currently, or was recently (within the last thirty days) enrolled.
- B. A common school dropout of a common school age who has attended a certified educational clinic shall be entitled to re-enroll in the district and is entitled to be placed at the class level in which he/she would have been but for having dropped out. Educational clinic students may graduate with the class notwithstanding loss of credits prior to reentry, if each of the following conditions is met:
 - 1. The student must have attended a certified educational clinic for no less than ninety sixty (96) minute instructional hours.
 - 2. The student must have been re-enrolled in the common school system no later than the commencement of the next regular school year, semester or

trimester, following his/her last day of attendance at a certified educational clinic.

3. The student must possess the ability to perform academically at a passing level at the grade level of placement as determined pursuant to WAC 392-184-025, and section XII. C. of this procedure.
 4. The student must have earned credits following his/her reentry to the common school system at the normal rate.
 5. The student must have been enrolled at least two of the three grades nine through eleven at a common school or approved private school, or a combination of both.
 6. The student must have commenced and satisfactorily completed his/her last full school year immediately preceding high school graduation at a public high school, or a combination of public high schools.
- C. A student requesting such placement must make an appointment to meet with the principal/designee. A conference will be held with the student and parent to discuss the process for determining the grade level placement.
- D. The principal/designee will make the final decision regarding placement of the student, after consultation with the representative of the educational clinic last attended. The decision shall be based on the following:
1. The recommendations of the clinic representative.
 2. A summary of the student's performance while enrolled at the clinic.
 3. The student's academic ability as documented by the results of a standardized test recently administered by the educational clinic, school district, or both.
 4. A copy of the student's high school transcripts.
 5. Any other test scores or relevant information.
- E. A student entering from an educational clinic shall be provided with a written plan listing the courses the student must take in order to graduate.
1. The plan may be modified each semester or on an annual basis to reflect which courses have been completed as well as those remaining to be taken.
 2. The student shall be enrolled as a full-time student for at least the first two (2) semesters after placement.
 3. Where possible, the courses into which the student will be scheduled shall include core subjects and vocational and elective courses appropriate to the student's needs and interests. Emphasis should be placed on completing those classes required by the WAC, RCW, and district policy.

- 4. Upon entry to the school, a student must follow normal progress to graduation.
- F. All requests for entry to a high school from an educational clinic should be handled on a case-by-case basis.
- G. Class standing and grade point average shall not be computed for the time period a student is involved in the educational clinic.

XII. Early Graduation

Requests for early graduation will be directed in writing to the high school principal or his/her designee:

- A. A Review Board empowered to hear requests and recommend exceptions to graduation requirements for the purpose of early graduation shall be formulated at the discretion of the building principal.
- B. Composition of the Review Board - Recommended: membership should include the principal or his/her designee, an assistant principal, the student's counselor and two (2) classroom teachers.
- C. In hearing a request for exceptions to graduation requirements (for the purpose of early graduation) the Review Board may require that both the student and his/her parent(s) must be in attendance to present the request.
- D. Any request for a student to be permitted to shorten the period of time for completion of his/her secondary school requirements for graduation must be in accordance with the provisos included within the Washougal School District policy pertaining to high school graduation. In no case will credit recovery program, competency assessments, or continuation high school courses be considered to satisfy this requirement.
- E. The Review Board will respond to the student/parent request, in writing, according to policy provision: no less than two (2) semesters IN ADVANCE of the proposed graduation, unless approved by the principal due to extreme extenuating circumstances.

XIII. High School Diplomas -- When Earned -- Issuance

- A. Certification of graduation from high school will have as its basis the satisfactory completion of coursework requirements and of no less than minimal credit requirements, as required by statutes and regulations, achieved within the school term as set forth by the annual school calendar.

- B. Graduating students, who so designate, will receive a final transcript of all high school course work completed in addition to the regular graduation diploma. All senior students will be informed of this transcript option during the first quarter of their senior year.
- C. Diplomas of Graduation from high school are generally issued once each year, at the conclusion of the school term (in June); however, a high school principal may issue a Diploma of Graduation in behalf of those students who complete all requirements in an approved summer school program. Completion means all requirements have been met prior to the beginning of the next school term. Letter(s) of High School Completion may be issued by high school principals to those students who complete all requirements during school terms subsequent to the completion of a high school year and may be issued a diploma the following year during regular commencement exercises.
- D. A student's diploma will be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma will be released. The student and his/her parents shall be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted. When the damages or fines do not exceed five hundred dollars (\$500), the student or his/her parents shall have the right to an informal conference with the principal. The principal's decision may be appealed to the Superintendent or his/her designee.

XIV. Granting High School Graduation Credits for Students with Special Educational Needs

- A. No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. In order to meet the unique limitations of each student, the high school principals may make special accommodations for individual students, or in lieu thereof, exemption from any requirement in WAC 180-51-115, if such requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation.
- B. Students who are eligible for special education services, who have a current Individualized Education Program, and who cannot fulfill graduation credit requirements as outlined in Section I through XIV of this procedure, may graduate with an Individualized Education Program driven credit. Progress toward graduation is based on progress on a student's Individualized Education Program and Individual Transition Plan as evaluated by the Professional Group and IEP team.

XV. Commencement Ceremony

- A. The objective of the commencement ceremony is the celebration of achievement. It is intended to challenge and inspire students as they face their future. The accomplishment of this objective requires meaningful participation of students and members of the community.
- B. Commencement ceremonies will be conducted in the following manner:
 - 1. Students who have completed the requirements for high school graduation as specified in Section III. in this procedure may participate in the commencement ceremony. Additionally, students who will transition to the Pathways program, or who have an Individualized Education Program (IEP) and have met all the IEP goals related to graduation, may participate in the commencement ceremony.
 - 2. Students eligible for special education who have attended four (4) years of high school and need additional time to complete IEP goals and/or credits may participate in commencement exercises and will receive a Certificate of Accomplishment (also known as Certificate of Attendance per RCW 28A.155.170). Once the student completes the credits for graduation, the student will receive a diploma.
 - 3. Students may participate in the commencement ceremony in accordance with a district-wide procedure established by the Superintendent, even if they have not met all Graduation Requirements as set forth in Section III. in this procedure, provided the following conditions exist:
 - a) The student is “on track” to graduate based on credit totals at the beginning of the fourth quarter of his/her senior year.
 - b) The student has achieved at least twenty-two and one-half (22.5) credits by the end of his/her senior year.
 - c) The student has made arrangements to earn the credit before the beginning of the following school year.
 - d) The student and his/her parent or adult advocate have met with the principal and offered an explanation of circumstances that have prevented the student from meeting all requirements by the end of the current school year. After consideration of the explanation, it will be left to the principal’s discretion as to whether or not the student will be allowed to participate in the commencement ceremonies.
 - e) The student qualifies and has completed the requirements for the waiver from WSD graduation requirements to Washington State minimum requirements (through the class of 2020).
 - 4. Recognition of Top Scholastic 5% of Senior Class and Selection of Commencement Speaker

- a) Students in the top 5% of the senior class ranking by grade point average shall be recognized in the commencement ceremony. Students' grade point averages are calculated in accordance with II. A. of this procedure, and students are ranked by G.P.A. for class scholastic rank at the end of the graduating class's seventh semester.
 - b) The designated valedictorian and salutatorian will work with the building principal or designee to write and deliver an approved graduation speech.
- C. Each participating student must participate in the commencement ceremony rehearsal unless excused by the principal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and student officers.
- D. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- E. Students who participate will be expected to use good taste in their choice of accessories. Accessories that draw attention away from the purpose of the ceremony or are disruptive will not be permitted.
- F. Students may wear attire that is (a) recognized as a symbol of a specific culture's recognition of significant achievement, or (b) required as religious dress.
- G. Each student who participates will be expected to cooperate with the commencement coordinator and to participate in all parts of the commencement ceremonies.
- H. Failure to comply with the above requirements will automatically forfeit a student's privilege of participation in the commencement ceremonies.
- I. In the event of a violation of school rules, the student may be denied participation in commencement ceremonies. Such exclusion shall be regarded as a school suspension. A student is entitled to due process as set forth in district Policy and Procedure. In such instances, the diploma will be granted.

XVI. Washougal School District Graduation Requirements Waiver

- A. The Washougal School District (WSD) waiver for district graduation requirements (for students through the class of 2020) is an alternative for students over eighteen (18) years of age prior to the start of the new school year, who cannot earn the twenty-three (23) credits required for graduation from Washougal School District. A waiver from WSD graduation requirements to Washington state minimum graduation requirements may be granted under extenuating circumstances for students eighteen years or older.
 - 1. The waiver from WSD graduation requirements to Washington state minimum graduation requirements may not be granted prior to June of the student's senior year.

2. The waiver option may not be initiated until the first day of the second semester of the student's senior year (except in Alternative Learning school sites where the process may be initiated during the student's junior year). The student must have attempted to earn required credits for graduation (no early release or late arrival). The student and parents must be apprised of possible post secondary limitations of a diploma earned with minimum requirements. A waiver application must be completed and submitted to the principal for individual consideration.
3. Appropriate circumstances must be considered on an individual basis and may include significant personal problems, financial circumstances, or health issues. Additional circumstances may include the age of a transfer student entering the system, or the inability of the school of attendance to adjust its program for the individual student in order to enable progress toward graduation with reasonable timeliness and success.

B. Washington State minimum high school graduation requirements are listed below.

Subject	Washington state minimum high school graduation requirements for classes 2016 through 2020
English	4.0 credits
Mathematics	3.0 credits
Science	2.0 credits
Social Studies (including meeting the Washington state requirement, U.S. History, and C.W.P. or an approved alternative)	3.0 credits
Arts	1.0 credit
Physical Education	1.5 credit
Health	0.5 credit
Occupational Education	1.0 credit
Electives	4.0 credits
Total Credits	20.0 credits

- C. All other requirements for a district diploma set forth in Section III. D. through I. of this procedure apply.

XVII. Transfer from Non-Accredited High School

- A. Students wishing to enroll in the Washougal School District after having attended a non-accredited high school must meet the following conditions to be considered placed at the level at which he/she would have been placed if attending an accredited high school. These conditions of placement in the accredited school system shall also apply to the student graduating the year he or she anticipated graduation in the non-accredited school.
 - 1. The student must have re-enrolled in the accredited system no later than the commencement of the next regular school year, semester, or trimester, as the case may be, following his/her last day of attendance at the non-accredited high school.
 - 2. The student must possess the ability to perform academically at a passing level at the grade level of placement.
 - 3. The student must have earned credits following his/her re-entry to the accredited school system at the normal rate.
 - 4. The student must have commenced and satisfactorily completed his/her last full year immediately preceding high school graduation at the public high school, or a combination of public high schools.
- B. A student requesting such placement must make an appointment to meet with the principal/designee of the assigned school. A conference will be held with the student and parent to discuss the process for determining the grade level placement.

The principal/designee will make the final decision regarding placement of the student based on the following:

 - 1. A copy of the student's high school transcript from the non-accredited school.
 - 2. Any standardized assessments or other relevant information.
- C. A student entering from a non-accredited high school shall be provided with a written plan listing the courses and requirements the student must take in order to graduate.
 - 1. The plan may be modified each semester or on an annual basis to reflect which courses have been completed as well as those remaining to be taken.
 - 2. The student shall be enrolled as a full-time student until graduation requirements are met.

