

Skykomish School District # 404

Home of the
Skykomish Rockets

Student Handbook

2020 - 2021

EVERYONE SUCCEEDS
NO EXCEPTIONS & NO EXCUSES

The Personal Copy of

WE ARE KIND; WE ARE RESPECTFUL;
WE ARE RESPONSIBLE; WE ARE SAFE;
WE ARE POSITIVE!



SKYKOMISH
SCHOOL DISTRICT
EST 1893
Everyone Succeeds | No Exceptions | No Excuses

Skykomish Board of Directors Adoption Date: September 9, 2020



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Board of Directors

- John Robinson, Chairperson
- William Mitchell, Director
- Blaine Brown, Director
- Sage Bryden, Director
- School Board Director, Position 1 (Unfilled)

Skykomish School Faculty

Superintendent.....	Mr. Thomas Jay
K – 1 st Grades.....	Ms. Ann Walker
2 nd – 3 rd Grades.....	Mr. Dallas Robinson
4 th – 5 th Grades.....	Ms. Lanette Diaz
6 th – 7 th Grades	Mrs. Amanda Robinson
Art, U.S. History, Global Studies.....	Mr. Tony Grider
English, Speech,	Mrs. Tegan Slone
Dean of Students, P. E. & Health	Mr. Dan Bubar
Mathematics, Science.....	Mrs. Kimberly McCullough
Special Services.....	Mrs. Karen McEachern
Counselor, Test Coordinator, Title I/LAP Director..	Mrs. Sonia Bartosek
Music Teacher.....	Mr. Jace Rowland
Pre-Kindergarten Teacher.....	Mrs. Allison Luker

Support Personnel

Business Manager.....	Mrs. Christina Daniels
Office Manager	Ms. DeLana Slone
Athletic Director.....	Mr. Dan Bubar
Nurse.....	Ms. Lynne Kelly, RN

Substance Abuse Counselor.....	Mrs. Rosemary Mitchell
Para educators.....	Mrs. Allison Luker Mrs. Jennifer Childs Mrs. Ashley Church Ms. Shawna Dudley
Bus Drivers.....	Ms. Misti Land Mr. Glenn Eburn Mr. Jimmy Sarno
Kitchen Manager/Cook.....	Mr. Glenn Eburn
Custodian.....	Mr. Jim Sarno
Maintenance.....	Mr. Federico Seco De Lucena

Belief Statement

We believe the following:

- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- All students can learn, achieve, and succeed at their own individual levels.
- A safe, positive, and physically comfortable environment promotes student learning.
- Students learn to make decisions when given a supportive and challenging learning environment.
- Learning cultural diversity increases student understanding of different peoples and cultures.
- Students learn best when they have ample opportunity for success.
- Challenging expectations increase individual student performance.
- Students learn in different ways and it is a lifelong process based on individual abilities and achievements.
- Instructional practices should incorporate learning activities that take different learning styles into account.
- The process of growth involves risk, failure, change, problem recognition, and solutions.
- Teachers, parents, students, and the community share the responsibility for the support of the school's mission.

Mission

Skykomish School works together with students, parents and the community to provide what they need to succeed, empower and inspire as contributing members of society. We will provide them with the tools and education they need to realize their full potential as life-long learners. We will create a safe, academic, and rigorous learning environment with high expectations that is tailored to our students, their skills and interests.

Vision

- Everyone Succeeds, No Exceptions, No Excuses!

Values/Beliefs

Our values and beliefs for the Skykomish School District are:

- Students need to be challenged to reach high standards and expectations at their own individual levels.
- Individual differences, values, and perspectives in the diversity of our school and global communities need to be respected.
- Open and honest communication and collaboration are essential for a positive environment.

Expectations

Our expectations for the Skykomish School District include:

- Graduates will be prepared for life after high school - academically, professionally, and socially.
- Instructional practices should incorporate learning activities that take different learning styles into account.
- A safe, positive, and physically comfortable environment promotes student learning.

What is Discrimination?

Discrimination is the unfair or unequal treatment of a person or a group because they are part of a defined group, known as a protected class. Discrimination can occur when a person is treated differently, or denied access to programs, services or activities because they are part of a protected class. Discrimination can also occur when a school or school District fails to accommodate a student or employee's disability. Harassment (based on protected class) and sexual harassment can be forms of discrimination when it creates a hostile environment.

What is a Protected Class?

A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal and state laws. Protected classes defined by Washington State Law includes:

Sex, Race/Color, Creed/Religion, National origin, Disability or the use of a trained dog guide or service animal, Sexual orientation, Gender expression or identity, or Honorably discharged veteran or military status.

Discrimination Complaint Procedures

What should I do if I believe my child is being discriminated against? You should report your concerns to your child's teacher or the Superintendent immediately! This will allow the school to respond to the situation as soon as possible.

Anyone can file a complaint with the school District. You can file a formal complaint by writing a letter to your Superintendent that describes what happened and why you think it is discrimination. It is helpful to include what you want the District to do. Your letter must be signed.

Steps To Resolving a Concern can be found on the District website along with appropriate forms: <https://www.skykomish.wednet.edu/about/policies>. Complaints can also be filed online through Safe Schools Alert: <https://skykomish-wa.safeschoolsalert.com/>

The Superintendent will investigate your allegations and provide a written report of the complaint, and the results of the investigation. You and the District may also agree to resolve your complaint in lieu of an investigation.

The Superintendent will send you a written letter within 30 calendar days which will either deny your allegations or describe the reasonable actions the District will take. The letter will include how to file an appeal with your School Board if you do not agree with the Superintendent's decision.

Corrective measures must occur no later than 30 calendar days of the Superintendent's letter.

What if I don't agree with the Superintendent's decision or no one responds to my letter?
Your next step is to appeal to the School Board. You can file an appeal by writing a letter to your School Board. The letter must include the part of the Superintendent's written decision that you would like to appeal and what you want the District to do. Your letter must be filed with the Secretary of your School Board by the 10th calendar day after you receive the Superintendent's response letter.

The School Board will schedule a hearing within 20 calendar days after they receive your appeal letter. You may also all agree on a different date.

What will happen at the hearing? You will explain why you disagree with the Superintendent's decision. You may bring witnesses or other information that is related to your appeal.

The Board will send you a copy of their decision within 10 calendar days after the hearing. The decision will include how to appeal to the Office of Superintendent of Public Instruction if you disagree.

What if I disagree with the School Board's decision? You may appeal the School Board's decision to the Office of Superintendent of Public Instruction (OSPI).

You can file an appeal by writing a letter to the Superintendent of Public Instruction. The letter must include the part of the School Board's decision that you would like to appeal and what you want the District to do.

Your signed letter must be received by OSPI by the 20th calendar day of receiving the School Board's decision. It can be hand-delivered or mailed to:

OSPI
Administrative Resource Services
P.O. Box 47200
Olympia, WA 98504-7200
Phone (360) 725-6133

OSPI will schedule a hearing with an Administrative Law Judge through the Office of Administrative Hearing (OAH). During this process you will be provided information about the hearing. At the hearing you will explain why you disagree with the School Board's decision. You may bring witnesses or other information that is related to your appeal. After the hearing, you will receive a copy of the judge's decision.

Procedure for Filing a Complaint.

The procedure for filing a complaint shall be as follows:

- (1) A complaint alleging a violation by a local school District, an educational service District, or other sub grantee shall be filed directly with the Superintendent of Public Instruction.
- (2) The Superintendent of Public Instruction, upon receipt of a signed, written complaint against a local school District or other public agency, an educational service District, or other sub grantee, shall refer the complaint to the educational entity for action pursuant to this chapter. A complaint against the state shall be investigated pursuant to WAC 392-168-180.
- (3) Receipt of a complaint by the Superintendent of Public Instruction activates a time limit not to exceed sixty calendar days, unless an extension of the time limit is approved by the Superintendent of Public Instruction on the basis of exceptional circumstances with respect to a particular complaint.

STUDENT RIGHTS

Each student has the right to:

1. Attend school and receive a free, high quality public school education.
2. Be in a safe and supportive learning environment.
3. Be treated with courtesy and respect by others.
4. Receive a copy of the student handbook.
5. Be informed about graduation requirements.
6. Be informed about the variety of classes, and have the opportunity to select elective classes.
7. Receive professional instruction.
8. Know the grading criteria for each subject.
9. Be informed of his/her educational progress.
10. Be notified in a timely manner of the possibility of failing a class.
11. Confidentiality in handling of their student records.
12. Receive guidance and advice regarding personal, social, and educational development.
13. Be accompanied by a parent or guardian at conferences.
14. Be free of harassment and bullying.

STUDENT RESPONSIBILITIES

Each student is responsible for:

1. Attending school regularly and punctually, and making every effort to achieve in all areas of their education.
2. Being prepared for class with appropriate materials.
3. Following school rules, policies, and regulations.
4. Maintaining a school environment free of weapons, illegal drugs, controlled substances, and alcohol.
5. Behaving in a manner that contributes to a safe learning environment.

6. Reading and following the student handbook.
7. Sharing information with school officials regarding matters which may endanger the health and welfare of members of the school.
8. Being polite, courteous, and respectful towards others.
9. Showing respect for school property and the property of others.
10. Respecting yourself and others.
11. Using non-confrontational methods to solve conflicts.
12. Refraining from obscene and defamatory communications.
13. Bringing to school only those personal possessions which are safe and do not interfere with the educational process.

F.E.R.P.A.

Confidentially Notification

Skykomish School District #404 is required by Federal regulations titled, Family Educational Rights and Privacy Act (FERPA), to provide parents, and students over 18, annual notification of their FERPA rights. If a primary or home language other than English is required, the District will effectively notify them of their rights under this regulation. Parents and students (over 18) have the right to:

1. **Inspect and review educational records within 45 days of the District receiving a written request that identifies the record (s) they wish to inspect.**
2. **Request amendments of the student's educational records to ensure that they are not inaccurate or misleading.**
3. **Consent to disclosures of personally identifiable information contained in the student's educational records.**

EXCEPTIONS:

- A) School personnel with legitimate educational interests.
- B) Another District where the student seeks to enroll.
4. **To file a complaint with the U.S. Dept. of Education concerning alleged failure by the District to comply with the requirements of FERPA contact:**

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington DC 20202-5920. Phone: (206) 260-3887. This notice is intended to comply with applicable requirements as published in 61 Federal Register 59291,59297-59298 and WAC 392-172-404.

Introduction to Title I/LAP

Title I, Part A is a federal program that serves the unique needs of children — kindergarten to grade 12 — who struggle to learn. Title I programs and services provide customized instruction and curricula that helps these students meet academic standards and take an active, engaged interest in what they learn and can do. As the oldest and largest federal education program, Title I programs build equity of opportunity for children whose struggles often keep them on the academic sidelines.

Learning Assistance Program (LAP) serves eligible students who need **academic support for reading, writing and math**, or who need readiness skills to learn these core subjects. With special emphasis on reading literacy in the early grades, schools use their state LAP funds to deliver supplemental services that give these students the strong start they need for academic success.

Skykomish School District participates in both the Title I, Part A and LAP programs, offering services for our students during the school day, in the after school program, and in our summer school. Our Title I and LAP programs focus primarily on grades K-4, providing assistance to those students in higher grades needing reading and math support. For further information regarding our Title I, Part A and LAP programs, please contact the school's office at 360-677-2623.

If you would like to be involved in policy development and program coordination or have any concerns about our Title 1 program, please contact Sonia Bartosek at 360-677-2623 ext. 201.

For Citizens' Complaints regarding Federal Programs, please follow the Skykomish School District Board Policy. If concern continues, contact:

Office of Superintendent of Public Instruction
Attn: Citizen Complaint—Title I, Part A
P.O. Box 47200
Olympia, WA 98504

What Is Special Education?

Special education is specially designed instruction that addresses the unique needs of a student eligible to receive special education services. Special education is provided at no cost to parents and includes the related services a student needs to access her/his educational program.

Early Stages (ages 0-2): Early intervention services are available to children who have disabilities and/or developmental delays. The [Early Support for Infants and Toddlers \(ESIT\)](#) program provides services to eligible children and families in a variety of settings - in their homes, in child care, in preschool or school programs, and in their communities.

School Age (ages 3-21): Students with disabilities who are determined eligible for special education and related services are entitled to a Free Appropriate Public Education (FAPE). Services are provided to eligible students according to an Individualized Education Program (IEP) in preschools, elementary, and secondary schools, or other appropriate settings.

Teacher/ Paraprofessional Qualifications

You have the right to request and receive, in a timely manner, information regarding the professional qualifications of your student's classroom teacher. Additionally, you have the right to ask if your child is being provided services by a paraprofessional, and if so, his or her qualifications.

Spirit of Skykomish

Come on now Skykomish Rockets stand in line
You'll get a victory every single time
And all your classmates they will loyal be
And all your teachers they will ever faithful be

For it's a fair fight that will win the game
And bring glory to the Skykomish name
Win or lose you know this fact is true
And all the hometown crowd will always root for you

And even when the game is really tight
We will stand for the Maroon and White
And our loyalty will stand the test
For we know Skykomish Rockets are the best.
We are the best!!!!!!!

How to Help Your Child Be a Good Student

We offer the following suggestions that can help you improve your child's overall school performance.

1. Help your child find a place, and set a time for studying.
2. Help your child preview materials to be read or studied before actually beginning to work.
3. Help your child to set specific study goals.
4. Teach your child to ask himself/herself questions regarding material to be studied to meet the goals.
5. Teach your child to look for and describe the main ideas of what has been learned.
6. Help your child draw conclusions and express opinions about what is learned.
7. Help your child test himself/herself on the material which has been learned.

How to Be an Active Partner in Your Child's Education

To help your child make the most of their school years, we recommended the following activities:

1. Make sure your child eats well.
2. Make sure your child gets enough exercise.
3. See that your child gets enough sleep.
4. Check your child's hearing, vision, and overall health (including teeth) regularly.
5. Establish and enforce clear and consistent rules at home.
6. Review the school rules with your child and then support those rules with your child.

Introduction

Welcome (back) to the Skykomish School District. The school year will be exciting and rewarding if everyone works together to make it so. Skykomish School District offers students with varied interests and abilities courses and programs designed to help them grow academically, physically and socially. There are elective programs, including Sno-Isle, Running Start, CTE, Art and online learning as well as the traditional courses in English, Social Studies, Science, and Mathematics. Students at Skykomish School can enrich their experience by becoming involved in student government, athletics, class-sponsored activities, and clubs, in addition to their academic classes. The Skykomish Middle and Elementary Schools are also looking forward to a challenging and rewarding year. This handbook is important. It should be read carefully, often, and saved. It explains rules, procedures, and expectations. For those who have questions, further information is available in the school's office.

Academic

Washington State Learning Standards www.k12.wa.us/CurriculumInstruct/LearningStandards.aspx

The four state learning goals are:

- I. Read with comprehension, writes with skill, and communicate effectively and responsibly in a variety of ways and settings;
- II. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;
- III. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems;
- IV. Understand the importance of work and how performance, effort, and decisions affect career and educational opportunities.

High School Graduation Requirements

- Class of 2021 and beyond 24 credits in required and elective courses.
- Complete 20 hours of community service
- Complete High School and Beyond Plan

- Complete Washington State History & Government (subject to the provisions of RCW 28A.230.170, RCW 28A.230.090, and WAC 392-410-120).
- Pass Smarter Balance English Language Arts
- Pass Smarter Balance Math Assessment
- Take the Washington Comprehensive Assessment of Science (WCAS) for federal accountability (ESSA) 2019 (Grade 11)

Culminating Senior Project (eliminated as a state requirement for students who graduated after the 2013-2014 school year, but still required by the Skykomish School District)

Assessment Requirements for Certificate of Academic Achievement (CAA/High School Diploma)	
Subject	Class of 2021
English Language Arts	10th-grade Smarter Balanced ELA Test with a score of at least 2548
Math	10th-grade Smarter Balanced Math Test with a score of at least 2595
Science	Class of 2021 Washington Comprehensive Assessment of Science (WCAS) for graduation and federal accountability in 11th grade

Subject	Minimum * Graduation requirements Class of 2021	Minimum ** requirements for public, 4-year colleges & universities	Recommended courses for highly selective colleges & universities
English	4 credits	4 credits	4 credits
Math	3 credits (<i>Algebra 1 or Integrated 1; Geometry or Integrated 2; Algebra 2 or Integrated 3; or a student may elect to pursue a third credit of math other than Algebra 2 or Integrated 3 if the elective choice is based on a career-oriented high school and beyond plan and the student, parent/guardian and school representative meet and sign a form: WAC 180-51-067(2)(b)</i>)	4 credits ** (Advanced Math during senior year)	4 credits
Science	3 credits (<i>Two of the three credits must be a lab science.</i>)	2 credits	3-4 credits
Social Studies	3 credits (<i>1 credit in U.S. history and government; 1 credit in contemporary world history, geography and problems, or an equivalent course; 0.5 credit in civics; 0.5 credit in social studies elective</i>)	3 credits	3-4 credits
World Language or ***Personalized Pathway Requirement	2 credits (<i>Both can be Personalized Pathway Requirement</i>)	2 credits	3-4 credits
Visual or performing arts	2 credits (<i>1 can be Personalized Pathway Requirement</i>)	1 credit	2-3 credits

Health and fitness	2 credits <i>(0.5 credit in health; 1.5 credits in fitness)</i>		
Career & Technical Education (CTE) or Occupational Education	1 credit <i>(Or 1 Occupational Education credit, as defined in WAC 180-51-068)</i>		
Electives	4 credits		
Total Credits	24 credits		

** Math must be Algebra II or higher.

*** Personalized Pathway Requirements 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. Possible courses could include Spanish, CTE or additional Art.

Multiple Pathways to Graduation (HB 1599) – June 2019

House Bill (HB) 1599 (2019) expands the ways Washington students show their readiness for their next step after high school. Building off a robust plan (High School and Beyond Plan) and quality instruction across core academic areas, completing a graduation pathway helps prepare students for what comes after high school graduation. It also signals to employers and postsecondary education/training institutions a student's readiness for that step.

With the passage of HB 1599, students must have a High School and Beyond Plan, earn 24 high school credits (with some added flexibility of a waiver for up to two of those credits), and complete one of several different pathway requirements in order to graduate. Please contact: Sonia Bartosek Ed.S., NCSC, School Counselor at: (360) 677-2623 ext. 201 or via email: sbartosek@skykomish.wednet.edu. Additional information can be found here: <https://www.k12.wa.us/student-success/graduation/graduation-requirements/multiple-pathways-graduation-house-bill-1599>

High School or College Credit --Definition

WAC 180-51-050. As used in this chapter the term "high school credit" shall mean:

- 1) Grades nine through twelve high school programs. One hundred-forty-four to one-hundred-fifty-hours of planned in-school instruction;
- 2) Student may receive high school credit for classes taken at the high school level in middle school;
- 3) Adult education level governed by WAC 180-51-050 (2);
- 4) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit.
- 5) 1 credit for 180 hours for community service/work study when approved by the Superintendent. 180 hours of community service must be above and beyond the 20 hours required for graduation.

Running Start Students

Students who are enrolled in the Running Start Program may attend classes at a local Community College campus or by distance learning at the Skykomish High School. When in the Skykomish High School building, Running Start students shall be required to adhere to the following guidelines: 1) students shall be expected to abide by the Student Handbook, 2) students shall not be in the building to visit with other students, interrupting their educational day, 3) students shall follow common courtesy rules in interacting with all members of the staff and students, and 4) students shall behave so as not to disturb any class. Any Running Start student who fails to adhere to these guidelines may be denied access to the

building at the discretion of the administration. A copy of the District alternative education plan may be obtained from the Superintendent.

Policy Relating to Correspondence Courses

Students may gain high school credits through approved correspondence studies. Any correspondence courses taken in place of a class offered at Skykomish High School will be paid for by the student's parents/guardians. A correspondence course needed for graduation that is not offered at Skykomish High School will be paid for by the school District after successful completion of the course. Students who have failed or received a "No Credit" in a graduation requirement course or have chosen not to take the class when it was available will have to pay the course fees, which will not be reimbursed by the school District. SENIORS MUST COMPLETE ALL CORRESPONDENCE CLASSES SUCCESSFULLY BY JUNE 1 TO BE ELIGIBLE FOR GRADUATION.

Grading Period

A grading period is equal to one semester (18 weeks) of class attendance and participation.

Add/Drop Class Policy

Students who wish to add or drop a class must obtain an Add/Drop form from the administration office and follow these procedures:

1. If the add/drop is processed within the first 2 weeks of the semester, a student may add/drop classes by obtaining both teachers' approval (signatures) on the add/drop form and turning it into the school counselor for final approval.
2. A student may only add/drop a class after the 10th day of the school semester with permission from the Superintendent.

Teacher/Office Aides

Students can earn up to 1.5 credits for being an aide during the four years of high school. Students may have a maximum of one aide class per year. Aide credits will be on a Pass/Fail basis only, and those do not count in the GPA for the honor roll or the honor graduate program.

High Honors at Commencement

SHS initiated an honors graduate program beginning with the class of 1982. The criteria established provides a serious challenge to all students who want to strive for academic excellence. The honor graduates will be identified at graduation exercises with a gold honor cord signifying academic excellence. The following criteria will be used for the honor graduate program:

1. The student must maintain a cumulative 3.75 minimum GPA for gold and 3.5 minimum GPA for Silver.
2. The student must take a minimum of fourteen credits in the following subjects:
 - a. English
 - b. Social Studies
 - c. Foreign Language
 - d. Science
 - e. MathematicsGeneral Science and General Math are not included within these fourteen credits.
3. The student may take the remaining ten credits in other subject areas or in the subjects previously identified.
4. Only high school or college courses will be used for the honor graduate program in computing GPA and credits.
5. Teacher aide/office aide/library aide grades do not count in the GPA for the honor graduate program.