3. Where possible, the courses into which the student will be scheduled shall include core subjects and vocational elective courses appropriate to the student's needs and interests.
 4. Upon entry to the school, a student must follow normal progress to graduation.
 5. Normal progress towards graduation allows for loss of one-half (0.5) elective credit per year without jeopardizing the possibility of graduation. In addition, the student will be considered to have attained senior status if, during the senior year, the student fails no more than one-half (0.5) credit in his/her required courses. In such cases, the student will be allowed to participate in the graduation ceremony but must make up the remaining half credit prior to receiving a diploma.
- D. All requests for entry to a high school or program from a non-accredited high school will be handled on a case-by-case basis.
- E. Class standing and grade point average shall be computed on the basis of academic work completed after entry into an accredited institution.

Grading and Progress Reports – Policy 2420

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the district's responsibility to keep parents informed of student welfare and progress in school.

The district will issue of grades and written or electronic progress reports, and provide opportunities for parent conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to effect improvement. These written and verbal reports will be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district will comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term, individually and cumulatively.

The superintendent will establish a system of reporting student progress and will require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher will specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected for failure to attend or participate, provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.

A student's grade report may be withheld until such time the student pays for any school property that has been lost or willfully damaged. Upon payment for damages or the equivalency through voluntary work, the grade report will be released. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors.

Grading and Progress Reports – Procedure 2420

The grade point averages for grades 9-12 will be calculated in the following manner:

- A. Each student's "grade point average" will be the sum of the point values, of all the marks/grades received for all courses attempted divided by the sum of the credits for all courses attempted. The grade point value will be calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.

The numerical values of grades are:

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0

B- = 2.7
C+ = 2.3
C = 2.0
C- = 1.7
D+ = 1.3
D = 1.0
E or F = 0.0

- B. The minimal passing mark/grade is D = 1.0. Pass/fail, credit/no credit, and satisfactory/unsatisfactory marks may also be used. These non-numerical marks/grades will be clearly identified and excluded from the calculation of grade point average.
- C. Marks/grades for each course taken will be included in the calculation of grade point averages. Only the highest mark/grade for a class/course taken more than once to improve a mark/grade will be included in the calculation of grade point averages. Marks/grades for recurring classes will all be included in the calculation of grade points. Grade point averages will be rounded to two decimal places and reported for each trimester/semester or other term and for the cumulative credits earned for all courses attempted in high school.

The standardized high school transcript will contain:

- A. The student's name (last name, first name, and middle names or middle initials);
- B. The student's current address, address at graduation, or address at withdrawal from school (street, city, state, zip code);
- C. The student's birthdate and sex;
- D. The student's identification number (if applicable);
- E. The school's name;
- F. The school's address (street, city, state zip code, and telephone number);
- G. The dates of the student's entry, re-entry, withdrawal, and graduation (if applicable) related to the school issuing the transcript;
- H. The student's academic history for high school (grade level and date of course completion, course titles, marks/grades earned, credits attempted, and grade point average);
- I. The name and address of parent(s) or guardian(s) (street, city, state, zip code) if such information is available;
- J. A list of previous high schools attended (school name, address, city, state, and month and year of entrance and exit); and
- K. The signature and/or seal of the authorized school official (name, title, and date).

Excused and Unexcused Absences – Procedure 3122-P

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

The following are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

- A. **Participation in school-approved activity or instructional program.** To be excused this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so.
- B. **Absence due to:** illness; health condition; medical appointment; family emergency; religious purposes; court, judicial proceeding or serving on a jury; post-secondary, technical school or apprenticeship program visitation, or scholarship interview; State recognized search and rescue activities consistent with RCW 28A.225.055; and directly related to the student's homeless status.
- C. When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail or written note and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse via phone, e-mail or written note upon the student's return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absences with a note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with a note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion.

A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.

- D. **Absence for parental-approved activities.** This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. In participation-type classes (e.g., certain music and physical education classes) the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent or guardian-approved absence would have an adverse effect on the student's educational

progress which would ultimately be reflected in the grade for such a course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.

- E. **Absence resulting from disciplinary actions — or short-term suspension.** As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.
- F. **Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.
- G. **Excused absence for chronic health condition.** Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's request.

Unexcused Absences

Unexcused absences fall into two categories:

- A. Submitting an excuse which does not constitute an excused absence as defined previously; or
- B. Failing to submit, whether by phone, e-mail or in writing, any type of excuse statement by the parent, guardian or adult student.
 - 1. Each unexcused absence will be followed by a warning letter to the parent of the student. Each notice will be in writing in English or in the primary language of the parent. A student's grade will not be affected if no graded activity is missed during such an absence.
 - 2. After two unexcused absences within any month a conference will be held between the parent, student and principal. At such a conference the principal, student and parent will consider:
 - a. Adjusting the student's program;
 - b. Providing more individualized instruction; preparing the student for employment with specific vocational experience or both;

- c. Transferring the student to another school;
- d. Assisting the student to obtain supplementary services that might eliminate or ameliorate the causes of absence; or,
- e. Imposing other corrective actions that are deemed to be appropriate.

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

3. If the above action fails to correct the attendance problem, the student will be declared a habitual absentee. The principal will interview the student and his/her family and prescribe corrective action, which may include suspension for the current semester and expulsion.

The following truancy petition procedure will apply only to students under the age of seventeen:

- a. The student has unexcused absences in the current school year. While petitions must be filed if the student has seven or more unexcused absences within any one month, or ten or more unexcused absences in the current school year, a petition may be filed earlier. In addition, unexcused absences accumulated in another school or school will be counted when preparing the petition;
- b. Attesting that actions taken by the school district have not been successful in substantially reducing the student's absences from school; and
- c. Court intervention and supervision are necessary to assist the school district to reduce the student's absences from school.

No later than the seventh unexcused absence within any month during the current school year, or upon the tenth unexcused absence during the current school year, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student. The petition consists of written notification to the court alleging that:

The petition will include the student's name, date of birth, school, address, gender, race and ethnicity; and the names and addresses of the student's parents/guardians, whether the student and parent are fluent in English, whether there is an existing individualized education program (IEP) and the student's current academic status in school.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

4. A student who has been expelled for attendance violations may petition the superintendent for reinstatement. Such petition may be granted upon presentation of a firm and unequivocal commitment to maintain regular attendance.
5. Any student who presents false evidence, with or without the consent of his/her parent/guardian, in order to wrongfully qualify for an excused absence will be subject to the same corrective action that would have occurred had the false excuse not been used.
6. Students six or seven years of age, who have been enrolled in the district are required to attend school and their parents/guardians are responsible for ensuring that they attend. Parents/guardians who wish to withdraw their children before the age of eight, and against whom no truancy petition has been filed, may withdraw the students from school. When a six or seven year old student has unexcused absences, the district will do the following:
 - a. Notify the parent or guardian in writing or by telephone after one unexcused absence in any month.
 - b. Request a conference with the parent or guardian and child to analyze the causes of the student's absences after two unexcused absences in any month (a regularly scheduled teacher-parent conference held within thirty days may substitute).
 - c. Take steps to eliminate or reduce the student's absences, including: adjusting the school program, school or course assignment; providing more individualized or remedial instruction; offering enrollment in alternative schools or programs; or assisting in obtaining supplementary services.
 - d. After seven unexcused absences in a month, or ten in a school year, the district will file a truancy petition.

Students are expected to be in class on time. When a student's tardiness becomes frequent or disruptive, the student will be referred to the principal or counselor. If counseling, parent conferencing or disciplinary action is ineffective in changing the student's attendance behavior, he/she may be suspended from the class.

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action. (See WSSDA policy 3241, Classroom Management, Discipline and Corrective Action.)

Rights and Responsibilities – Policy 3200

Each year, the superintendent will develop and make available to all students, their parents and staff, handbooks pertaining to student rights, conduct, corrective actions and discipline. Such statements will be developed with the participation of parents and the community. The school principal and staff will confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards as related to the established student handbooks. They will also confer annually to establish criteria for determining when certificated employees must complete classes to improve classroom management skills.

All students who attend the district's schools will comply with the written policies, rules and regulations of the schools, will pursue the required course of studies, and will submit to the authority of staff of the schools, subject to such corrective action or discipline as the school officials will determine.

Sexual Harassment of Students Prohibited – Policy 3205

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

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

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

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;

- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or formally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

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

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

Staff Responsibilities

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

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

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

Notice and Training

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

Prohibition of Harassment, Intimidation and Bullying – Policy 3207

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

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

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

“Other distinguishing characteristics” can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

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

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

Training

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

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, or the aggressor of harassment, intimidation or bullying, the school will convene the student’s IEP or Section 504 team to determine whether the incident had an impact on the student’s ability to receive a free, appropriate public education (FAPE). The meeting will occur regardless of whether the

harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, or if the student is the aggressor of harassment, intimidation or bullying, the district will provide additional services and supports as deemed necessary by the IEP or Section 504 Team. These services may include counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

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

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.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Prohibition of Harassment, Intimidation and Bullying – Procedure 3207-P

A. Introduction

The Washougal School District strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed.

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

B. Definitions

Aggressor means a student, staff member, or other member of the school community who engages in the harassment, intimidation or bullying of a student.

Harassment, intimidation or bullying means an intentional electronic, written, verbal, or physical act that:

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

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation or bullying.

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website: www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx.

Retaliation occurs an aggressor harasses, intimidates, or bullies a student who has reported incidents of bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted Student means a student against whom harassment, intimidation or bullying has allegedly been perpetrated.

C. Relationship to Other Laws

This procedure applies only to RCW 28A.300.285 – Harassment, Intimidation and Bullying prevention. There are other laws and procedures to address related issues

such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. RCW 28A.300.285 – Harassment, Intimidation and Bullying
2. RCW 28A.640.020 – Sexual Harassment
3. RCW 28A.642 – Prohibition of Discrimination in Public Schools
4. RCW 49.60.010 – The Law Against Discrimination

The district will ensure its compliance with all state laws regarding harassment, intimidation or bullying. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a person's gender or membership in a legally protected class under local, state, or federal law.

D. Prevention

1. Dissemination

In each school and on the district's website the district will prominently post information on reporting harassment, intimidation and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer. The district's policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, or is posted on the district's website.

Additional distribution of the policy and procedure is subject to the requirements of Washington Administrative Code 392-400-226.

2. Education

Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based form.

3. Training

Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the district's Incident Reporting Form.

4. Prevention Strategies

The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches.

Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

E. Compliance Officer

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation and bullying;
2. Provide support and assistance to the principal or designee in resolving complaints;
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations. If a written report of harassment, intimidation or bullying indicates a potential violation of the district's nondiscrimination policy [Policy 3210], the compliance officer must notify as quickly as possible the district's civil rights compliance coordinator;
4. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern;
5. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough;
6. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training;
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis; and
8. In cases where, despite school efforts, a targeted student experiences harassment, intimidation or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website:
www.k12.wa.us/SafetyCenter/default.aspx.

F. Staff Intervention

All staff members will intervene when witnessing or receiving reports of harassment, intimidation or bullying. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation or bullying, may require no further action under this procedure.

G. Filing an Incident Reporting Form

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school

community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.

H. Addressing Bullying – Reports

Step 1: Filing an Incident Reporting Form

In order to protect a targeted student from retaliation, a student need not reveal his identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose his or her identity (non-confidential).

Status of Reporter

1. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

2. Confidential

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

3. Non-confidential

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation or bullying will attempt to resolve the incident immediately. If the incident is resolved to the

satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation or bullying, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be recorded on a district Incident Reporting Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy [Policy 3210], the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-066 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.

3. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.

4. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
5. The investigation will include, at a minimum:
 - a. An interview with the complainant;
 - b. An interview with the alleged aggressor;
 - c. A review of any previous complaints involving either the complainant or the alleged aggressor; and
 - d. Interviews with other students or staff members who may have knowledge of the alleged incident.
6. The principal or designee may determine that other steps must be taken before the investigation is complete.
7. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
8. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
 - a. The results of the investigation;
 - b. Whether the allegations were found to be factual;
 - c. Whether there was a violation of policy; and
 - d. The process for the complainant to file an appeal if the complainant disagrees with the results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor,

social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

If the incident cannot be resolved at the school level, the principal or designee will request assistance from the district.

Step 4: Corrective Measures for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to district policy 3241, Classroom Management, Corrective Actions or Punishment. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

Step 5: Targeted Student's Right to Appeal

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
2. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

Step 6: Discipline/Corrective Action

The district will take prompt and equitable corrective measures within its authority on

findings of harassment, intimidation or bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district policy 3241, Classroom Management, Corrective Actions or Punishment.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

If staff have been found to be in violation of this policy and procedure, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

Step 7: Support for the Targeted Student

Persons found to have been subjected to harassment, intimidation or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student will be addressed and remedied as appropriate.

H. Immunity/Retaliation

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying. Retaliation is prohibited and will result in appropriate discipline.

I. Other Resources

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation and bullying. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected class under local, state or federal law. A harassment, intimidation or bullying complaint may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office
360.725.6162
Email: equity@k12.wa.us
www.k12.wa.us/Equity/default.aspx

- Washington State Human Rights Commission
800.233.3247
www.hum.wa.gov/index.html
- Office for Civil Rights, U.S. Department of Education, Region IX
206.607.1600
Email: OCR.Seattle@ed.gov
www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
877.292.3804
www.justice.gov/crt/
- Office of the Education Ombuds
866.297-2597
Email: OEInfo@gov.wa.gov
www.governor.wa.gov/oeo/default.asp
- OSPI Safety Center
360.725-6044
www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

J. Other District Policies and Procedures

Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying as defined in this policy but which are, or may be, prohibited by other district or school rules.

A form to report harassment, intimidation of bullying can be found on the district website at: <http://www.washougal.k12.wa.us/board/policies/3000/3207.pdf> or will be made available at any school office or the Washougal School District Office upon request.

Nondiscrimination – Procedure 3210-P

Anyone may file a complaint against the district alleging that the district has violated anti-discrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the board of directors. This grievance procedure will apply to the general conditions of the nondiscrimination policy (Policy 3210) and more particularly to policies dealing with co-curricular program (Policy 2150), service animals in schools (Policy 2030) and curriculum development and instructional materials (Policy 2020). As used in this procedure:

- A. Grievance** means a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws.

- B. Complaint** means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws.

The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.

- C. Respondent** means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

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

A. Informal Process for Resolution

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

B. Formal Process for Resolution

Level One: Complaint to District

The complaint must set forth the specific acts, conditions or circumstances alleged to be in violation, and the remedy or relief being requested. The staff member receiving the complaint will put the concerns down in writing and will secure the signature of the complainant. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within 30 calendar days. The school district and complainant may agree to resolve the complaint in lieu of an investigation. The officer shall provide the superintendent with a full written report of the complaint and the results of the investigation.

The superintendent or designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an

extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date at the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.

The decision of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

Any corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than 30 calendar days following the superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

Level Two – Appeal to the Board of Directors

If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.

The board shall schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal to the board and provide the complainant with a copy of the decision. The decision of the board will be provided in a language the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act. The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

Level Three - Complaint to the Superintendent of Public Instruction

If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.

1. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the

complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.

2. A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws as related to the content of the written complaint investigated by the district; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, unless the district has failed to comply with this procedure and no complaint or appeal decision has been provided; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.
3. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

C. Mediation

At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the discrimination complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest.

A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

D. Preservation of Records

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, will be retained in the office of the compliance officer for a period of six years.

Transgender Students – Policy 3211

The board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression. To that end, the board recognizes the importance of an inclusive approach toward transgender students with regard to official records, confidential health and education information, communication, restroom and locker room 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 and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination.

Transgender Students – Procedure 3211-P

The principal or building administrator is encouraged to request a meeting with a transgender student and their parent/guardian upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or identity. The goals of the meeting are to:

- Develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the district will provide according to Policy 3211 and this procedure and under state and federal law; and
- Develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The school may not require the student to attend a meeting as a condition of providing them with the protections to which they are entitled under Policy 3211, this procedure and state and federal law regarding gender expression or identity.

Definitions/Terms

- **Gender Expression** is how a person expresses their gender, often through behavior, emotional expression, mannerisms, dress, grooming, interests, and activities.
- **Gender Identity** refers to one's deeply felt internal sense of being female, or male, or both, or neither, regardless of their gender assigned at birth.
- **Gender Nonconforming** describes a person whose gender expression differs from stereotypical expectations about how they should look or act based on the gender they were assigned at birth. This includes people who identify outside traditional gender categories or identify as both genders, or as gender neutral.
- **Biological Sex/Sex** refers to a person's internal and external anatomy, chromosomes, and hormones.
- **Transgender** is a general term often used to describe a person whose gender identity and/or expression is different from that traditionally associated with the person's gender assigned at birth.
- **Transitioning** refers to the process in which a person goes from living and identifying as one gender to living and identifying as another.

Official Records

The District is required to maintain a permanent student record which includes the student's legal name and the student's gender. The District will change a student's official records to reflect a change in legal name upon receipt of:

1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or

2. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's official gender designation upon parent or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process found at <http://www.k12.wa.us/cedars/CEDARSDDataFormQA.aspx>.

To the extent that the District is not legally required to use a student's legal name and biological sex on school records or documents, the District should use the name and gender by which the student identifies. In situations where school employees are required by law to use or report a student's legal name or gender, such as for standardized testing, school staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender nonconforming status.

Confidential Health or Educational Information

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

Communication and Use of Names and Pronouns

An appropriate school employee will privately ask known transgender or gender nonconforming students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

When communicating with transgender or gender nonconforming students regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student's actual or perceived gender identity. When communicating with parents of transgender or gender nonconforming students, school employees will refrain from the use of gender pronouns and refer to the student by name whenever practicable. The district will not condone the intentional and persistent refusal to respect a student's gender identity, or inappropriate release of information regarding a student's transgender status.

Restroom Accessibility

Students will be allowed to use the restroom that corresponds to the gender identity they assert at school. No student will be required to use a restroom that conflicts with his or her gender identity. If any student is uncomfortable with using a school restroom for any reason the administrator will work with the student and the parent/guardian, when appropriate, to develop a plan that will work for the student.

Locker Room Accessibility

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

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

Any alternative to locker room conditions will be provided in a manner that allows the student to keep his or her transgender or gender nonconforming status private. No student, however, will be required to use a locker room that conflicts with his or her gender identity.

Sports and Physical Education Classes

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

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

Dress Codes

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

Other School Activities

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

Training and Professional Development

When possible, the District will conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

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

Discrimination and Harassment Complaints

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

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and/or harassment complaints. This includes investigating the incident and taking age and developmentally-appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined in the district's Nondiscrimination Procedure 3210P.

Freedom of Expression – Procedure 3220-P

Students will enjoy the privilege of free verbal and written expression providing such expression does not disrupt the operation of the school. The principal will have the authority to monitor student verbal and written expression. Students who violate the standards for verbal and written expression will be subject to corrective action or punishment.

For purposes of verbal and written expression, the following guidelines are in effect:

- A. Distribution of written materials or presentation of an oral speech in an assembly or classroom setting may be restricted:
 - 1. Where there is evidence which reasonably supports a forecast that the expression is likely to cause material and substantial disruption of, or interference with, school activities, which disruption or interference cannot be prevented by reasonably available, less restrictive means; or,
 - 2. Where such expression unduly impinges upon the rights of others.
 - a. In order for a student publication or speech to be disruptive, there must exist specific facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial disruption to normal school activity would occur if the material were published and distributed. Disruption includes, but is not necessarily limited to: student riots; destruction of property; widespread shouting, or boisterous conduct; or substantial student participation in a school boycott, sit-in, stand-in, walk-out or other related form of activity.
- B. Distribution of written material or presentation of an oral speech which are construed to be unsuitable for minors will not be permitted. Rules for determining unsuitability for minors should be consistent with those as applied to instructional materials.
- C. Libelous material or speech may be prohibited. Libelous material will be defined to include defamatory falsehoods about public figures or governmental officials. In order to be libelous, the defamatory falsehood must be made with actual malice; that is, with knowledge that it is false, or with reckless disregard of whether it was false or not.
- D. Material may be considered profane when the language does not meet the standards of professional journalism as evidenced by the daily newspapers commonly distributed in the district. Sanctions may be imposed on a student when he/she engages in offensively "lewd and indecent speech."
- E. Publications may not "invade the privacy" of individuals. Such occurrences may include: exploitation of one's personality; publications of one's private affairs with which the public has no legitimate concern; or, wrongful intrusion into one's private activities in a manner that can cause mental suffering, shame, or humiliation to a reasonable person of ordinary sensibilities.

- F. Publications or oral speeches which criticize school officials or advocate violation of school rules may be prohibited when there is evidence which supports a forecast that substantial disruption of school may develop.
- G. Publications or oral speeches which advocate racial, religious, or ethnic prejudice or discrimination or seriously disparage particular racial, religious, or ethnic groups are prohibited.

Student Publications

The student publications instructor or advisor will have the primary responsibility for supervising student publications and to see that provisions incorporated into the policy and procedures are met. The principal may request to review any copy prior to its publication. Such copy will be returned to the student editors within 24 hours after it has been submitted for review. Any dispute that cannot be resolved at the building level will be submitted to the superintendent for further consideration. When appropriate, the superintendent will seek legal counsel. If the complaint cannot be resolved at that level, the board, upon request, will consider the complaint at its next regular meeting.

While the district believes that students should be encouraged to exercise good judgment in the content of the student publication program, such expressive writing must be in keeping with the school's instructional mission and values. Material must be free of content that: runs counter to the instructional program; invades the privacy of individuals; demeans or otherwise damages individuals or groups; supports the violation of school rules or, is inappropriate for the maturity level of the students. Such publication activities must also teach respect for the sensitivity of others and standards of civility as well as the elements of responsible journalism.

Distribution of Materials

Students' constitutional rights of freedom of speech or expression provide for the opportunity to distribute written materials on school premises. However, distribution of materials by students will not cause disruption of or interference with school activities. Systematic distribution of materials may not occur during instructional time, unless other similar non-instructional activities are permitted. Students will be subject to corrective action or punishment, including suspension or expulsion, depending on the nature of the disruption or interference resulting from distribution of materials.

Student Dress – Procedure 3224-P

The student and parent may determine the student's personal dress and grooming standards, provided that the student's dress and grooming does not:

- A. Lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from the school environment or activity and/or educational objectives;

- B. Create a health or other hazard to the student's safety or to the safety of others;
- C. Create an atmosphere in which a student, staff, or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture or threat of violence; or
- D. Imply gang membership or affiliation by written communication, marks, drawing, painting, design or emblem upon any school or personal property or one's person.