Honor Roll Requirements

Recognition for academic achievement is awarded using an honor roll system with the following criteria:

Principal's Honor Roll	All grades must be a 4.0 GPA or better
High Honor Roll	All grades must be a 3.7 GPA or better
Honor Roll	All grades must be a 3.0 GPA or better

District Grading Guidelines/Standardized High School Transcript

Grade (A) A+ = 4.0, A = 3.7-- Certification of superior ability, extraordinary class preparation, and application of subject matter. It indicates a very high degree of initiative and originality. 90-100%

Grade (B) B+ = 3.3, B = 3.0, B- = 2.7-- Certification of high ability with better than average preparation and application of subject matter. It indicates that students can work successfully and independently of others. This grade is distinctly above average. 80-89%

Grade (C) C+ = 2.3, C = 2.0, C- = 1.7-- Certification of average ability with average class preparation. It indicates that the student has basic concepts of material covered, and with some suggestions can apply principles of the course. This is an honorable grade of standard achievement. 70-79%

Grade (D) D+ = 1.3, D = 1.0 -- Certification of probably less than minimum preparation. It indicates that the student cannot apply general principles of the course without constant assistance. This is the lowest passing grade. 60-69%

Grade (F) F = 0.0-- Certification that student has not advanced sufficiently in this field to follow intelligently succeeding courses involving similar subject matter. This grade is not acceptable for credit. 0-59%

Grade (I) -- Grade withheld pending completion of work. If work is not completed within 10 school days, "I" grades are recorded as "N/C" grades (no credit earned). More time is permitted only on recommendation of the subject matter teacher and approval of the Superintendent.

P/F or S/U -Pass/Fail or Satisfactory/Unsatisfactory grade. Authorized for special assignment classes such as teacher aide.

W -- Student has withdrawn from class.

WAC 180-57-050 Definition Marking system. The student standardized high school transcript shall be based on marking/grading system that reports the marks/grades earned by students in courses.

The minimal passing mark/grade is D = 1.0. Pass/Fail, credit/no credit, and satisfactory/unsatisfactory marks may also be used; however, notwithstanding the provisions of WAC 180-57-055, these nonnumeric marks/grades shall be clearly identified and excluded from the calculation of grade point average. (Statutory Authority: RCW 28A.04.155. Order 18-84, 180-57-050, filed 12/10/84).

Homework Policy

- Each teacher will set a due date for homework, and make sure it is clearly communicated.
- The work is due to the teacher on that date. (The teacher may further establish timelines, e.g. at the beginning of class, or first thing in the morning.)
- Penalties for late work will be at the discretion of the teacher.

Class Standings

A high school student's class standing will be determined as follows:

Freshman	0 - 5.9	credits
Sophomore	6 - 11.9	credits
Junior	12 - 17.9	credits
Senior	18 or more	credits

Class Advisors

Each class grades 9- 12 will be assigned an advisor. It shall be the advisor's responsibility to advise classes (e.g. class of 2021, 2022, etc.) on fund-raisers, interclass communications, and school policies. Senior graduation will be planned by the senior class advisor and seniors with approval from the Superintendent. Seniors are encouraged to begin graduation planning early. By law, ASB accounts may not be divided among class members.

Highly Capable Program

The Highly Capable Program is a State-funded program that provides student access to expanded educational opportunities. Students are selected through a screening process to help ensure their preparedness for an advanced learning environment. Examples of possible services include: subject acceleration, independent projects, increased display of critical and/or creative thinking skills, differentiation, or enrichment. High school students could be enrolled in honors, dual credit, or advanced placement courses. Another option includes independent study with a subject related teacher. The program is individualized to help the student pursue areas of ability and interest.

2020-2021 Bell Schedule

Student Learning Schedule:

100% Remote Learning for First Semester ending on January 27, 2021. The District will re-evaluate at any point in time returning to Face-To-Face instruction if King County Public Health Officials deem it safe to return to school or if the Governor or the Office of the Superintendent of Public Instruction (OSPI) directs the District to reopen.

Remote Learning Model: Online with Google Classroom, Zoom, Edgenuity, iReady, independent learning assigned and evaluated by a teacher.

School Day: Outside calendared early release days (see school calendar) student school day will be Mondays-Fridays from 8:30-3:30 including a 60-minute lunch period and regular breaks. The third Friday of every month will be a 1:30 Early Release Day for students.

If the school moves to their hybrid model, the AM Session of the day will be done face-to-face.

	8:30-9:30	9:30-10:30	10:30-11:30	11:30-12:30	12:30-1:30	1:30-2:30	2:30-3:30
All Students	Remote Learning			Lunch Hour	Remote Learning		
K-3 Students	AM Session			Lunch Hour	Specials	PM Session	
4-7 Students	AM Session		Specials	Lunch Hour	PM Session		
HS Students <i>Mondays & Wednesdays</i>	1st Period	2nd Period		Lunch Hour	3rd Period	4th Period	
HS Students <i>Tuesdays and Thursdays</i>	5 th Period	6 th Period		Lunch Hour	7 th Period	8 th Period	

-Elementary Specials are PE with Mr. Bubar, Health with Mr. Bubar, Social-Emotional Learning with Mrs. Bartosek, and Music with Mr. Rowland.

-High School will be on a Modified A/B Schedule. Classes are 90 minutes. Friday will have a modified schedule with heavy academic support.

4th-7th Grade Special Schedule (10:30-11:30)					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
4th/5th Grade	MUSIC	SEL	PE	PE	HEALTH
6th/7th Grade	PE	PE	MUSIC	SEL	MUSIC

Kindergarten-3rd Grade Special Schedule (12:30-1:30)					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
K/1st Grade	MUSIC	SEL	HEALTH	PE	PE
2nd/3rd Grade	PE	PE	HEALTH	SEL	MUSIC

General Behavior Expectations

The Skykomish School is committed to providing the highest quality education possible to its students. For this to happen, a safe and orderly environment must be established and maintained while exhibiting respect for all who come in contact with the school or its operations.

Students:

All students who attend the District's school shall comply with the written policies, rules, and regulations of the school, shall pursue the required course of studies, and shall submit to the authority of school staff, being subject to such corrective action or consequences as the school officials shall determine. See appendices, "Procedures for Students to Change the Handbook."

Staff:

- Demonstrate respect for all persons in the school community, students, parents, and other staff.
- Begin school/class on time every day with purposeful activities.
- Set clear expectations for student achievement and behavior.
- Teach what students are expected to know and do.

Parents/Guardians:

- Demonstrate respect for all persons in the school community, students, staff, and other parents.
- Send students to school/class every day on time and prepared to learn.
- Oversee student's work and always expect his/her best effort.
- Develop a partnership with the teacher to support the student's education. Know that the student is on course for graduation.
- Communicate regularly with the teacher regarding the student's progress and achievement. Review and understand the Student Handbook and school rules. Parents/guardians understand the student is expected to abide by these rules and regulations.

These expectations are general in nature. Each teacher may have additional student expectations and will communicate those to students and parents.

Appropriate Dress

For the Skykomish School to provide a safe and orderly environment that is free of harassment, disruption, and fear, certain dress code requirements have been established and shall be enforced. School clothing shall be neat, clean, and appropriate for classroom learning. Shirts and shoes must always be worn (no slippers or thongs/flip flops). Closed shoes must always be worn. Spaghetti straps and clothes that allow undergarments or bare midriffs, cleavage or backsides to show shall not be worn. Chains, and personal property displaying pictures, words, or symbols of violent, obscene, offensive, racist, sexual, gang, or drug/tobacco/alcohol related themes are examples of inappropriate attire/materials and shall not be worn or be in possession at school. Based on these guidelines, staff will use their discretion to decide the appropriateness of student dress. Specific restricted clothing, attire, and styles include the following items and will not be allowed in school.

1. Hats, hair nets, hoods, sunglasses, goggles or any other headgear may not be worn in school except during after school (excluding the after-school program) or athletic activities.
2. Any attire determined to be gang related, or which identifies a gang, may be interpreted as gang - related and/or creates a health and safety concern to the student, students, or school as determined by the Superintendent.

Back Packs / Bags

All backpacks and/or bags must be with the student or left in the student's locker. Lockers and locks are available for high school students. Students are not to share lockers or combinations.

Open Campus Policy

- Parents of high school students will be notified of the Open Campus policy and given the opportunity to request that their child be allowed to participate in Open Campus lunch.
- Skykomish High School will have an Open Campus at lunch only.
- Students will be expected to follow all school rules for responsible behavior, and will be held accountable for their behavior in the same manner as they would while on campus, using the guidelines outlined in the student handbook.
- Students will be informed that violations of the Open Campus policy will cause a loss of Open Campus privileges.
- Students failing any class at any point in time will be cause for a loss of Open Campus privileges.
- Teachers will report to the Superintendent and Office Manager any student who is tardy to their 5th period class. After three 5th period tardies, the student will be put on Open Campus probation. On the fourth tardy to their 5th period class, the student will have Open Campus privileges revoked for the remainder of the school year.

Discipline Procedures

Our goal is to have all students' behavior fall within the GENERAL BEHAVIOR EXPECTATIONS. Realizing not all unacceptable behaviors can be specifically identified in written expectations; teachers will teach self-assessment and self-control by following the instructional discipline procedures:

1. Teacher develops additional behavior expectations for their classroom.
2. Teacher teaches classroom and school expectations.
3. Classroom expectations are made available to parents. Questions are encouraged.
4. When a discipline situation occurs, the following will be followed:
 - a. Student is made aware of inappropriate behavior.
 - b. Student identifies and displays a more appropriate behavior.
 - c. For repeated violations: Student experiences some in-class sanction or consequence issued by the teacher.
 - d. Phone call to parent by teacher and student.
 - e. Referral to Superintendent/Principal, if necessary.

Disciplinary Options

1. Conference with the student concerning acceptable behavior.
2. Time out.
3. Teacher assigned and monitored detention with parent contact within 24 hours.
 - a. Lunch detention
 - b. 30 - 60 minutes after school with one-day notice, or sooner with parent agreement.
 - c. Community/school service with parent agreement.
4. Teacher contacts parent regarding the student's continued violations.
5. Student referral:
 - a. Parent contacted by teacher
 - b. Student is referred to the administrative assistant, counselor, disciplinarian, or administrator for disciplinary action. A referral will accompany the student or be sent as soon as possible.
 - c. Further consequences will be determined by the administrator.
 - d. Student misconduct of an extreme nature may require immediate action. The student may be removed from the classroom and directed to the administrator's office. A referral will accompany the student or be sent as soon as possible.

Electronics

Personal electronic including cell phones may not be used in class. Students found to be using electronic devices during class will be dealt with in the following manner.

1st Offense: The device will be taken away until end of the day.

2nd Offense: The device will be taken away and given back when a parent comes to collect it.

3rd Offense: The device will be taken away and given back at the end of the week.

Gym Activities Rules

1. Students will not be in the gym except during PE and other organized/supervised activities.
2. Gym shoes with non-marking soles are required for any sports/athletic activity in the gym. Students who do not have gym shoes will not be allowed to participate.
3. Students must dress for PE in shorts or sweatpants, tee-shirt or sweatshirt, gym socks, and gym shoes. Appropriate dress rules apply for PE clothes. (See Appropriate Dress Section).
4. Admission to team dressing rooms is restricted to coaches, managers, and squad members. Students are not to use any type of noisemakers in the gym. (Megaphones are to be used by cheerleaders only).
5. When the balcony is open, spectators are to remain seated in the balcony. Do not lean over or let your feet hang over the balcony railing.
6. No loitering or playing in doorways or halls.
7. Students may be on stage only when accompanied by a school District employee.
8. Parents are responsible for their children's behavior at after school activities; unruly children may be asked to leave.

Lunch Detention Process

A teacher or staff member who witnesses behavior which requires discipline outside the classroom may assign a student Lunch Detention.

1. Teacher/staff member is to contact parents and inform them that the student has a lunch detention.
2. The teacher/staff member is to let the disciplinarian know that a student has lunch detention.
3. The teacher/staff member will contact the lunchroom.
4. Student Procedures
 - a. Student is escorted to the lunchroom by the teacher/staff member.
 - b. The student is to sit quietly in their assigned seat, and eat their lunch.

- c. After eating lunch, the student will assist the cook in lunchroom clean up, performing tasks as assigned to include cleaning tables, sweeping the floor, removing garbage, and other tasks as assigned.

After School Detention Process

After school detention is given for a third infraction in one week (7 days) or larger infractions. An after school detention also means that the student may not participate in any after school activities for that week (i.e.: sporting events, skiing, etc.)

1. Teacher is to contact parents and inform them that the student has an after school detention. They are to also let them know that they will need to arrange their own transportation for the student at 3:00 or 3:30, depending on the length of the detention. If the parent is unable to arrange for transportation, the student, with the parent's permission, will serve the detention, and will then have a supervised study period until departing school on the activities bus.
2. The teacher is to let the Superintendent know that a student has after school detention.
3. Student Procedures
 - a. Student will report to the office after school.
 - b. The student will perform disciplinary duties as assigned, including, but not limited to, litter pick up on school grounds, sweeping/mopping the gym floor, sweeping the sidewalks, simple maintenance tasks, etc., and/or assigned extra school work.

Skykomish School District 24:7 Laptop Policy

* The ability of students to have access to a laptop or tablet at home will enable students to:

- Use their home study time more effectively
- Give students the ability to more effectively do homework and research.
- Give students the ability to word process their documents as opposed to handwriting

* The District will provide a laptop for each high school student. Students will be able to use their laptop at home as well as at school.

* The student taking home a device will be expected to care for and protect the security of the device in a responsible manner.

* All devices will be returned and stored at the school for the summer.

* All graduating seniors will be allowed to keep their laptop upon graduation.

* It will be the responsibility of the Superintendent to develop procedures that promote acceptable home usage and accountability of devices.

* Should a device become lost or broken replacement will be made by the District at no cost to the student.

Skykomish R.O.C. and Roll

(Rockets on Computers) Rock On!

Cleaning/Maintenance:

1. Clean hands before using the laptops.
2. Always use two hands when carrying a laptop.
3. Work on a flat, clean surface free of water or food.
4. Wipe off outside of laptop before returning to the cart (wipes or disinfectant wipes)
5. Always plug in power source to laptop and check for charging light.

Computer Misuse Rules

Inappropriate use of school computers will result in possible discipline and sanctions up to, and including, expulsion and/or loss of computer privileges for the remainder of the year.

Public Display of Affection (PDA)

Being overly affectionate in school creates an environment that is not conducive to concentration and learning, therefore students should refrain from inappropriate PDA on campus or at school related events and activities. Students are expected to show good taste and conduct themselves in an appropriate manner. Under the definition of PDA, students may hold hands and give short hugs during non-classroom time (before and after school, during lunch, passing periods). Failure to respect this policy may result in disciplinary action.

Gum Chewing

Gum chewing is at the discretion of each teacher in the Skykomish School. Infractions will result in appropriate disciplinary actions as determined by the teacher/staff member and the Superintendent. If chewed, both gum and wrapper should be disposed of properly. Individuals who fail to follow these simple rules may lose their gum chewing

Kitchen/Food

1. Students are not allowed behind the counter.
2. Students are not allowed to get in the refrigerator.
3. Food and drink is not allowed above the basement floor (except at sporting events and with permission granted from a staff member).
4. Neither high-energy drinks nor sodas are allowed at school and should not be consumed before school.

Skykomish School District #404 Discipline Policy

Procedure: 3240P (Adopted: August 28, 2019)

Student Conduct Expectations and Reasonable Sanctions

This procedure sets forth conduct expectations for students. For procedures governing imposition and contesting of discipline (e.g., suspensions and expulsions), see Policy 3241 and Procedure 3241P.

1. Alcohol, Drugs, and Mind-Altering Substances – Students will not possess, use, show evidence of having consumed, distribute, sell, or solicit or facilitate the sale of alcohol, drugs, mind-altering substances, medication not prescribed by a physician and approved in writing by the student's parent/guardian, or drug paraphernalia (or any item which purports to be such). While in attendance at school or school-sponsored events, students must remove themselves immediately from any situation where alcohol or drugs are being possessed or consumed.
2. Alteration of Records – Students will not falsify, alter, or destroy school records or any communication between home and school.
3. Arson – Students will not intentionally cause a fire or explosion. Students also will not possess fire-ignition devices.
4. Assault – Students will not intentionally use physical force or violence on another person, or threaten or attempt to use such physical force or violence, that is harmful or offensive, regardless of whether any physical injury is done to the person. Pursuant to RCW 28A.635.090, a student who interferes by force or violence with school personnel or other students will be subject to immediate suspension or expulsion and may be referred to law enforcement for investigation of criminal activity.
5. Athletic/Activity Code Violations – Students who participate in the interscholastic athletic program will conform to specific conduct standards established by the District, principals, athletic directors, and coaches and the rules and regulations of the Washington Interscholastic Activities Association (WIAA). A student who is found to be in violation

of any athletic/activity rule is subject to removal from the team. General conduct expectations and requirements for students participating in athletics/activities, as well as the appeal process for disciplinary action, are described in Policy 2151 and Procedure 2151P.

6. Attendance (Absences and Tardiness) – All students are expected to attend scheduled classes and activities daily in accordance with state law and District Policy 3122 and Procedure 3122P, unless officially excused by the designated person(s) at the school building. Students are also expected to be punctual in arriving at school and to each of their classes. Excessive and/or unexcused tardiness and/or absenteeism, regardless of the reason, may result in loss of credit and/or discipline, although students will not be suspended or expelled due to tardiness or absences.
7. Bomb Threats – Students will not threaten to bomb or damage any District facility or property.
8. Burglary – Students will not enter or remain unlawfully in a District building with intent to commit a crime (including, but not limited to, theft of property) on the premises.
9. Cheating and Plagiarism – Students will not intentionally deceive or attempt to deceive school officials in the preparation or completion of any school assignment, assessment, examination, or project. Cheating includes knowingly submitting the work of others as a student's own work without proper attribution (i.e., plagiarism). Students are also prohibited from assisting or facilitating cheating by other students.
10. Checking out of School – Students will not leave school for the day unless excused by the school office.
11. Commercial Activity – Students will not sell or offer for sale goods or services on District property or at school-sponsored events unless as part of an authorized group or activity.
12. Criminal Behavior – Students who involve themselves in criminal acts on District property, off District property at school-sponsored events, or off District property when such acts have a detrimental effect upon the maintenance and operation of the schools or the District are subject to discipline by the District as well as potential prosecution under the law.
13. Damage to Property and Vandalism – Students will not intentionally cause physical damage to the property of the District, school personnel, or other students. Any student who defaces or otherwise injures school property, or property belonging to a school contractor, employee, or another student, may be suspended pursuant to RCW 28A.635.060. If a student loses or willfully cuts, defaces, or injures property of the District, a contractor of the District, an employee, or another student, the District may withhold the grades, diploma, and transcripts of the student until the student or his or her parents/guardians pay for the damages. If the student is suspended, the student may not be readmitted until the student or his or her parent/guardian has made payment or until directed by the superintendent. When the student and parent/guardian are unable to pay for the damages, the District will provide a program of voluntary work for the student in lieu of payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the student will be released. The parent/guardian of such student will also be liable for damages as otherwise provided by law.
14. Dangerous Behavior – Students will not engage in behavior which a reasonable person would know creates a risk of injury to another person or property.
15. Defiance – Students will obey the lawful instructions of school personnel.
16. Disruptive Conduct – Students will not engage in conduct that materially and substantially interferes with the educational process. Disruptive conduct may include, but is not limited to, the following examples:
 - a. Occupying a school building or school grounds in order to deprive others of its use;
 - b. Blocking the entrance or exit of any school building or room in order to deprive others of passing through;

- c. Preventing students from attending a class or school activity;
 - d. Blocking normal pedestrian or vehicular traffic on a school campus; and
 - e. Interfering seriously with the conduct of any class or activity.
17. Disruptive Dress and Appearance – Students will not dress or appear in a manner that presents a health or safety hazard, creates a reasonable expectation of damage to school property, or creates a material and substantial disruption of the educational process. Pursuant to Policy 3224, such dress includes clothing displaying messages determined by the building principal to be libelous, obscene, profane, or demeaning to any race, religion, sex, or ethnic group, sexual orientation, or disability, or which advocate the violation of the law.
 18. Electronic Information Systems – Students will comply with the acceptable use rules in Policy 2022 when using District electronic information systems such as email, computer devices, computer networks, and the Internet. Unauthorized, illegal, or inappropriate use of the District’s electronic information systems is prohibited.
 19. Explosives – Students will not possess, use, threaten to use, or attempt to possess or use objects tending or serving to explode with force or violence, including, but not limited to, firecrackers, bullets, and pipe bombs.
 20. Extortion, Blackmail, and Coercion – Students will not obtain or attempt to obtain money or property by violence or threat of violence. Students also will not coerce or attempt to coerce someone to perform an action, or refrain from acting, by force or threat of force.
 21. False Accusations and Defamation – Students will not make false statements about school personnel or other students, including untrue charges of wrongful conduct.
 22. False Alarms and Fire Apparatus – Students will not set off false alarms, discharge or steal fire extinguishers, or damage alarm systems.
 23. Fighting – Students will not quarrel with one or more other students involving physical contact. Students who are found to have promoted or incited a fight will be subject to the same discipline as those who are involved in the fight.
 24. Gambling – Students will not risk or bet objects of value on the outcome of an event, a game, or chance, or assist or facilitate gambling by other students.
 25. Gang Activity – Students will not engage in gang activity or display symbols of gang affiliation. A “gang” means a group that consists of three or more persons; has identifiable leadership; and on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes. Gang symbols include the use of hand signals, handwriting, and/or the presence of apparel, jewelry, accessories, graffiti, or manner of grooming which by virtue of its colors, arrangement, trademark, symbol alteration, or any other attribute, denotes membership in a gang.
 26. Harassment, Intimidation, and Bullying/Cyberbullying – Students will not participate in, conspire to participate in, or conspire for others to engage in “harassment, intimidation, and bullying/cyberbullying” (HIB) as defined in Policy 3207 and Procedure 3207P. In general, HIB means any intentionally written message or image, including those that are electronically transmitted (e.g. sexting), or a verbal or physical act that physically harms a student or damages his or her property; has the effect of substantially interfering with a student’s education; is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school. HIB includes messages, images, and verbal or physical acts shown to be motivated by any characteristic in RCW 9A.36.080 (race, color, national origin including language, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability) or other distinguishing characteristics. Prohibited HIB can include, but is not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, or physical actions.