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

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

If the student's dress or grooming is objectionable under these provisions, the principal will request that the student make appropriate corrections. If the student refuses, the principal will notify the parent, if reasonably possible, and request that the parent make the necessary correction. If both the student and parent refuse, the principal will take appropriate disciplinary action. Students may be suspended, if circumstances so warrant. Students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal may determine. All students will be accorded due process safeguards before any corrective action may be taken.

Students identified as being gang involved, influenced or affiliated will be provided assistance and/or programs which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.

Student Privacy and Searches – Procedure 2330-P

Searches of Students and Their Property

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

A. Establishing reasonable grounds

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

1. Identify: 1) the student's suspicious conduct, behavior, or activity; 2) the source of the information; and 3) the reliability of the source of such information.
2. If suspicion could be confirmed, would such conduct be a violation of the law or school rules?

3. Is the student likely to possess or have concealed any item, material, or substance which is itself prohibited or which would be evidence of a violation of the law or a school rule?

B. Conducting the search

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

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

Locker Searches

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

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

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

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

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

of lockers and the minimal expectation of privacy students have in the contents of their lockers.

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

Parent and Student Rights in Administration of Surveys, Analysis or Evaluation – Procedure 3232-P

Right to Inspect

Parents, upon request, will have the opportunity to inspect the following:

- A. Surveys created by a third party before the survey is administered or distributed by a school to students;
- B. Instructional material used as part of the educational curriculum.

Notice

At the beginning of each school year the district will provide emancipated students and parents notification in writing of the district policy and the specific or approximate dates of any student survey, analysis or evaluation scheduled during the school year.

Opt-Out

The notification will include provisions to opt a student out of participating in:

- A. Any protected information survey, regardless of funding;
- B. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or selling to others.

Student Conduct Expectations and Reasonable Sanctions – Policy 3240

The board acknowledges that conduct and behavior is closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. The board requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:

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

- B. Pursue the required course of study;
- C. Preserve the degree of order necessary for a positive climate for learning; and
- D. Comply with district rules and regulations;
- E. Submit to the authority of staff and reasonable discipline imposed by school employees and respond accordingly and respond accordingly.

The superintendent will develop written rules of conduct which will carry out the intent of the board and establish procedures necessary to implement this policy.

Student Conduct Expectations and Reasonable Sanctions – Procedure 3240-P

Student Conduct Expectations

As authorized by chapter 28A.600 RCW, the following procedure sets forth rights and conduct expectations for students, along with the sanctions that may be imposed for violations of such expectations. At all times, this procedure will be read consistent with federal statutes and regulations, state statutes, common law, and rules promulgated by the Washington Office of the Superintendent of Public Instruction.

Respect for the Law and the Rights of Others

The student is responsible as a citizen to observe the laws of the United States, the state of Washington, and local ordinances and laws. The student will respect the rights of others while in school, on school property, at all school activities, on district provided transportation or otherwise under school authority.

Compliance with Rules

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

Student Rights

In addition to individual rights established by law and district policies, students served by or on behalf of the district will have the right to:

- High educational standards in a safe and sanitary building;
- Education consistent with stated district goals;
- Equal educational opportunity and in all aspects of the educational process freedom from discrimination based on economic status, pregnancy, marital status, sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of trained dog guide or service animal by a person with a disability.;

- Access to their own education records at reasonable school times upon request;
- Fair and just treatment from school authorities and freedom from mistreatment and physical abuse;
- Freedom from unlawful interference in their pursuit of an education while in the custody of the district;
- Security against unreasonable searches and seizures;
- The substantive constitutional rights listed in WAC 392-400-215, subject to reasonable limitations upon the time, place, and manner of exercising such rights consistent with the maintenance of an orderly and efficient educational process within limitations set by law, including the right to:
 - freedom of speech and press;
 - peaceably assemble;
 - petition the government and its representatives for a redress of grievances;
 - the free exercise of religion and to have their schools free from sectarian control or influence, and
 - participate in the development of rules and regulations to which they are subject and to be instructed on rules and regulations that affect them;
- Establish appropriate channels to voice their opinions in the development of curriculum;
- Representation on advisory committees affecting students and student rights;
- Present petitions, complaints, or grievances to school authorities and the right to replies;
- Consult with teachers, counselors, administrators and other school personnel at reasonable times;
- Be involved in school activities, provided they meet the reasonable qualifications of the sponsoring organization;
- Free election of their peers in student government and the right to hold office;
- Know the requirements of the course of study, be informed about and know upon what basis grades will be determined;
- Citizenship privileges as determined by the United States and Washington State Constitution and its amendments; and,
- Annual information pertaining to the district's rules and regulations regarding students, discipline and rights.

Scope of District Authority

Students who involve themselves in acts that have a detrimental effect on the maintenance and operation of the school or the school district; criminal acts; and/or violations of school rules and regulations, are subject to disciplinary action by the school and prosecution under the law.

The rules will be enforced by school officials:

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

Disruptive Conduct

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

- Intentionally obstructing normal pedestrian or vehicular traffic on a school campus;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Causing a disturbance or disruption on school grounds, at school activities, or on district-provided transportation, including substantially interfering with any class or activity;
- Cheating or disclosure of exams;
- Defiance of school personnel by:
 - o disobedience of reasonable requests, instruction, and directives of school personnel;
 - o refusal to leave an area when instructed to do so by school personnel;
 - o refusing a reasonable request to identify oneself to district personnel (including law enforcement officers) while under the supervision of the school; and
 - o refusal to cease prohibited behavior;
- Disruptive and/or dangerous use of motor vehicles or conduct on a school bus that endangers students;
- Extortion, theft, forgery;
- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where blows are exchanged is prohibited, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Gambling or encouraging other students to gamble;
- Gang-related behavior, association, and/or affiliation;
- Harassment of others (see Policy 3207);

- Inappropriate dress or appearance (see Policy 3224);
- Trespassing on school property or school transportation at a time or place the student's presence is not permitted;
- Unacceptable uses of technology (see Policy 2022 and Procedure 2022-P)
- Occupying a school building or school grounds in order to deprive others of its use;
- Preventing students from attending class or school activities;
- Use or possession of tobacco;
- Using any object in a dangerous manner;
- Intentionally defacing or destroying the property of another.

Exceptional Misconduct

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

- Arson;
- Assault, if the assault involves:
 - injury to another;
 - bodily fluids; or
 - a weapon;
- Commission of any crime on school grounds, or the commission of a crime or other dangerous conduct anywhere that indicates the student's presence on school grounds poses a danger to other students or staff;
- Cumulative violations;
- Causing intentional, substantial damage or destruction to school property or the property of another on school grounds or at school activities;
- Dangerous use of motor vehicles on school grounds or at school activities, or endangering students on a school bus;
- Disruption of the school program by bomb scares, false fire alarms, firecrackers, etc.;
- Extortion;
- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged is prohibited, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Harassment/intimidation/bullying of others;
- Electronic Bullying ("Cyberbullying" is the use of communication tools, websites, social media, cell phones, or other electronic devices to bully, harass, intimidate, or harm other people, including written, verbal or text messages; images; discussions; chat conversations; or instant messages.);
- Knowingly possessing stolen property;
- Possession, use, sale, or delivery of illegal or controlled chemical substances, including marijuana or substances containing marijuana and alcoholic beverages, as well as

possession of items reasonably determined to be drug paraphernalia as used or possessed;

- Presence on school property or at a school activity following the consumption or use elsewhere of an alcoholic beverage or a controlled substance, including marijuana;
- Sexual misconduct on school grounds, at school activities, or on school provided transportation;
- Theft on school grounds, at school activities, on school provided transportation, or of school property at any time;
- Threats of violence to other students or staff
- Use or possession of dangerous weapons, including firearms, airguns, knives, nun-chu-ka sticks, throwing stars, stun guns, explosives and other weapons prohibited by state law and Policy 4210.

Guidelines for Sanctions

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

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

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

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

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

Implementing Disciplinary Action Guidelines

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

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

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

OFFENSE DEFINITIONS

ARSON

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

ASSAULT

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

DEFACING OR DESTRUCTION OF PROPERTY

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

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

When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the

pupil shall be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

DEFIANCE OF SCHOOL AUTHORITY

Refusal to obey reasonable requests, instructions, and directives of any school personnel, including volunteers or contractors working for the school. Defiance includes dress or appearance in violation of Policy 3224 that the student either refuses to correct at the directive of a school administrator, or that is a persistent and repeated violation of Policy 3224. Defiance of school authority can also include intentional disruptive behavior.

DRUGS/ALCOHOL AND OTHER PROHIBITED CHEMICAL SUBSTANCES

The possession, consumption, use, storage, or distribution of drugs, alcohol, and other similar chemical substances on school grounds, at school activities, or on district-provided transportation is prohibited. For purposes of student conduct expectations:

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

Generally, a suspension for possession, use, or consumption should not exceed ten (10) days, and a suspension for distribution should not exceed twenty (20) days. A suspension for secondary students in either case should not fall below three (3) days.

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

An administrator may draw up a contract with a student serving a suspension, and a maximum of fifty percent (50%) of the suspension may be held in abeyance when the student successfully complies with the terms and conditions of the contract.

In all cases in which a student possesses or is distributing on school grounds, at school activities, or on district-provided transportation a substance prohibited under this section that is also a violation of the law, a report will be made by school officials to law enforcement.

FIGHTING OR FIGHTING INVOLVEMENT

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

REASONABLE SELF-DEFENSE:

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

- a student who is being assaulted or witnesses another student being assaulted acts only in a manner that is defensive and protective of himself/herself or others;
- the student is acting in a manner that a building administrator determines is reasonable and necessary in light of the circumstances; and
- the student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault.

A reasonable physical response to an assault may include holding the assailant's hands or arms to prevent the assault, or pulling two fighting students apart and holding them until adult staff can arrive and intervene.

GANG CONDUCT

For school discipline purposes includes:

- the creation, display, or communication of gestures, language, imagery, or symbols as defined below commonly associated with gang culture;
- the promotion of gang culture and/or gang violence, and/or;
- the solicitation or recruitment of gang members.

Gang imagery and symbols include, but are not limited to:

- apparel (including shoelaces, bandanas, belts, or hats) which by virtue of color, arrangement, trademark, symbol, or any other attributes indicate or imply gang membership or affiliation
- displays of gang affiliation on personal belongings including clothing, school assignments, notebooks, body, etc.

HARASSMENT, SEXUAL HARASSMENT, INTIMIDATION OR BULLYING

For school discipline purposes, harassment, sexual harassment, intimidation or bullying can occur at two different levels:

- **Class 2 Offense:** A single, or very infrequent, act by one student towards another that is not intended to hurt, threaten or intimidate or if intended is corrected and extinguished through the intervention and/or discipline imposed by a staff member or administrator. A Class 2 offense can also be defined by the actions of two or more

students that go back and forth, better defined as a conflict that includes statements that constitute harassment, bullying or intimidation. Class 2 bullying, harassment and intimidation offenses are extinguished by the action taken to correct them and do not, or rarely, occur again in the future.

- Class 3 Offense: Persistent, intentional, ongoing and severe in nature and/or continuing to occur.
- Harassment, sexual harassment, intimidation and bullying include:
 - o intentionally hurtful, threatening, or intimidating verbal and/or physical conduct in violation of district Policy 3207 and procedure 3207-P;
 - o unsolicited or unwelcome verbal or physical conduct that is harassing or intimidating that can be of a sexual, religious, racial or ethnic nature, or based on disability;
 - o a threat to cause bodily injury, property damage, or to cause the physical confinement or restraint of the person threatened, or any other act causing substantial harm to the physical or mental health of the person threatened.