27. Hazing – Students will not participate in, conspire to participate in, or conspire for others to participate in acts that injure, degrade, or disgrace—or tend to injure, degrade, or disgrace—other people. Hazing may also constitute prohibited harassment, intimidation, and bullying/cyberbullying (HIB), as discussed above and in Policy 3207 and Procedure 3207P.
28. Identifying Self – Students will, upon request, identify themselves to proper school authorities in the school building, on school grounds, or at school-sponsored events.
29. Inappropriate Display of Affection – Students will not engage in overt displays of affection or sexually oriented actions that violate standards of acceptable social conduct.
30. Inappropriate Language or Conduct – Students will not engage in vulgar, profane, or obscene language or conduct. In addition, students will not engage in expression that constitutes a material and substantial disruption of the orderly operation of the school, as discussed in Policy 3220.
31. Lasers and Similar Devices – Students will not possess or use lasers and similar devices without prior authorization from appropriate school officials.
32. Littering – Students will not throw, drop, deposit, or discard litter on public property.
33. Loitering – Students will leave the school campus at the official close of the school day unless permission to remain has been granted by an appropriate school official.
34. Motor Vehicle Violations – Students who choose to drive motor vehicles to school must: (a) observe all rules of safe driving on and around school property; (b) park in the area designated by school officials; and (c) comply with any registration procedures that may be required by school officials. Refusal to adhere to these conditions may result in the loss of the privilege of parking on school property and/or other discipline.
35. Robbery – Students will not steal from a person by force or threat of force.
36. Theft – Students will not wrongfully obtain or exert unauthorized control over the property of the District or another person (i.e., steal).
37. Tobacco, Nicotine Products, and Delivery Devices – Students will not possess, use, distribute, sell, or solicit or facilitate the sale of tobacco products, nicotine products, and delivery devices, in accordance with Policy 4215. Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices (i.e., e-cigarettes), and vapor products.
38. Trespass – Students will not enter District buildings or property where students or members of the public are not allowed or refuse to leave such areas when ordered by school officials.
39. Violation of Suspension – Students will not enter upon any real or personal property that is owned, leased, rented, or controlled by the District during the terms of any suspension from school without the prior express approval of an appropriate school official.
40. Weapons and Other Dangerous Devices – Students will not possess, use, display, or transmit any object that is or reasonably appears to be a dangerous weapon or related device. Such objects include, but are not limited to: firearms, ammunition, incendiary or explosive devices, clubs, knives with blades of at least three (3) inches in length, other cutting or stabbing instruments brought or possessed with the intent to cause bodily harm or to instill fear and/or intimidate by their mere presence on school property or at school-sponsored events, chemical inhalants, metal knuckles, and look-alike items or replicas displayed or represented as real weapons. Any exception to this rule requires explicit permission from an appropriate school official.

Pursuant to RCW 9.91.160, persons over eighteen (18) years of age, and persons between fourteen (14) and eighteen (18) years of age who have written parental permission, may possess personal protection spray devices (i.e., mace or pepper spray) on school property. No one may deliver such a spray device to anyone under fourteen (14), or to anyone between fourteen (14) and eighteen (18) who does not have written parental permission. Personal protection spray devices may only be used in self-defense as defined by state law. Possession, transmission, or use of a spray device under any other circumstances will be treated as a violation of the District's rule prohibiting weapons.

Pursuant to RCW 9.41.280, any student who possesses a dangerous weapon (as defined in that statute) on school premises, District transportation, or areas of facilities while being used exclusively by public schools may be immediately expelled. Law enforcement and parents will be notified.

In addition, pursuant to RCW 28A.600.420, any student who is determined to have carried a firearm onto, or to have possessed a firearm on, school premises, District transportation, or areas of facilities while being used exclusively by public schools will be expelled from school for not less than one year, unless the superintendent modifies the expulsion on a case-by-case basis. For purposes of this rule, "firearm" means a firearm as defined in 18 U.S.C. § 921 and RCW 9.41.010. In addition, a student may be suspended or expelled for up to one year if the student acts with malice and displays an instrument that appears to be a firearm on school premises, District transportation, or areas of facilities while being used exclusively by public schools. This paragraph does not apply to any student while engaged in military education authorized by school authorities in which rifles are used but not other firearms; involved in a convention, showing, demonstration, lecture, or firearms safety course authorized by school authorities in which the rifles of collectors or instructors are handled or displayed but not other firearms; or participating in a rifle competition authorized by school authorities.

Policy No. 3241 (Adopted August 28, 2019)

DISCIPLINE FOR STUDENT MISCONDUCT

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

Role of Staff in Correction of Students

Staff are responsible for supervising student behavior, employing effective classroom-management methods, and enforcing the rules of student conduct in a fair, consistent, and nondiscriminatory manner. Within each school, the principal or his/her designee will determine that appropriate student discipline is established and enforced. The superintendent and other certificated administrators have the authority to discipline, suspend, or expel students when appropriate.

Discipline 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. The methods employed in enforcing District rules involve professional judgment. The following factors should be considered in imposing discipline:

- Consistency from day to day, student to student, and teacher to teacher;
- Severity of the misconduct;
- The student's nature and prior behavior;
- Fairness to the student, parent, and others;
- Effectiveness of the proposed corrective action; and
- Effect of misconduct on the educational environment.

Conditions for Imposition of Discipline

Student discipline will be enforced in order to maintain a safe and orderly school environment that is conducive to student learning. 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. When administering discipline under this chapter, the District will not:

- Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal;
- Deprive a student of the student's constitutional right to freedom of speech and press; the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances; or the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
- Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
- Unlawfully interfere in a student's pursuit of an education while in the custody of the District; or
- Deprive a student of the student's right to an equal educational opportunity, in whole or in part, without due process of law.

Procedures for Discipline

In order to preserve a beneficial learning environment for all students and to maintain good order and discipline in each classroom, the superintendent or his/her designee will develop written procedures for administering discipline at each school within the District. The procedures will be developed with the participation of school personnel, students, parents/guardians, and the community. The procedures will:

- Provide for early involvement of parents in efforts to support students in meeting behavioral expectations.
- Provide that the teacher, principal or designee, and other school authorities will make every reasonable attempt to involve parents/guardians and the student in the resolution of behavioral violations for which discipline may be administered.
- Provide that no form of discipline (as that term is used in Procedure 3241P) will be administered in such a manner as to prevent a student from completing subject, grade-level, or graduation requirements.

In addition, the procedures will be consistent with the due process rules issued by the Office of Superintendent of Public Instruction (OSPI) in Chapter 392-400 of the Washington Administrative Code (WAC) and address conditions for imposing and contesting (i.e., appealing) corrective actions, including the following:

- No student will be long-term suspended or expelled for more than the length of one academic term, which the Board defines as one semester (approximately 90 school days), unless the principal or designee petitions the District superintendent for extension of an expulsion, and the petition is granted.

- The District will not impose long-term suspension or expulsion as a form of “discretionary discipline,” as that term is defined in state law (RCW 28A.600.015).
- The District will not suspend the provision of educational services to a student in response to behavioral violations. Students will be provided with an opportunity to receive educational services during a period of suspension or expulsion. In the event that the District provides educational services to a student in an alternative setting during a suspension or expulsion, such setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline.
- The District will make efforts to have each student who has been long-term suspended or expelled return to an educational setting as soon as possible. The District will convene a reengagement meeting with and create a reengagement plan for each student who has been long-term suspended or expelled. The reengagement plan will be tailored to the student’s individual circumstances, including consideration of the incident that led to the student’s long-term suspension or expulsion.
- Any student who has been suspended or expelled may apply to be readmitted at any time.

The purpose of the procedures is to provide an opportunity for discipline to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff. The District will ensure that its employees and contractors are knowledgeable about this policy and the related procedures. Staff will follow the District’s discipline procedures in responding to student misbehavior.

The superintendent or his/her designee will annually distribute the District’s discipline procedures to students, parents/guardians, and school personnel. The superintendent or his/her designee, in consultation with staff, students, families, and the community, will periodically review and update said procedures. During development and review of those student discipline policies and procedures, the District will use disaggregated data to monitor the impact of its policies, procedures, and practices and update its policies and procedures to improve fairness and equity in the administration of discipline.

Cross References:	2121	Substance Abuse Program
	2161	Special Education and Related Services for Eligible Students
	2162	Education of Students with Disabilities under Section 504
	3122	Excused and Unexcused Absences
	3240	Student Conduct Expectations and Reasonable Sanctions
	3246	Use of Reasonable Force, Isolation and Restraint
	3520	Student Fees, Fines, or Charges
	4210	Regulation of Dangerous Weapons on School Premises

Legal References:	RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable
	RCW 9.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions

RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty

Chapter 28A.225 RCW Compulsory school attendance and admission

Chapter 28A.320 RCW Provisions applicable to all districts

RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties

RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills

Chapter 28A.600 RCW Students

Chapter 392-400 WAC Pupils

WAC 392-190-048 Access to course offerings – Student discipline

34 C.F.R. Part 100.3 Regulations implementing Civil Rights Act of 1964

42 U.S.C. 2000d *et seq.* Civil Rights Act of 1964

Management Resources: 2018 – August Issue
 2016 – July Issue
 2014 – December Issue
 2014 – August Issue
 2010 – June Issue

Procedure No. 3241P (Adopted: August 28, 2019)

DISCIPLINE FOR STUDENT MISCONDUCT

I. DEFINITIONS

Behavioral Violation — A student’s behavior that violates the District’s rules for student conduct stated in Procedure 3240P.

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

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

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

Emergency Expulsion — Immediate removal from school for up to 10 consecutive school days because the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process.

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

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

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

Other Forms of Discipline — Actions used in response to behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, including exclusion from transportation or extra-curricular activities. Other forms of discipline are defined as: Behavioral Health, Behavior Support and Monitoring Practices, Mentoring, Peer Mediation, Restorative Justice, De-Escalation, or Social Skills Instruction.

Parent — In accordance with WAC 392-172A-01125, a biological or adoptive parent of a child; a foster parent; a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; an individual acting in the place of a biological or adoptive parent including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; a surrogate parent appointed per state regulations; or an adult student whose rights have transferred to him or her pursuant to state regulations.

School Business Day — Any calendar day except Saturdays, Sundays, and federal and state school holidays, upon which the office of the superintendent of the District is open to the public. School business days will be concluded upon the closure of the superintendent’s office for the calendar day.

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

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

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

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

II. PROCEDURES FOR IMPOSING CORRECTIVE ACTION

A. Provisions Applicable in General

1. Each certificated teacher, school administrator, school bus driver, and any other school employee designated by the Board of Directors has the authority to: (a) impose other forms of discipline upon a student for misconduct that violates rules of the District established in Procedure 3240P and provided to students and parents in the annual “Statement of Responsibilities and Rights of Students”; and (b) impose classroom exclusion as described in this procedure.
2. The Board has delegated to the superintendent and/or his or her designee(s) the authority to impose suspensions and expulsions upon students for misconduct that violates rules of the District. Each certificated teacher and administrator has the authority to recommend suspensions and expulsions for such misconduct.
3. Each classroom teacher may exclude any student who creates a disruption of the educational process in violation of the building disciplinary standards while under the teacher’s immediate supervision from his or her individual classroom or instructional or activity area for all or any portion of the balance of the school day or until the principal or designee and teacher have conferred, whichever occurs first, in accordance with RCW 28A.600.020. Except in emergency circumstances as provided for in the section on “Classroom Exclusion,” below, the teacher will have first attempted one or more alternative forms of

corrective action. In addition, in no event will an excluded student be returned during the balance of the particular class or activity period from which the student was initially excluded without the consent of the teacher. If a student is excluded from the classroom or instructional or activity area for more than the balance of the school day, the District will follow the procedures for a suspension, expulsion, or emergency expulsion as described below.

4. The District will not administer corporal punishment, including any act that willfully inflicts or willfully causes the infliction of physical pain on a student. Exceptions are defined in Chapter 392-400 WAC.
5. All students will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force, as provided in Policy 3246 and Procedure 3246P.
6. In addition to the foregoing, all certificated staff members have the authority to:
 - a. Expect students to comply with student conduct rules.
 - b. Impose other forms of discipline for violations of school rules in accordance with any established building procedures consistent with District policy/procedure.
 - c. Preserve the degree of order necessary for an optimum learning environment.
 - d. Detain a student after school in accordance with the conditions described in Section IX, below.
 - e. Use such reasonable action as is necessary to protect himself or herself, a student, or others from physical abuse or injury, consistent with the District's Policy 3246 and Procedure 3246P governing restraint, isolation, and other uses of reasonable force.
7. All certificated staff members will have the responsibility to:
 - a. Observe the rights of students.
 - b. Enforce the rules of student conduct fairly, consistently, and without discrimination.
 - c. Document significant or repetitive infractions and/or subsequent interventions when requested by the principal or other administrator.
 - d. Maintain good order in the classroom, in the hallways, and on the playgrounds or other common areas of the school, or while riding on school buses or other forms of transportation (including field trips).
 - e. Maintain accurate attendance records and report all cases of truancy.
 - f. Set an appropriate example of personal conduct and avoid statements that may be demeaning or personally offensive to any student or group of students.

B. Provisions Applicable to Other Forms of Discipline

Other forms of discipline, as defined above, may be imposed for behavioral violations (i.e., failure to follow the conduct rules in Procedure 3240P). No form of discipline will be administered in a manner that would prevent a student from completing subject, grade-level, or graduation requirements. The District will not suspend the provision of educational services to a student as a form of other disciplinary action.

C. Classroom Exclusions

1. Authority to Administer: A teacher may exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision, subject to the requirements of this procedure. The District may also authorize other school personnel to exclude a student from a classroom or instructional or activity area for behavioral violations of the District's rules for student conduct stated in Procedure 3240P, subject to the

requirements of this procedure.

2. **Other Forms of Discipline:** Before using a classroom exclusion, the teacher or other school personnel will first attempt one or more other forms of discipline to support the student in meeting behavioral expectations, unless the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process.
3. **Limitations on Classroom Exclusion:**
 - a. **Duration:** A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom or instructional or activity area. When a student is excluded from the student's classroom or instructional or activity area for longer than the balance of the school day, the District will provide notice and due process for a suspension, expulsion, or emergency expulsion.
 - b. **Removal from School:** A student may not be removed from school during a classroom exclusion unless the District provides notice and due process for a suspension, expulsion, or emergency expulsion.
 - c. **Assignments and Tests:** The District will provide the student an opportunity to make up any assignments and tests missed during the classroom exclusion.
4. **Notice:** Following a classroom exclusion, the District will provide the following notice:
 - a. **To Principal:** The teacher or other school personnel will report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or designee as soon as reasonably possible.
 - b. **To Parents:** The teacher, principal, or designee will notify the student's parents regarding the classroom exclusion as soon as reasonably possible. The District will ensure that this notification is in a language the parents understand.
5. **Emergency Circumstances:** When a teacher or school personnel administers a classroom exclusion on the grounds that the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process: (a) the teacher or other school personnel will immediately notify the principal or designee; and (b) the principal or designee will meet with the student as soon as reasonably possible and administer appropriate discipline.

D. Provisions Applicable to All Suspensions and Expulsions

1. **General Requirements**
 - a. Students may be suspended or expelled for behavioral violations, subject to the following requirements.
 - b. **Parent Involvement:** The District will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. The District will make every reasonable attempt to involve the students and parents in the resolution of behavioral violations.
 - c. **Considerations:** Before administering any suspension or expulsion, the District will consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.
 - d. **Access to District Property:** Suspensions and expulsions may include a denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the District. A student

may also be excluded from a particular classroom or instructional or activity area for the period of suspension or expulsion.

- e. Educational Services: The District will not suspend the provision of educational services to a student in response to behavioral violations or administer discipline in a manner that would prevent a student from completing subject, grade-level, or graduation requirements. Students will be provided with an opportunity to receive educational services during a period of suspension or expulsion.
- f. Reporting: The principal or designee will report all suspensions and expulsions, and the behavioral violation that led to each suspension or expulsion, to the District superintendent or designee within twenty-four (24) hours after the administration of the suspension or expulsion.
- g. Reentry: After suspending or expelling a student, the District will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. The District will also allow the student to petition for readmission at any time, as described in Section IV, below.
- h. Educational Setting: If the District enrolls a student in another program or course of study during suspension or expulsion, the District will not preclude the student from returning to his or her regular educational setting following the end date of the suspension or expulsion unless: (i) the superintendent or designee grants a petition to extend the student's expulsion, as described below; (ii) the student is excluded from his or her regular educational setting under Section X, below; or (iii) state law otherwise prohibits the student from returning to his or her regular educational setting.

2. Initial Hearing with Student

- a. Before administering any suspension or expulsion, the principal or designee will conduct an informal initial hearing with the student for the purpose of hearing the student's perspective.
- b. Scope of Initial Hearing: At the initial hearing, the principal or designee will provide the student with: (i) notice of the student's violation of the rules for student conduct in Procedure 3240P; (ii) an explanation of the evidence regarding the behavioral violation; (iii) an explanation of the discipline that may be administered; and (iv) an opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.
- c. Parent Participation:
 - i. When the principal or designee is considering administering a short-term or in-school suspension, the student will have an opportunity to contact his or her parents at the initial hearing.
 - ii. When the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee will make a reasonable attempt to contact the student's parents to provide an opportunity for the parents to participate in the initial hearing in person or by telephone.
- d. Decision: Following the initial hearing, the principal or designee will inform the student of the decision regarding the discipline to be imposed for the behavioral violation, if any, including the date on which any suspension or expulsion will begin and end.
- e. Language Assistance: The District will ensure that the initial hearing is held in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.

3. Notice to Student and Parents

- a. Pre-Discipline Notice: Before administering any suspension or expulsion, the District will attempt to notify the student's parents as soon as reasonably possible regarding the behavioral violation.
- b. Post-Discipline Notice: No later than one (1) school business day following the initial hearing with the student, the District will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. The written notice will include:
 - i. A description of the student's behavior and how it violated the rules for student conduct in Procedure 3240P.
 - ii. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
 - iii. The other forms of discipline that the District considered or attempted, and an explanation of the decision to administer the suspension or expulsion;
 - iv. The opportunity to receive educational services during the suspension or expulsion;
 - v. The student's and parents' right to an informal conference with the principal or designee;
 - vi. The student's and parents' right to appeal the suspension or expulsion, including where and to whom the appeal must be requested; and
 - vii. For a long-term suspension or expulsion only, the opportunity for the student and parents to participate in a reengagement meeting.
- c. Language Assistance: The District will ensure that the initial and written notices required under this section are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.

4. Optional Conference with Principal

- a. Requesting a Conference: If the student or parents disagree with the District's decision to suspend or expel the student, the student or parents may request an informal conference with the principal or designee to resolve the disagreement. The request for an informal conference may be made orally or in writing.
- b. Time Limit: The principal or designee will hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents.
- c. Conference: During the informal conference, the principal or designee will provide the student and parents the opportunity to: (i) share the student's perspective and explanation regarding the behavioral violation; (ii) confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion; and (iii) discuss other forms of discipline that may be administered.
- d. Language Assistance: The District will ensure that the conference is held in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.
- e. Right to Appeal: An informal conference will not limit a student's or parents' right to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.

E. Provisions Applicable to Short-Term Suspensions Only (Including In-School Suspensions)

1. Other Forms of Discipline: Before administering a short-term or in-school suspension, the District will first attempt one or more other forms of discipline to support the student in meeting behavioral expectations.
2. Length of Exclusion: A short-term or in-school suspension will be for no more than ten (10) consecutive school days. The District will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.
3. Grade-Level Limitations: The District will not administer a short-term or in-school suspension that exceeds the following limits:
 - a. For students in kindergarten through fourth grade, ten (10) cumulative school days during any academic term.
 - b. For students in grades five through twelve, fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.
4. In-School Suspension: If a school chooses to offer in-school suspension, the principal will establish guidelines for the operation of the in-school suspension program, consistent with District policies and procedures. In addition, when administering an in-school suspension, the District will ensure school personnel are:
 - a. Physically in the same location as the student to provide direct supervision during the duration of the in-school suspension; and
 - b. Accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.

F. Provisions Applicable to Long-Term Suspensions Only

1. Other Forms of Discipline: Before administering a long-term suspension, the District will consider other forms of discipline to support the student in meeting behavioral expectations.
2. Behavior Warranting Long-Term Suspension: The District will only administer a long-term suspension when the following criteria are met:
 - a. The long-term suspension is “non-discretionary discipline,” meaning it is in response to behavioral violations that meet one or more of the descriptions in RCW 28A.600.015(6)(a)-(d), which are summarized below:
 - i. The student carried a firearm onto, possessed a firearm on, and/or acted with malice and displayed an instrument that appears to be a firearm on public school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, as prohibited by RCW 28A.600.420.
 - ii. The student's conduct would constitute a violent offense, sex offense, inhaling toxic fumes, controlled substances violation, liquor violation, or certain other crimes listed in RCW 13.04.155.
 - iii. Within a three-year period, the student has committed two or more violations of RCW 9A.46.120 (criminal gang intimidation), RCW 9A.41.280 (possessing dangerous weapons on school facilities), RCW 28A.600.455 (gang activity), RCW 28A.635.020 (willfully disobeying school administrative personnel or refusing to leave public property), or RCW 28A.635.060 (defacing or injuring school property).

- iv. The student's behavior adversely impacts the health or safety of other students or educational staff.
- b. The District has determined that, if the student returned to school before completing a long-term suspension, the student would pose an imminent danger to students or school personnel or an imminent threat of material and substantial disruption of the educational process.
- 3. Length of Exclusion: A long-term suspension may not exceed the length of one (1) academic term. The District will not administer a long-term suspension beyond the school year in which the behavioral violation occurred.
- 4. Grade-Level Limitations: The District will not administer a long-term suspension for any student in kindergarten through fourth grade, unless the student has committed a Firearm Violation, discussed in Section VIII, below.
- 5. Reengagement: When a student is long-term suspended, the District will timely hold a reengagement meeting and create a reengagement plan, as described in Section VII, below.