LEWD, OBSCENE, OR PROFANE LANGUAGE, GESTURES OR MATERIALS

For purposes of school discipline, this includes, but is not limited to, lewd, obscene or profane language, gestures or materials that are unrelated to authorized school curriculum.

Prohibited “materials” includes digital or electronic text, images, or sounds that are possessed, displayed, or transmitted while under the supervision of school authorities.

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

THEFT/STEALING

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

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

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

TOBACCO/NICOTINE PRODUCTS - USE OR POSSESSION

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

TRUANCY

See Policy and Procedure 3122.

WEAPONS

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

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

The school district may also suspend or expel a student for up to one year if the student acts with malice as defined under RCW 9A.04.110 and displays a device that appears to be a firearm.

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

Classroom Management, Discipline and Corrective Action – Policy 3241

Rules of student conduct are essential to maintain a school environment conducive to learning. A student's refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for discipline or corrective action.

Staff are responsible for supervising student behavior, employing effective classroom management methods and enforcing the rules of student conduct in a fair, consistent and non-discriminatory manner. Corrective action must be reasonable and necessary under the circumstances and reflect the district's priority to maintain a safe and positive learning environment for all students and staff.

Students and/or their parents/guardians will be provided all required substantive and procedural due process in regard to grievances, hearings and/or appeals of corrective action. The district will assist long-term suspended and expelled students in returning to school as soon as possible by providing them with a reengagement plan tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension or expulsion.

Classroom Management, Discipline and Corrective Action – Procedure 3241-P

Definitions

- **Discipline** means all forms of corrective action other than emergency removal, suspension or expulsion. Discipline includes the exclusion of a student from any type of activity conducted by or on behalf of the school district and exclusion of a student from a class by a teacher or administrator for a period of time that does not exceed the balance of the immediate class period, provided the student is in the custody of a school district employee for the balance of such period.
- **Emergency removal** means a student's immediate removal from a class, subject or activity by a certificated teacher or an administrator or a school bus driver and sending of that student to the building principal or designee, when the teacher or administrator has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students or school staff or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process.
- **Suspension** means the denial of attendance for any single subject or class or for any full schedule of subjects or classes for a stated period of time. Suspension may also include denial of admission to, or entry upon, real and personal property that is owned, leased, rented or controlled by the district.
 - **Short-term suspension** means suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days.
 - **Long-term suspension** means a suspension that exceeds ten (10) consecutive school days. A long-term suspension cannot cause the student to lose academic grades or credit in excess of one semester or trimester during the same school

year and cannot be imposed beyond the school year in which the alleged misbehavior occurs.

- **Emergency expulsion** means an emergency removal from school for up to, but not exceeding, ten (10) consecutive school days from the student's current school placement by the superintendent or designee. An emergency expulsion requires the superintendent or designee to have good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to other students or school staff or an immediate and continuing threat of substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten (10) school days from the date of the emergency removal from school. If the district converts the emergency expulsion to another form of corrective action, it must provide notice and an explanation of due process rights to the student and parent/guardian.
- **Expulsion** means a denial of attendance for a period of time up to but no longer than one calendar year from the time the student is removed from his/her current school placement by a school district superintendent or designee. An expulsion may not be for an indefinite period of time. An expulsion may be extended beyond one calendar year if: 1) the school petitions the superintendent for an extension; and 2) the superintendent authorizes the extension pursuant to the superintendent of public instruction's rules adopted for this purpose (see Petition for Extension of One Year Expulsion below). An expulsion may also include a denial of admission to, or entry upon, real or personal property that is owned, leased, rented or controlled by the district.
- **School business day** means any calendar day except Saturdays, Sundays and any federal and school holidays upon which the office of the superintendent is open to the public for business. A school business day concludes upon the closure of the superintendent's office for the calendar day.
- **School day** means a calendar day except school holidays on which enrolled students are engaged in educational activity which is planned, supervised and conducted by or under the supervision of certificated staff and on which day all or any portion of enrolled students participate in such educational activity.
- **Reengagement meeting** means a meeting held between the district and the student and parent/guardian to discuss how to return a long-term suspended or expelled student to an educational setting as soon as possible.
- **Reengagement plan** means a written plan developed between the district and a student and his/her parent or guardian designed to aid the student in taking the necessary steps to remedy the situation that led to the student's suspension or expulsion and to return the student to the educational setting as soon as possible.

Superintendent authority

The superintendent will have the authority to discipline, suspend or expel students. The superintendent will:

- Identify the conditions under which a teacher may exclude a student from his or her class; and

- Designate which staff members have the authority to initiate or to impose discipline, suspensions or expulsions.

No student will be expelled, suspended, or disciplined in any manner for the performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

No form of discipline will be enforced in such a manner as to prevent a student from accomplishing a specific academic grade, subject or graduation requirements.

Notification of suspensions of students eligible for special education services

The principal will notify special education staff of any suspensions to be imposed on a student who is currently eligible for special education services or any student who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that the district can ensure compliance with special education discipline procedures.

Notification of procedures relating to student behavior

Principals will annually publish and make available to students, parents and staff the rules of the district that establish misconduct and the written procedures for administering corrective action. The publication will also define student rights and responsibilities relating to student behavior.

Pursuant to the Drug-Free Schools and Communities Act (Amendments of 1989), students and parents will be given annual notice of the standard of conduct the district requires regarding controlled substance and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.

Rights and responsibilities of certificated staff

Certificated staff will have the right to:

- Expect students to comply with school rules;
- Develop and/or review building rules relating to student conduct and control at least once each year. Building rules will be consistent with district rules relating to student conduct;
- Receive any complaint or grievance regarding corrective action of students. Certificated staff will be given the opportunity to present their version of the incident and to meet with the complaining party in the event that a conference is arranged;
- Use such reasonable action as is necessary to protect himself/ herself, a student, or others from physical abuse or injury;
- Detain a student after school for up to 30 minutes with due consideration for bus transportation.

Teachers have the right to exclude any student who creates a disruption of the educational process in violation of building disciplinary standards, while under the

teacher's supervision, from his/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. Except in emergency circumstances as provided for in WAC 392-400-290 (see **Emergency Removal** below), the teacher will attempt one or more forms of corrective action prior to excluding the student. The principal will confer with the teacher prior to returning an excluded student back to the classroom.

Certificated staff will have the responsibility to:

- Observe the rights of students;
- Supervise student behavior and enforce the rules of student conduct fairly, consistently, and without discrimination. Any infractions will be reported orally and in writing to the principal as soon as possible regardless of any corrective actions taken by the teacher;
- Maintain good order in the classroom, in the hallways, on the playgrounds or other common areas of the school, and on school buses (i.e., during field trips);
- Maintain accurate attendance records and report all cases of truancy;
- Notify parents of classroom exclusions and/or removals, including corrective actions attempted;
- Set an appropriate example of personal conduct and avoid statements which may be demeaning or personally offensive to any student or group of students; and
- Meet with a parent(s) within five (5) school days upon request to hear a complaint regarding the use of classroom materials and/or teaching/behavioral strategies that are being employed in the classroom, or including the teacher's exclusion of students.

Principals will have the responsibility to:

- Impose suspension or expulsion when appropriate;
- Notify parents when students are suspended or expelled; and
- Confer with certificated staff at least once per year to develop and/or review rules of conduct to be employed in the school and corrective actions that may be employed in the event of rule infractions.

Unexcused absences and tardiness

Students with one or more unexcused absences and/or tardiness and subject to compulsory attendance pursuant to Chapter 28A.225 RCW may be subject to corrective action that is reasonably calculated to modify the student's conduct. However, if a district imposes corrective action on a student for one or more unexcused absences, it must:

- Provide notice to the student's parent/guardian in writing in English or the primary language of the parent/guardian, that the student has failed to attend school without valid justification, and by any other means necessary to provide notice of these facts;
- Schedule a conference or conferences with the parents/guardians and the student to analyze the causes of the student's absences and determine whether the student would

be appropriately placed in a special program designed for his/her educational success; and

- Take steps to reduce the student's absences, which include, where appropriate in the judgment of district staff, adjustments to the student's school program or school or courses or assisting the parent/guardian in obtaining supplementary services.

Additionally, a student's academic grade or credit may only be adversely affected by reason of tardiness or absences if:

- The student's attendance or participation is related to the instructional objectives or goals of the particular subject or course;
- The student's attendance or participation has been identified by the teacher pursuant to district policy as a basis for grading the subject or course; and
- The circumstances pertaining to the student's inability to attend school have been taken into consideration, including whether the absences are directly related to the student's disability under Section 504 of the Rehabilitation Act of 1964, Title II of the Americans with Disabilities Act (ADA) or the Individuals with Disabilities Education Act (IDEA).

Alternative forms of corrective action

The board encourages the use of alternative forms of correction action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning. District administrators may consider alternative forms of corrective action—including programs intended to lessen the time of exclusion from class attendance—which have been approved by the board and/or superintendent.

Except in cases involving exceptional misconduct, district administrators must impose alternative forms of corrective action for incidents of misbehavior prior to imposing a suspension or expulsion for the same type of misbehavior.

Student disciplinary boards

The board recognizes that a student's behavior may be positively influenced when an incident giving rise to corrective action is reviewed by a panel of the student's peers. The board may, in its discretion, authorize the establishment of one or more student disciplinary boards composed of students, which may also include teachers, administrators, parents or any combination thereof pursuant to WAC 392-400-220. The student disciplinary board may be authorized to prescribe reasonable discipline and may recommend suspension or expulsion to the appropriate school authority. The school authority will be authorized to set aside or modify the student disciplinary board's recommendation.

Student discipline

Student discipline will be enforced in order to maintain a safe and orderly school environment that is conducive to student learning.

The methods employed in enforcing the rules of student conduct involve professional judgment. Such judgment should be:

- Consistent from day to day and student to student;
- Guided by appropriate classroom management strategies;
- Balanced against the severity of the misconduct;
- Appropriate to the student's circumstances and prior behavior;
- Fair to the student, parent/guardian, and others; and
- Effective.

Since these criteria may conflict, established procedures must be followed in correcting misbehavior. No form of discipline will be enforced in such a manner as to prevent a student from accomplishing specific academic grade, subject or graduation requirements. Appeal procedures have been established in order to provide for an opportunity for every corrective action to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff.

Detention

For minor infractions of school rules or regulations, or for minor misconduct, staff may detain students after school hours for not more than 30 minutes on any given day.

Preceding the assignment of detention, the staff member will inform the student of the nature of the offense charged and of the specific conduct which allegedly constitutes the violation. The student will be afforded an opportunity to explain or justify his/her actions to the staff member.

Detention will not begin until the parent/guardian has been notified (except in the case of an adult student) for the purpose of informing him/her of the basis and reason for the detention and to permit him/her to make arrangements for the necessary transportation of the student when he/she has been detained after school hours for corrective action.

Students detained for corrective action will be under the direct supervision of the staff member or another member of the professional staff.

Grievance and appeal process for student discipline

Any parent/guardian or student who is aggrieved by the imposition of discipline will have the right to an informal conference with the principal for the purpose of resolving the grievance. The employee whose action is being grieved will be notified of the grievance as soon as reasonably possible.

At such conference the student and parent/guardian will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

After exhausting this remedy, the parent/guardian and student will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the superintendent or designee.