G. Provisions Applicable to Expulsions Only

- 1. Other forms of Discipline: Before administering an expulsion, the District will consider other forms of discipline to support the student in meeting behavioral expectations.
- 2. Behavior Warranting Expulsion: The District will only administer an expulsion when the following criteria are met:
 - a. The expulsion is "non-discretionary discipline," meaning it is in response to behavioral violations that meet one or more of the descriptions in RCW 28A.600.015(6)(a)-(d), which are summarized below:
 - i. The student carried a firearm onto, possessed a firearm on, and/or acted with malice and displayed an instrument that appears to be a firearm on public school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, as prohibited by RCW 28A.600.420.
 - ii. The student's conduct would constitute a violent offense, sex offense, inhaling toxic fumes, controlled substances violation, liquor violation, or certain other crimes listed in RCW 13.04.155.
 - iii. Within a three-year period, the student has committed two or more violations of RCW 9A.46.120 (criminal gang intimidation), RCW 9A.41.280 (possessing dangerous weapons on school facilities), RCW 28A.600.455 (gang activity), RCW 28A.635.020 (willfully disobeying school administrative personnel or refusing to leave public property), or RCW 28A.635.060 (defacing or injuring school property).
 - iv. The student's behavior adversely impacts the health or safety of other students or educational staff.
 - b. The District has determined that, if the student returned to school before completing an expulsion, the student would pose an imminent danger to students or school personnel.
- 3. Length of Exclusion: An expulsion may not exceed the length of one (1) academic term, unless the principal or designee petitions the District superintendent for extension of an expulsion, and the petition is granted.
- 4. Grade-Level Limitations: The District will not administer an expulsion for any student in kindergarten through fourth grade, unless the student has committed a Firearm Violation, discussed in Section VIII, below.
- 5. Reengagement: When a student is expelled, the District will timely hold a reengagement meeting and

create a reengagement plan, as described in Section VII, below.

6. Petition for Extension: The building principal or designee may petition the superintendent to extend an expulsion beyond the length of one (1) academic term, where such an extension is warranted because of risk to public health and safety.
 - a. Time Limit: The petition may be submitted only after the development of a reengagement plan under Section VII, below, and before the end of the expulsion, except that the principal or designee may petition to extend an expulsion at any time when a student has committed a firearm violation, as described in Section VIII, below.
 - b. Contents: The petition will include those elements listed in WAC 392-400-480.
 - c. Notice: The District will provide written notice of the petition to the student and parents in person, by mail, or by email within one (1) school business day from the date the superintendent or designee received the petition. The notice will include a copy of the petition; the student's and parents' right to an informal conference with the superintendent or designee to be held within five (5) school business days from the date the District provided written notice to the student and parents; and the student's and parents' right to respond to the petition orally or in writing to superintendent or designee within five (5) school business days from the date the District provided written notice.
 - d. Basis for Granting Extension: The superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to his or her previous school placement after the length of an academic term, the student would pose a risk to public health or safety.
 - e. Duration of Extension: An extension of an expulsion may not exceed the length of an academic term.
 - f. Written Decision: The superintendent or designee will deliver a written decision to the principal, the student, and the student's parents in person, by mail, or by email within ten (10) school business days after receiving the petition. If the petition is granted, the written decision will include: (i) the date on which the extended expulsion will end; (ii) the reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and (iii) notice of the student's or parents' right to request review and reconsideration of the extension decision described below, including where and to whom to make the request. If the petition is not granted, the written decision will identify the date on which the expulsion will end.
 - g. Review and Reconsideration:
 - i. Requesting Review: The student or parents may request that the Board of Directors review and reconsider the decision to extend the student's expulsion. The request may be made orally or in writing.
 - ii. Time Limit: The student or parents must request review within ten (10) school business days from the date the superintendent or designee provides the written decision to the student and parents.
 - iii. Review Procedure: The Board of Directors may request to meet with the student or parents or the principal to hear further arguments and gather additional information. The decision of the Board may be made only by members who were not involved in the behavioral violation, the decision to expel the student, or any appeal decision on the student's expulsion by a hearing officer on behalf of the District.

- iv. **Decision:** The Board of Directors will provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision will identify: whether the Board affirms, reverses, or modifies the decision to extend the student's expulsion; and the date on which the extended expulsion will end.
- h. **Language Assistance:** The District will ensure that any petition proceedings, notices, and decisions are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.
- i. **Annual Reporting:** The District will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

H. Provisions Applicable to Emergency Expulsions Only

1. **Sufficient Cause:** A student may be expelled immediately in emergency situations by the superintendent or designee if there is sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption to the educational process. An immediate and continuing threat of material and substantial disruption of the educational process means:
 - a. The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
 - b. School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.
2. **Time Limit:** An emergency expulsion will end or be converted to another form of discipline within ten (10) school days.
3. **Conversion:** If the District converts an emergency expulsion to a suspension or expulsion, the District will:
 - (a) apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
 - (b) provide the student and parents notice and due process otherwise required by this procedure for the type of suspension or expulsion imposed.
4. **Reporting:** All emergency expulsions, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, will be reported to the District superintendent or designee within twenty-four (24) hours after the start of the emergency expulsion.
5. **Initial Notice:** After an emergency expulsion, the District will attempt to notify the student's parents as soon as reasonably possible regarding the reason the District believes the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process.
6. **Subsequent Written Notice:** Within twenty-four (24) hours after an emergency expulsion, the District will provide written notice of the emergency expulsion to the student and parents in person, by mail, or by email. The written notice will include:
 - a. The reason the student's presence poses an immediate and continuing danger to other students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
 - b. The duration and conditions of the emergency expulsion, including the dates on which the emergency expulsion will begin and end;
 - c. The opportunity to receive educational services during the emergency expulsion;

- d. The student's and parents' right to an informal conference with the principal or designee;
 - e. The student's and parents' right to appeal the emergency expulsion, including where and to whom the appeal must be requested.
7. **Language Assistance:** The District will ensure the initial and subsequent written notices are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.
8. **Optional Conference with Principal:**
- a. **Requesting a Conference:** If the student or parents disagree with the District's decision to emergency expel the student, the student or parents may request an informal conference with the principal or designee to resolve the disagreement. The request for an informal conference may be made orally or in writing.
 - b. **Time Limit:** The principal or designee will hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents.
 - c. **Conference:** During the informal conference, the principal or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the events that led to the emergency expulsion.
 - d. **Language Assistance:** The District will ensure that the conference is held in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.
 - e. **Right to Appeal:** An informal conference will not limit a student's or parents' right to appeal the emergency expulsion.

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

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

III. PROCEDURES FOR CONTESTING DISCIPLINE

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

A student or parent who disagrees with the imposition of classroom exclusion or other form of discipline under this procedure (including exclusion from transportation or extra-curricular activities) may request an informal meeting with the principal or designee for the purpose of attempting to resolve the grievance. This grievance procedure does not apply to suspensions, expulsions, or emergency expulsions, which have separate appeal procedures, described below.

The student or parent must request the meeting within two (2) school business days of imposition of the classroom exclusion or other form of discipline at issue. The request must be made in person at the office of the principal or by email to the principal's District email address. The employee whose action is being grieved may be notified of the initiation of such a grievance and given the opportunity to participate in the meeting. During the meeting, the student and parents may be subject to questioning by the principal or designee and will have an opportunity to share the student's perspective and explanation regarding the behavioral violation.

The principal or designee will issue written notice of his or her decision in person, by mail, or by email no later than five (5) school business days after the meeting. The classroom exclusion or other form of discipline will continue

during the grievance procedure unless the principal or designee elects to postpone the action.

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

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

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

1. **Request for Appeal:** A student or parents may appeal a long-term suspension, expulsion, or emergency expulsion to the superintendent or designee. Such appeal request may be made orally (in person or by phone) or in writing (by hand-delivery, mail, or email) to the superintendent's office.
2. **Time Limits:** An appeal request must be received by the District within the following periods:
 - a. For long-term suspensions and expulsions, within five (5) school business days from the date the District provides written notice of the long-term suspension or expulsion to the student and parents.
 - b. For emergency expulsions, within three (3) school business days from the date the District provides written notice of the emergency expulsion to the student and parents.
3. **Notice of Hearing:** Within one (1) school business day after receiving the appeal request, unless otherwise agreed to by the student and parents, the superintendent or designee will provide the student and parents written notice in person, by mail, or by email of the following:
 - a. The time, date, and location of the appeal hearing;
 - b. The name(s) of the official(s) presiding over the appeal;
 - c. The students' and parents' rights to inspect the student's education records described in Section 7.b, below;
 - d. The student's and parents' rights to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
 - e. The student's and parents' rights described in Section 8, below; and
 - f. For long-term suspensions and expulsions only (but not emergency expulsions), whether the District will offer to hold a reengagement meeting before the appeal hearing.

4. **Reengagement Opportunity:** For long-term suspensions and expulsions only (but not emergency expulsions), before the appeal hearing, the student, parents, and District may agree to hold a reengagement meeting and develop a reengagement plan. The student, parents, and District may mutually agree to postpone the appeal hearing while participating in the reengagement process.
5. **Appeal Hearing:** The District will hold an appeal hearing within the following periods, unless otherwise agreed to by the student and parents:
 - a. For long-term suspensions and expulsions, within three (3) school business days from the date the superintendent or designee received the appeal request.
 - b. For emergency expulsions, as soon as reasonably possible, but within two (2) school business days after the date the superintendent or designee received the appeal request.
6. **Presiding Official:** A hearing officer (who may be a District employee or contractor) will hear and decide appeals. The hearing officer may not be involved in the student's behavioral violation or decision to long-term suspend, expel, or emergency expel the student and will be knowledgeable about state discipline rules and the District's discipline policies and procedures.
7. **Evidence and Witnesses:**
 - a. Upon request, the student, parents, and District may inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the appeal hearing. The District, student, or parents must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.
 - b. Upon request, the student and parents may review the student's education records. The District will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.
 - c. If a witness for the school district cannot or does not appear at the appeal hearing, the hearing officer may excuse the witness' nonappearance if the District establishes that: (i) the District made a reasonable effort to produce the witness; and (ii) the witness' failure to appear is excused by fear of reprisal or another compelling reason.
8. **Student and Parent Rights:** During the appeal hearing, the student and parents have the right to:
 - a. Be represented by legal counsel;
 - b. Question witnesses;
 - c. Share the student's perspective and provide explanation regarding the behavioral violation; and
 - d. Introduce relevant documentary, physical, or testimonial evidence.
9. **Hearing Record:** The appeal hearing will be recorded by manual, electronic, or other type of recording device. The District will provide the recording to the student or parents upon request.
10. **Appeal Decision:** The hearing officer will base the decision solely on the evidence presented at the hearing. The hearing officer will provide a written decision to the student and parents in person, by mail, or by email within the following time limits: for long-term suspensions and expulsions, within three (3) school business days after the appeal hearing; and for emergency expulsions, within (1) school business day after the appeal hearing. The written decision will include:
 - a. Findings of fact;
 - b. For long-term suspensions and expulsions only (but not emergency expulsions):

- i. A determination whether: the student's behavior violated the rules of student conduct described in Procedure 3241P; the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and the suspension or expulsion is affirmed, reversed, or modified.
 - ii. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
 - iii. Notice of the opportunity to participate in a reengagement meeting and the contact information for the person who will coordinate scheduling of the reengagement meeting.
 - c. For emergency expulsions only:
 - i. A determination whether the student's presence continues to pose: an immediate and continuing danger to students or school personnel; or an immediate and continuing threat of material and substantial disruption of the educational process.
 - ii. Whether the District will end the emergency expulsion or convert it to a suspension or expulsion. If the District converts the emergency expulsion to a suspension or expulsion, the District will provide the student and parents notice and due process otherwise required by this procedure for the type of suspension or expulsion imposed.
 - d. Notice of the student's and parents' right to request review and reconsideration of the appeal decision, including where and to whom to make the request;
11. Language Assistance: The District will ensure that the notice, appeal proceedings, and decision are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.