If the grievance is not resolved, the parent/guardian and student, upon two (2) school business days' prior notice, have the right to present a written or oral grievance to the board during its next regular meeting, or at a meeting held within 30 days, whichever is

earlier. A closed meeting may be held for the purpose of considering the grievance. The board will notify the parent and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented. The disciplinary action will continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

Alternatively, the board may delegate its authority to hear and decide discipline and short-term suspension grievance appeals to a school district disciplinary appeal council established pursuant to WAC 392-400-310(1).

Emergency removal

A student may be removed immediately from a class or subject by a teacher or administrator without other forms of corrective action and sent to the principal or a designated school official, without first attempting corrective action, provided that the teacher or administrator has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students or staff or an immediate and continuing threat of substantial disruption of the class, subject, or educational process of the student's school. The removal will continue only until:

- The danger or threat ceases; OR
- The principal or designee acts to impose corrective action.

The principal or designee will meet with the student as soon as reasonably possible following the removal and take or initiate appropriate corrective action. The meeting will take place no later than the beginning of the school day following the student's emergency removal. The teacher or administrator who removed the student will be notified of the action taken or initiated.

Short-term suspension

Conditions and limitations

The nature and circumstances of the student conduct violation must reasonably warrant a short-term suspension. As a general rule, no student will be suspended for a short term unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature.

No student in grades kindergarten through fourth grade will be suspended for more than a total of ten (10) school days during any single semester or trimester and no loss of academic grades or credit will be imposed by reason of the suspension.

No student in fifth grade and above will be suspended for more than a total of fifteen (15) school days during any single semester or ten school days during any single trimester.

Any student who has been short-term suspended will be provided the opportunity upon return to make up assignments and tests missed during the suspension if the

assignments or tests have a substantial effect upon the student's grades or failure to complete such assignments or tests would result in denial of credit.

The principal will notify special education staff of any short-term suspensions to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that short-term suspensions may cumulatively or consecutively exceed ten school (10) days, (see Procedure 2161P, Special Education and Related Services for Eligible Students, Discipline section) the principal will notify relevant special education staff so that the district can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

In-school suspension

Students who are denied attendance at school are denied the opportunity to learn. The district has therefore created an in-school suspension program which temporarily removes the student from his/her regular learning environment but permits the student to maintain his/her educational progress. An in-school suspension is no different from any other suspension as defined by WAC 392-400-205, and therefore triggers the same substantive and procedural due process, including student and parent/guardian notification.

Students who are assigned to in-school suspension are granted this opportunity as a privilege and are expected to comply with the expectations of staff. The superintendent will establish guidelines for the operation of the in-school suspension program.

Suggested guidelines for in-school suspension are as follows:

- A student who is afforded the opportunity to be assigned to in-school suspension will agree to the conditions specified by the school principal. Unless the student is of majority age, the principal will obtain written authorization from the parent or guardian. The student's or parents' or guardians' authorization will include the number of days the student will be assigned to in-school suspension.
- In-school suspension is designed to encourage learning. Students will be expected to work on their classroom assignments at all times.
- A student in in-school suspension will attend a single subject or class or any full schedule of subjects or classes in a separate location on school property from their regular subject or class or schedule and/or classmates.
- The student will be denied the opportunity to participate in any school activities while in in-school suspension.
- While in-school suspended, the student and staff may develop a behavior contract that defines the future expected behavior of the student. The student and his/her parents/guardians and a staff member will sign the contract.
- Any act of inappropriate conduct may result in imposition of other corrective action.
- After a student is placed back into the regular classroom(s), the principal or designee or school counselor will monitor the student's progress on a daily basis.

The student will be encouraged to maintain a relationship with the school counselor as a means of dealing with any problems that arise.

- Specific rules and building procedures will be developed by the building principal.

Exceptional misconduct

A student may be short-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruption to the operation of the school that immediate suspension is warranted. In cases of exceptional misconduct, a short-term suspension may be imposed without first attempting alternative forms of corrective action. The superintendent, following consultation with a representative ad hoc citizens' committee, will recommend for board adoption, the nature and extent of the corrective actions which may be imposed as a consequence of exceptional misconduct. (See Procedure 3240P). An exception may be granted by an administrator when warranted by extenuating circumstances.

Prior notice and conference

Prior to the short-term suspension of a student, the principal or designee will conduct a conference with the student and provide:

- An oral or written notice of the charges;
- An oral or written explanation of the evidence in support of the allegation(s);
AND
- An oral or written explanation of the short-term suspension which may be imposed.

The student will be provided an opportunity to present his/her explanation of the allegation(s).

If the short-term suspension is to exceed one (1) calendar day, the principal or designee will notify the student's parent/guardian of the reason for the suspension and its duration either orally or by U.S. mail as soon as reasonably possible. The notice will also address the parent/guardian's right to an informal conference pursuant to WAC 392-400-255 and the fact that the suspension may be reduced as a result of such conference.

Grievance and appeal process for short-term suspension

Any parent/guardian or student who is aggrieved by the imposition of a short-term suspension will have the right to an informal conference with the principal or designee for the purpose of resolving the grievance. At such conference the student and parent will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

The parent/guardian and student after exhausting this remedy will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the superintendent.

If the grievance is not resolved, the parent/guardian and student, upon two (2) school business days' prior notice, will have the right to present a written or oral grievance to the board at its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance.

The board will notify the parent/guardian and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented. The short-term suspension will continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

Readmission

Any student who has been short-term suspended will be allowed to make application for readmission at any time in accordance with district policy and procedure. (See also **Readmission Application Process**, below)

Reporting

Principals will report all short-term suspensions and the reasons therefor to the superintendent or designee within twenty-four (24) hours after the imposing the short-term suspension.

Emergency expulsion

Conditions and limitations

A student may be immediately removed from school prior to a hearing without other forms of corrective action if the superintendent or designee has good and sufficient reason to believe that the student poses:

- An immediate and continuing danger to other students or school staff; OR
- An immediate and continuing threat of substantial disruption of the educational process.

Such emergency expulsion must end or be converted to another form of corrective action within ten (10) school days of the date of the expulsion. If the emergency expulsion is converted to another form of corrective action, the district will provide the student and/or parents/guardians with notice and due process rights appropriate to the new corrective action.

Notice of hearing

The district will notify the student and his/her parents/guardians of the emergency expulsion and of their opportunity for a hearing by:

- Hand-delivery of written notice within twenty-four hours of expulsion (school districts must document delivery of the notice by obtaining the signature of the

student's parents/guardians acknowledging receipt or the written certification of the person making the delivery); OR

- Certified letter mailed within twenty-four hours of the expulsion (reasonable attempts to contact the parents/guardians by phone or in person will also be made as soon as reasonably possible).

The district's written and oral notice of emergency expulsion and opportunity for hearing will:

- Be provided in the predominant language of the student and/or a parent/guardian, if other than English, if feasible;
- Specify the alleged reasons that the student's presence poses an immediate and continuing danger to students, school staff, or poses an immediate and continuing threat of substantial disruption of the educational process.
- Set forth the date on which the emergency expulsion began and when it will end;
- Set forth the right of the student and/or his or her parents/guardians to a hearing for purposes of contesting the allegations as soon as is reasonably possible; and
- Set forth the facts that:
 - A written or oral request for hearing must be received by a designated school employee or his or her office on or before the end of the third school business day after receipt of the notice of opportunity for hearing; AND
 - If the request is not received within three school business days, then the right to a hearing may be deemed waived and the emergency expulsion may be continued, if deemed necessary, for up to ten (10) school days from the date of the student's emergency expulsion from school without any further opportunity for the student or his or her parent/guardian to contest it.

As a best practice, the district should provide a schedule of school business days with the notice.

The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The request may be provided in writing or orally, but must be provided to the district employee specified in the notice or their office. If a request for hearing is not received within the required period, the district may deem the right to hearing waived and the emergency expulsion may be imposed for up to ten (10) school days from the date of the expulsion from school.

Prehearing and hearing

If a request for hearing is received within three (3) school business days after receipt of notice, the school district will immediately schedule and give notice of a hearing to commence as soon as reasonably possible and no later than the second school business day after receipt of the request for hearing.

The student and his/her parents/guardians have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that the district intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a school district witness does not appear);
- Explain the alleged misconduct;
- Present relevant affidavits, exhibits, and witnesses.

The district and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing.

The hearing will be conducted before a hearing officer appointed by the superintendent. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both district administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings. Either a tape-recorded or verbatim record of the hearing will be made.

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

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

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct;
- A conclusion as to whether the student's immediate and continuing danger to students and/or school staff OR immediate and continuing threat of substantial disruption of the educational process giving rise to the emergency expulsion has terminated; AND
- A conclusion as to whether the emergency expulsion shall be converted to another form of corrective action or stand as imposed.

Within one (1) school business day after the date upon which the hearing concludes, the hearing officer will issue the decision and the district will provide notice of such

decision to the student and the student's parents/guardians and legal counsel, if any, by depositing a letter in certified U.S. mail.

If the hearing officer concludes in his/her decision that the emergency expulsion shall be converted to another form of corrective action, the district must provide notice of all due process rights to the student and parent/guardian for the appropriate corrective action. For appeals from a hearing officer decision regarding an emergency expulsion, see **Appeals of long-term suspension and expulsion**, below.

Long-term suspension

Conditions and limitations

A student may be long-term suspended for violation of school district rules. The nature and circumstances of the violation must reasonably warrant a long-term suspension. As a general rule, no student will be long-term suspended unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature.

No student in grades kindergarten through fourth grade will be long-term suspended during any single semester or trimester and no loss of academic grades or credit will be imposed by reason of the suspension.

No student in fifth grade and above will be long-term suspended in a manner that causes the student to lose academic grades or credit for longer than one semester or trimester during the same school year.

The principal will notify special education staff of any long-term suspension to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that the district can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

Exceptional misconduct

A student may be long-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruptive effect on the operation of the school that an immediate resort to a long-term suspension is warranted. In cases of exceptional misconduct, a long-term suspension may be imposed without first attempting alternative forms of corrective action. The superintendent, following consultation with a representative ad hoc citizens' committee, will recommend for board approval, the nature and extent of the corrective actions which may be imposed as a consequence of exceptional misconduct. (See Procedure 3240P). An exception may be granted by an administrator and/or hearing officer when warranted by extenuating circumstances.

Notice of hearing

Prior to imposing a long-term suspension, the district will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:

- Be provided in the predominant language of the student and his or her parents/guardians, if other than English, if feasible;
- Specify the alleged misconduct and the school district rule(s) alleged to have been violated;
- Set forth the proposed long-term suspension;
- Set forth the right to a hearing for the purpose of contesting the allegation(s);
AND
- Set forth the facts that:
 - A written or oral request for hearing must be received by the superintendent or his/her designee on or before the end of the third school business day after the notice is received; and
 - If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed without further opportunity for the student and/or their parent/guardian to contest it.

As a best practice, the district should provide a schedule of school business days with the notice.

The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The request may be provided in writing or orally, but must be provided to the district employee specified in the notice or their office. If a request for hearing is not received within the required period, the district may deem the right to hearing waived and the long-term suspension may be imposed.

Pre-hearing and hearing

If a request for hearing is received within three (3) school business days after receipt of notice, the school district will schedule a hearing to begin within three (3) school business days after the date of receiving the request.

The student and parent/guardian have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that the district intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a school district witness does not appear);
- Explain the alleged misconduct; and
- Present relevant affidavits, exhibits, and witnesses.

The district and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the superintendent. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both district administration experience and/or legal training and/or prior experience conducting administrative hearings.

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

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

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
- A conclusion as to whether the nature and duration of the proposed long-term suspension is appropriate or whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and the district will provide notice of such decision to the student's legal counsel, or, if none, to the student's and his/her parents/guardians.

If the hearing officer decides that a long-term suspension is appropriate, the parent/guardian and student will have the right to appeal that decision to the school board or school district disciplinary appeal council by filing a written or oral notice of appeal at the office of the superintendent or the hearing officer within three (3) school business days after the date of receipt of the decision.

If a timely notice of appeal is not provided to the district, the long-term suspension may be imposed as of the calendar day following expiration of the three (3) school business day period (see **Appeal Process for Long-Term Suspension or Expulsion**, below).

Readmission

Any student who has been long-term suspended will be allowed to make application for readmission at any time in accordance with district policy and procedure. (See also **Readmission Application Process**, below)

Reporting

Principals will report all long-term suspensions and the reasons therefor to the superintendent or designee within twenty-four (24) hours after the imposing the expulsion.

Expulsion

Conditions and limitations

The nature and circumstances of the alleged violation must reasonably warrant the harshness of expulsion. No student will be expelled unless other forms of corrective action reasonably calculated to modify his or her conduct have failed or there is good reason to believe that other forms of corrective action would fail if used.

The district will make reasonable efforts to assist students in returning to an educational setting prior to, and no later than, the end date of the expulsion.

An expulsion may not be imposed for an indefinite period of time, and may not exceed one calendar year from the date of corrective action unless:

- The school petitions the superintendent for an extension; AND
- The superintendent authorizes the extension in compliance with the superintendent of public instruction's rules adopted for this purpose (see **Petition for Extension of One Year Expulsion** below).

Once a student is expelled in compliance with district policy, the expulsion will be brought to the attention of appropriate local and state authorities, including, but not limited to, juvenile authorities acting pursuant to the Basic Juvenile Court Act, so that such authorities may address the student's educational needs.

Any elementary or secondary school student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, will be expelled from school for not less than one calendar year pursuant to RCW 28A.600.420 with notification to parents/guardians and law enforcement.

Notice of hearing

Prior to the expulsion of a student, the district will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:

- Be provided in the predominant language of the student and his or her parents/guardians, if other than English, if feasible; Specify the alleged misconduct and the school district rule(s) alleged to have been violated;

- Set forth the proposed expulsion;
- Set forth the right to a hearing for the purpose of contesting the allegation(s);
AND
- Set forth the facts that:
 - A written or oral request for hearing must be received by the Superintendent or his/her designee on or before the end of the third school business day after the notice is received; and
 - If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed without further opportunity for the student and/or their parent/guardian to contest it.

Prehearing and hearing

If a request for hearing is received within three (3) school business days after receipt of notice, the school district will schedule a hearing to begin within three (3) school business days after the date of receiving the request.

The student and parent/guardian have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that the district intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a school district witness does not appear);
- Explain the alleged misconduct;
- Present relevant affidavits, exhibits, and witnesses.

The district and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the superintendent. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both district administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings.

The hearing is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the hearing will be held without public notice and without public access unless the student(s) and/or the parent(s)/guardian(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will comply with the Family Educational Rights and Privacy Act (FERPA) in regard to confidentiality of student education records.

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

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

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
- A conclusion as to whether the expulsion is appropriate OR whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and the district will provide notice of such decision to the student's legal counsel, or, if none, to the student's and his/her parents/guardians.

The student and parent/guardian will have the right to appeal the hearing officer's decision to the school board or school district disciplinary appeal council by filing a written or oral notice of appeal at the office of the superintendent or the hearing officer within three (3) school business days after the date of receipt of the decision. If a timely notice of appeal is not provided to the district, the expulsion may be imposed as of the calendar day following expiration of the three (3) school business day period.

If a timely notice of appeal is received, see **Appeal Process for Long-Term Suspension or Expulsion**, below.

Readmission

Any student who has been expelled will be allowed to make application for readmission at any time in accordance with district policy and procedure. (See also **Readmission Application Process**, below)

Reporting

Principals will report all long-term suspensions and the reasons therefor to the superintendent or designee within twenty-four (24) hours after the imposing the expulsion.

Petition for extension of one-year expulsion

The principal or designee may petition the superintendent for authorization to exceed the one year calendar limitation on an expulsion when warranted because of risk to public health and

safety. The petition may be submitted any time after final imposition of the expulsion and prior to the end of the expulsion. The petition will include:

- A detailed description of the student's misconduct, the school rules that were violated, and the public health or safety concerns of the district;
- A detailed description of the student's academic, attendance and discipline history, if any;
- A description of the lesser forms of corrective action that were considered and the reasons why they were rejected;
- A description of all alternative learning experiences, vocational programs and/or other educational services that may be available to the student;
- The proposed extended length of the expulsion;
- Identification of special education services or accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, if appropriate;
- A proposed date for the reengagement meeting.

A copy of the petition will be delivered in person or by certified mail to the student and his/her parents/guardians in the predominant language of the student and/or his/her parents/guardians, if other than English, if feasible; Rights Act of 1964. The student and/or parents/guardians may submit a written or oral response to the petition within ten (10) school business days of receipt of the petition.

Within eleven (11) school business days, but no later than twenty (20) school business days from delivery of the petition to the student and parent/guardians, the superintendent will issue a written decision granting or denying the petition. The superintendent, in his/her discretion, may grant the petition if evidence exists that if a student was to return at or before one calendar year, he/she would pose a risk to public health or safety. The written decision will include a description of rights and procedures for appeal.

The student and/or parents/guardians may appeal the decision within ten (10) school business days of receipt of the decision to the school board.

The district will report the number of petitions submitted, approved and denied to the office of the superintendent of public instruction annually.

Board option to delegate authority to hear appeals

The board may delegate its authority to hear and decide long-term suspension and expulsion appeals to a school district disciplinary appeal council established by the board. Members of such councils will be appointed by the board for fixed terms and shall consist of no less than three persons. If such a council is established, the student and/or his/her parents/guardians have the right to appeal the hearing officer decision to the board or the disciplinary appeal council.

Appeal process for long-term suspension and expulsion

If a timely notice of appeal is received, the long-term suspension or expulsion may be imposed during the appeal period if:

- The long-term suspension or **nonemergency** expulsion is imposed for no more than ten (10) consecutive days or until the appeal is decided, whichever is the shortest period.
- Any days that the student is suspended or expelled before the appeal is decided are applied to the term of suspension or expulsion and will not limit or extend the term of the suspension or extend the term of suspension or expulsion; and
- A suspended student who returns to school before the appeal is decided will be provided the opportunity upon return to make up assignments and tests missed by reason of suspension if:
 - Such assignments or tests have a substantial effect on the student's semester or trimester grade or grades; OR
 - Failure to complete such assignment or tests would result in denial of course credit.

The board will schedule and hold a meeting to informally review the matter within ten (10) school business days from receipt of such appeal. The purpose of the meeting will be to confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time the student, parent/guardian, and/or counsel will be given the right to be heard and will be granted the opportunity to present such witnesses and testimony as the board deems reasonable.

Prior to adjournment, the board will agree to one of the following procedures:

- Study the hearing record or other materials submitted and record its findings within ten (10) school business days; OR
- Schedule and hold a special meeting to hear further arguments on the case and record its findings within fifteen (15) school business days; OR
- Hear and try the case de novo before the board within ten (10) school business days.

Any decision by the board to impose or to affirm, reverse or modify the imposition of suspension or expulsion upon a student will be made only by:

- Those board members who have heard or read the evidence;
- Those board members who have not acted as a witness in the matter; AND
- A majority vote at a meeting at which a quorum of the board is present.

Within thirty (30) days of receipt of the board's final decision, any parent and student desiring to appeal any action upon the part of the board regarding the suspension or expulsion may serve a notice of appeal upon the board and file such notice with the Superior Court Clerk of the County.

Reengagement Meeting

A reengagement meeting should be convened within twenty (20) days of a long-term suspension or expulsion but no later than five (5) days before the student's reentry or reenrollment to school. The purpose of the meeting is to discuss a reengagement plan with the parent/guardian and the student.

Reengagement Plan

The district must create a plan tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension or expulsion. The plan should aid the student in taking the necessary steps to remedy the situation that led to the suspension or expulsion.

In developing the reengagement plan, the district should consider shortening the length of time that the student is suspended or expelled, other forms of corrective action and supportive interventions that aid in the student's academic success and keep the student engaged and on track to graduate.

A reengagement meeting conducted by the district involving the student and his/her parents/guardians is not intended to replace a petition for readmission.

Readmission Application Process

Any student who has been suspended or expelled will be allowed to make application for readmission at any time. If a student desires to be readmitted to the school from which he/she has been suspended/ expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the superintendent. The application will include:

- Reasons the student wants to return and why the request should be considered;
- Evidence which supports the request; AND
- A supporting statement from the parent or others who may have assisted the student.

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

Closed Campus – Policy 3242

Students will remain on school grounds from time of arrival until close of school unless officially excused.

Some high school students may be permitted to leave campus during their scheduled lunch break and are required to return on time to attend the next regularly scheduled class. Students who fail to return to school following the lunch break will be found tardy or with an unexcused absence and may lose the privilege of leaving campus during lunch. Students must provide their own transportation and are not permitted to transport another student unless written consent has been provided by the parent or guardian of all students including the student driver.

Additional guidance regarding student use of automobiles and bicycles can be found in Policy 3243.

Students and Telecommunication Devices – Procedure 3245-P

Definitions:

- A. **Sexting** means sending, forwarding, displaying, retaining, storing or posting sexually explicit, lewd, indecent or pornographic photographs, images or messages by or on a cell phone, computer or other electronic means during school hours or school activities on or off campus; while on school district property, during any recess, lunch or leave periods on or off school district property; or beyond the hours of school operation if the behavior detrimentally affects the personal safety or well-being of school-related individuals, the governance, climate or efficient operation of the school; or the educational process or experience.
- B. **Disrupting the Learning Environment** means any intentional gesture, any intentional electronic communication or any intentional written, verbal or physical act or statement initiated, occurring, transmitted or received by a student at school that a reasonable person under the circumstance should know will have the effect of:
 - 1. Insulting, mocking or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school; or
 - 2. Creating an intimidating, threatening, hostile or abusive educational environment for a student or group of students through substantially severe, persistent or pervasive behavior.
- C. **Third parties** include, but are not limited to, coaches, school volunteers, parents or guardians, school visitors, service contractors or others engaged in district business or activities that are not directly subject to District control at inter-district and intra-district athletic competitions or other school events.

Reporting Violations:

Any student, employee, parent or guardian or third party who has knowledge of conduct in violation of this policy or any student who feels he/she has been a victim of sexting, menacing, retaliation or reprisal in violation of this policy will immediately report the concerns to:

- A. The building principal or his/her designee;
- B. A teacher who will be responsible for notifying the building principal or designee immediately if the matter cannot be adequately addressed by the teacher, or warrants administrative intervention;
- C. A counselor, who is responsible for notifying the building principal or designee immediately if the matter cannot be addressed by the counselor or is sufficiently serious to warrant administrative intervention; or
- D. The superintendent of schools or designee.

Investigating:

The principal or designee will be responsible for timely investigating a complaint made under this policy. The investigation, witness statements and evidence will be documented along with the outcome of the investigation.

In the course of the investigation, administrative staff will not send, receive or unnecessarily view or transmit sexting photographs or any other inappropriate images on either the district's or their personal electronic devices. The examination or viewing of the evidence/information will be limited to the extent necessary to determine that misconduct occurred.

Parent or Guardian Notification:

Parents or guardians of all students identified in the report will be notified of the investigation and informed of their students' involvement in the incident.

Discipline:

Students whose behavior violates this policy will be subject to discipline up to and including expulsion. Law enforcement will also be notified when conduct may violate criminal laws.

In addition to discipline, the district will assist students and/or parents or guardians to resolve concerns and issues prior to the use of the formal criminal complaint process. These interventions may include consultation, counseling, education, mediation and/or other opportunities for problem-solving.

In imposing discipline the administrator will take into consideration the context of the events, all relevant circumstances, and the parties' prior behavior, the nature of the behavior and its potential harm and the emotional and/or physical harm resulting from the reported party's actions. Exceptional misconduct penalties may be imposed, if in the opinion of the administration it is warranted.

Sexting Offenses

First offense:

- A. Parents or guardians will be notified;
- B. The district will file an information report with the police by phone or in writing;
- C. The student's phone or electronic device will be confiscated, searched and returned only to a parent or guardian;
- D. The student will receive a short-term, out-of-school suspension or an in-school suspension; and
- E. The district may impose appropriate interventions.

Second offense:

- A. Parents or guardians will be notified;
- B. Police will be notified;
- C. The student's phone or electronic device will be confiscated, searched and returned only to a parent or guardian;
- D. The student will receive a long-term suspension; and

E. The student will be ineligible to participate in extracurricular activities.

Third offense:

- A. Parents or guardians will be notified;
- B. Police will be notified;
- C. The student's phone or electronic device will be confiscated, searched and returned only to a parent or guardian;
- D. The student will be expelled; and
- E. The student will be ineligible to participate in extracurricular activities.

Medication at School – Procedure 3416-P

Each school principal will authorize two staff members to administer prescribed or non-prescribed medication. These designated staff members will receive RN delegation prior to the opening of school each year.

For purposes of this procedure, "medication" means oral medication, topical medication, eye drops, eardrops and nasal spray. Oral medications are administered by mouth either by swallowing or by inhaling and may include administration by mask if the mask covers the mouth or mouth and nose.

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

- A. Collect the medication directly from the parent (students should not transport medication to school), collect an authorization form properly signed by the parent and by the prescribing health professional and collect instructions from the prescribing health professional if the oral medication is to be administered for more than fifteen consecutive days;
- B. Store the prescription or non-prescribed oral medication (not more than a twenty (20) day supply) in a locked, substantially constructed cabinet or in a locked medication cart;
- C. Maintain a daily record which indicates that the prescribed or non-prescribed medication was dispensed.
- D. Provide for supervision by a physician or registered nurse.

A copy of this policy will be provided to the parent upon request for administration of medication in the schools.

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

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

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

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

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

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

Parent-Designated Adult Care of Students with Epilepsy

Parents of students with epilepsy may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate. Parent-designated adults who are school employees will file a voluntary, written, current and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with epilepsy from the school nurse. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care (including medication administration) requested by the parent.

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

Student Fees, Fines, Charges – Procedure 3520-P

Student fee schedules for individual buildings must be submitted to the superintendent for approval on an annual basis. Each building will submit an annual report which includes a report indicating the fees collected by each department. In establishing fees for classes, the following guidelines will be used:

- A. Class registration literature will describe fees for each class or activity and the process for obtaining a waiver or fee reduction;
- B. A fee may be collected for any program in which the resultant product is in excess of minimum requirements and, at the student's option, becomes the personal property of the student. Fees may not exceed the cost of the materials. A student must be able to obtain the highest grade offered for the course without being required to purchase extra materials;
- C. A fee may be collected for personal physical education and athletic equipment, apparel and towels or towel service. However, any student may provide his/her own if it meets reasonable requirements and standards relating to health and safety;
- D. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the district may be collected;
- E. Students may be required to furnish personal or consumable items including pencils, paper, erasers and notebooks;
- F. Security deposits for the return of materials or equipment may be collected. Provisions will be made to return the deposit when the student returns the item at the conclusion of the school term; and

- G. A fee may be collected for a unit of instruction where the activity necessitates the use of facilities not available on the school premises, and participation in the course is optional on the part of the student. A waiver or fee reduction need not be offered for such activities.

Fees may be levied for:

- A. Field trips required as part of a basic educational program or course, providing that no student is prevented from participation because of financial hardship.

Fees will not be levied for:

- A. Textbooks (non-consumable) which are designated as basic instructional material for a course of study; or
- B. Instructional costs for necessary staff employed in any course or educational program.

Fee waivers and reductions will be granted to students whose families would have difficulty paying by reason of their low income. The USDA Child Nutrition Program guidelines will be used to determine qualification for a fee waiver or reduction. Free and reduced lunch eligibility will be recognized by the school district through the qualifying year and the first thirty operating days of the following year. A student who qualifies for a fee waiver or reduction will remain eligible through September of the following school year. For fees due at the start of the school year, the family's waiver or reduction status from the previous school year can be used. This status will be reviewed no later than November 1 of the current school year to determine if the fee reduction or waiver is still valid. If not, the district will communicate to the family the fee amount owed.

Fines or damage charges may be levied for lost textbooks, library books or equipment. In the event the student does not make proper restitution, grades, transcripts and/or diplomas will be withheld. A student may make restitution through a voluntary work program. If a student has transferred to another school that has requested the student's records without paying an outstanding fine or fee, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions will be sent to the enrolling school. This information will be communicated to the enrolling district within two school days and the confirming records will be sent as soon as possible. The official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine.

A charge for lost or damaged materials or equipment may be appealed to the superintendent. The superintendent's decision may be appealed to the board. Care will be exercised by advising students and their parents, in writing, regarding the nature of the damages, how restitution may be made, and how a student or his/her parents may request a hearing. When damages are \$100 or less, a parent and/or student has a right to appeal the imposition of a fine in a manner similar to that specified for a short-term suspension. When damages exceed \$100, the parent and/or student may request a hearing in the manner provided for in a long-term suspension.

All fees will be deposited with the business office on a regular basis. The respective departments and schools will be credited by the amount of their deposit.

Regulation of Dangerous Weapons on School Premises – Policy 4210

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities. Firearms and dangerous weapons are defined in RCW 9.41.

The superintendent is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the Superintendent of Public Instruction.

The following persons may carry firearms into school buildings, as necessary:

- A. Persons engaged in military, law enforcement, or school district security activities;
- B. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course; and
- C. Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

- A. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and
- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons over eighteen years of age, and persons between fourteen and eighteen years of age with written parental or guardian permission, may possess personal protection spray devices on school property. A copy of the written parental or guardian permission to possess personal protection spray devices on school property must be turned in to the building principal. No one under eighteen years of age may deliver such devices. No one eighteen years or older may deliver a spray device to anyone under fourteen, or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection 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.

School officials will promptly notify the student’s parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy will be subject to discipline, including a one-year expulsion for a violation involving a firearm. However, the superintendent may modify the one-year expulsion on a case-by-case basis.

Use of Tobacco and Nicotine Substances Products and Delivery Devices – Policy 4215

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, “vapor pens,” non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

Any use of such products and delivery devices by staff, students, visitors and community members will be prohibited on school district property. Possession by, or distribution of tobacco products to minors is prohibited. This will include all district buildings, grounds and district-owned vehicles.

The use of Federal Drug Administration (FDA) approved nicotine replacement therapy in the form of a nicotine patch, gum or lozenge is permitted. However, students and employees must follow applicable policies regarding use of medication at school.

Notices advising students, district employees and community members of this policy will be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent and will be included in the employee and student handbooks. Employees and students are subject to discipline for violations of this policy, and school district employees are responsible for the enforcement of the policy.

Complaints Concerning Staff or Programs – Procedure 4220-P

Most complaints can be resolved by informal discussions between community members and the staff member. Should the matter not be resolved, the principal will attempt to resolve the issue through a conference with the community member and the staff member.

- A. The following procedures apply to the processing of a complaint which cannot be resolved in the manner described above;
- B. If the problem is not satisfactorily resolved at the building level, the community member should file a written complaint with the superintendent or designee, which describes the problem, and a suggested solution. The superintendent should send copies to the principal and staff member;
- C. The principal and staff member will respond to the superintendent or designee in writing or in person; and
- D. The superintendent or designee will then attempt to resolve the matter through a conference with the citizen, staff member, and principal.

If the matter is still not resolved, the superintendent will present the issue to the board. If the complaint is against a staff member, the board may discuss the complaint. The staff member may request that the board discuss the issue in an open meeting.

The board will attempt to make a final resolution of the matter. Any formal actions by the board must take place in an open meeting. If such action may adversely affect the contract status of the staff member, the board will give written notice to the staff member of his/her rights to a hearing.

Notification of Threats of Violence or Harm – Procedure 4314-P

Staff, students, volunteers, and others involved in school activities have the responsibility to report any threats of violence or harm to designated school officials. Based on the significance and credibility of the threat, it will be reported to law enforcement. Staff will involve in-district multi-disciplinary professionals in evaluating the threat and the needs of the person making the threat. Consultation with or referrals to community-based professionals and services are encouraged where appropriate.

Under the Family Educational Rights and Privacy Act, the district may only release student records with parent or adult student permission or in a health or safety emergency. For that reason, the district will identify students who have made threats of violence or harm when notifying the subjects of the threats, under the following conditions:

- A. The parent or adult student has given permission to disclose the student's identity or other information to the subject of the student's threat;
- B. The identity of the student and the details of the threat are being disclosed to relevant district staff who have been determined to have legitimate educational interest in the information;
- C. The identity of the student or the details of the threat are being released because the release of the information is necessary to protect the health or safety of the student or other individuals. In making this determination, school officials will use their best judgment, and may take into account the "totality of the circumstances" pertaining to the safety or health of a student or other individuals; or
- D. The district is responding to a court order or subpoena. The district must make a reasonable effort to notify the parents of the student or adult student of the subpoena in advance of complying, so that the family can seek protective action, unless the court order or subpoena expressly forbids such notification.

Relevant information about the threat that does not improperly identify a student will be provided to the subject of the threat, and the subject will be advised that if law enforcement has been involved in the matter, the law enforcement agency may have more information that can be shared with the subject.

To promote the safety of all concerned, the principal will determine if classroom teachers, school staff, school security, and others working with the student(s) involved in the threat circumstance, should be notified. Subject to the confidentiality provisions cited above,

principals will consider all available information when determining the extent of information to be shared, including prior disciplinary records, official juvenile court records, and documented history of violence of the person who made the threat.

When considering the appropriate discipline for a student who has made a threat of violence or harm, the student's prior disciplinary records will be taken into account. Emergency expulsion will be considered, based on the credibility and significance of the threat. Discipline will only be imposed on students with disabilities consistent with policy and the legal requirements for special education.

If the threat by a student was significant and credible enough to warrant expulsion, the student may only be readmitted to the district through the readmission application process provided for in district policy. The readmission application process will include meeting district readmission criteria established at the time of expulsion and should include completion of an assessment by an appropriate professional, with a report to the district, when the district determines such an assessment is necessary.

Discipline against district staff for making threats of violence or harm will be consistent with district policy and procedure regarding staff discipline, and any relevant collective bargaining requirements.