D. Pending Appeal

- 1. If the student or parents request an appeal of a long-term suspension or expulsion, the District may temporarily continue to administer the suspension or expulsion during the appeal period subject to the following requirements:
 - a. The District may temporarily continue to administer the suspension or expulsion for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
 - b. Any days that the student is temporarily suspended or expelled before the appeal is decided will be applied to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion;
 - c. If the student who is temporarily suspended or expelled returns to school before the appeal is decided under this section, the District will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

E. Review and Reconsideration

- 1. Review and Reconsideration of Suspensions and Non-Emergency Expulsions
 - a. Request for Review: The student or parents may request that the Board of Directors review and reconsider the hearing officer's decision. The student or parents may request the review orally or in writing.
 - b. Time Limit: The appeal must be received by the superintendent's office within ten (10) school business

days from the date the District provides the written appeal decision to the student and parents.

c. Review Procedure:

- i. In reviewing the hearing officer's decision, the Board will consider all documentary and physical evidence related to the behavioral violation, any records from the appeal, relevant state law, and the District's discipline policy.
 - ii. The Board may request to meet with the student or parents, the principal, witnesses, or school personnel to hear further arguments and gather additional information.
 - iii. The decision of the Board will be made only by members who were not involved in the behavioral violation, the decision to suspend or expel the student, or the hearing officer's decision.
- d. Decision: The Board will provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision will identify:
- i. Whether the Board affirms, reverses, or modifies the suspension or expulsion;
 - ii. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end; and
 - iii. For long-term suspensions or expulsions only, notice of the opportunity to participate in a reengagement meeting.
- e. Language Assistance: The District will ensure that any review proceedings and decision are in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.

2. Review and Reconsideration of Emergency Expulsions

- a. Request for Review: The student or parents may request that the Board of Directors review and reconsider the hearing officer's appeal decision. The student or parents may request the review orally or in writing.
- b. Time Limit: The appeal must be received by the superintendent's office within five (5) school business days from the date the District provides the written appeal decision to the student and parents.
- c. Review Procedure:
 - i. In reviewing the hearing officer's decision, the Board will consider all documentary and physical evidence related to the behavioral violation, any records from the appeal, relevant state law, and the District's discipline policy.
 - ii. The Board may request to meet with the student or parents, the principal, witnesses, or school personnel to hear further arguments and gather additional information.
 - iii. The decision of the Board will be made only by members who were not involved in the behavioral violation, the decision to suspend or expel the student, or the hearing officer's decision.
- d. Decision: The Board will provide a written decision to the student and parents in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision will identify:
 - i. Whether the Board affirms or reverses the District's decision that the student's presence posed an immediate and continuing danger to students or school personnel or an immediate and continuing

threat of material and substantial disruption of the educational process.

- ii. If the emergency expulsion has not yet ended or been converted, whether the District will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the District converts the emergency expulsion to a suspension or expulsion, the District will provide the student and parents notice and due process otherwise required by this procedure for the type of suspension or expulsion imposed.
- e. Language Assistance: The District will ensure that any review proceedings and decision are in a language the student and parents can understand, which may require language assistance for students and parents with limited-English proficiency.

IV. READMISSION DURING SUSPENSION OR EXPULSION

Any student who has been suspended or expelled will be allowed to make application for readmission at any time. The application must be submitted to the principal of the school which the student wishes to attend. The application will include:

- A. An essay stating the reasons the student wants to return and why the request should be considered;
- B. Evidence that supports the request;
- C. A supporting statement from the parent or others who may have assisted the student;
- D. Evidence the student has made an effort to keep up with his or her studies;
- E. Documentation of volunteer work and other efforts to make amends; and
- F. If the expulsion was drug or alcohol-related, a copy of a drug and alcohol assessment and evidence of follow-up to the recommendations in that assessment.

The principal will consider the application, consult with the superintendent or designee, and advise the parent and student of his or her decision in writing within five (5) school business days of receipt of such application. Readmission may be contingent upon any reasonable condition proposed by the principal, subject to the limits on behavior agreements, below.

The readmission process is separate and distinct from any reengagement meetings conducted by the District as required by state law, Chapter 28A.600 RCW. (See Section VII, below.)

V. BEHAVIOR AGREEMENTS

The District may enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension, conditioned on the participation in treatment services, made in lieu of suspension or expulsion, or holding a suspension or expulsion in abeyance. The District will ensure that a behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or receive educational services under this procedure. The duration of behavior agreements will not exceed the length of an academic term.

Nothing precludes the District from administering discipline for behavioral violations that occur after it enters into an agreement with the student and parents.

The District will ensure any behavior agreement under this section is provided in a language the student and parents understand.

VI. EDUCATIONAL SERVICES

- A. During the suspension, expulsion, or emergency expulsion of a student, the District will provide him or her the opportunity to receive educational services. Educational services may include online instruction, meeting with a certificated teacher one-on-one outside normal school hours. The educational services must enable the student to continue to participate in the general educational curriculum; meet the educational standards established by the District; and complete subject, grade-level, and graduation requirements.
- B. When providing a student the opportunity to receive educational services, the District will consider:
 - 1. Meaningful input from the student, parents, and the student's teachers;
 - 2. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
 - 3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.
- C. The District may provide educational services to the student in an alternative setting or modify the suspension or expulsion on a case-by-case basis. An alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include alternative high schools, one-on-one tutoring, and online learning.
- D. As soon as reasonably possible after administering a suspension or expulsion, the District will provide written notice to the student and parents about the educational services the District will provide. The District will provide the written notice in person, by mail, or by email. The notice will include a description of the educational services that will be provided and the name and contact information for the school personnel who can offer support to keep the student current with assignments and course work.
- E. For students subject to suspension or emergency expulsion for up to five (5) consecutive school days, the District will provide at least the following:
 - 1. Course work, including any assigned homework, from all of the student's regular subjects or classes.
 - 2. Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.
 - 3. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.
- F. For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, the District will provide at least the following:
 - 1. Course work, including any assigned homework, from all of the student's regular subjects or classes.
 - 2. Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
 - a. Coordinate the delivery and grading of coursework between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and

- b. Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.
- 3. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.
- G. For students subject to expulsion or suspension for more than ten (10) consecutive school days, the District will provide educational services in accordance with WAC 392-121-107.
- H. The District will ensure that notices and communications required above are provided in a language the students and parents understand.

VII. REENGAGEMENT

- A. Reengagement Meetings: When the District long-term suspends or expels a student, it will convene a reengagement meeting with the student and parents to discuss a plan to reengage the student, subject to the following requirements:
 - 1. The District will communicate with the student and parents to schedule the meeting time and location before convening the meeting.
 - 2. The meeting will occur either (i) within twenty (20) calendar days of the start of the long-term suspension or expulsion, but no later than five (5) calendar days before the student returns to school, or (ii) as soon as reasonably possible, if the student or parents request a prompt reengagement meeting.
 - 3. Reengagement meetings do not replace an appeal hearing or a petition for readmission.
- B. Reengagement Plans: The District will collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the District will consider:
 - 1. The nature and circumstances of the incident that led to the student's suspension or expulsion;
 - 2. As appropriate, the student's cultural history and context, family cultural norms and values, community resources, and community and parent outreach;
 - 3. Shortening the length of time that the student is suspended or expelled;
 - 4. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
 - 5. Supporting the student, parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.
- C. Documentation: The District will document the reengagement plan and provide a copy of the plan to the student and parents.
- D. Language assistance: The District will ensure that the reengagement meeting and plan are in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.

VIII. FIREARM VIOLATIONS

- A. Pursuant to state law (RCW 28A.600.420), the following rules apply when a student commits a firearm violation, which is defined below:
 - 1. The District will expel a student for no less than one (1) year if it has determined that the student has

carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The District superintendent may modify the expulsion on a case-by-case basis.

2. The District may suspend or expel a student for up to one (1) year if the student acts with malice, as defined under RCW 9A.04.110, and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.

B. The following are exceptions not constituting firearm violations:

1. Any student while engaged in military education authorized by the District in which rifles are used;
2. Any student while involved in a convention, showing, demonstration, lecture, or firearms safety course authorized by the District in which the rifles of collectors or instructors are handled or displayed; or
3. Any student while participating in a rifle competition authorized by the District.

IX. DETENTION

For minor infractions of school rules, regulations, or for minor misconduct, staff may detain students after school hours for not more than two (2) hours without seeking prior parent permission (as an “other form of discipline,” as defined above). Detention will not begin until the parents have been notified (except in the case of an adult student) for the purpose of informing the parents of the reason for the detention and to permit the parents to make arrangements for the necessary transportation of the student when he or she has been detained after school hours for corrective action.

Preceding the assignment of such corrective action, the staff member will inform the student of the nature of the offense charged and of the specific conduct that allegedly constitutes the violation. The student will be afforded an opportunity to explain or justify his or her actions to the staff member. Students detained for corrective action will be under the direct supervision of the staff member or another member of the professional staff. The time that the student spends for such corrective action will be used constructively.

X. VICTIM PROTECTION

In accordance with RCW 28A.600.460, the District may preclude a student from returning to the student’s regular educational setting following the end date of a suspension or expulsion for the purpose of protecting victims of certain offenses, as follows:

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

Skykomish Harassment Policy

Statement from the Directors

We, the Board of Directors and Superintendent for the Skykomish School District #404, are committed to ensuring a harassment-free environment. The Skykomish School District prohibits discrimination based on race, color, national origin (including language), sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability. We are confident that we can all work together to eliminate harassment from the school and workplace.

Skykomish District School and Workplace Harassment Policy

The Skykomish policy is to have a healthy, productive, harassment-free education environment where all employees, students, and the public we serve are valued and treated with mutual respect. Our goal is to provide and maintain an educational atmosphere that encourages each employee to develop positively towards personal goals without being subjected to harassment. Sexual harassment is illegal and will not be tolerated in any form. All individuals have the primary responsibility for maintaining conduct that is professional and supportive of this environment. To achieve this goal, Dan Bubar is the Title IX Coordinator. He can be reached at (360) 677-2623 x 223. (Board Policy #6590, Adopted 01.25.99)

Staff, directors, and others will take all allegations seriously. They will take immediate action to investigate the incident, to resolve the situation, to protect the individuals targeted by the alleged harasser, and to take all reasonable steps to ensure that no further harassment or retaliation occurs. All staff, directors, and others shall receive training on prevention of harassment. The District Harassment Policy can be found on the District website under students.

Definitions

Sexual harassment is unwanted behavior of a sexual or gender directed nature.

Federal EEOC - Sexual Harassment is illegal in two arenas: the workplace and the school. One of the earliest definitions was issued by the Federal Employment Opportunity Commission on its "Guidelines on Discrimination Because of Sex" (29 C.F.R. Section 1604.11, 1980)

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Such conduct has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive working environment. (Hostile Environment)

Federal Title IX - Sexual harassment of students is an illegal form of sex discrimination under Title IX of the Education Amendments of 1972, which prohibits sex discrimination on the delivery of services or in the provision of benefits in education programs receiving federal financial assistance. It is based on the fact that such conduct constitutes differential treatment on the basis of sex. (34 C.F.R. Section 106.31)

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal Financial assistance."

Title IX of the Education Amendments of 1972 20 U.S. C. Section 168 (a), P.L. 92-318

The Office for Civil Rights in the U.S. Department of Education has jurisdiction over sexual harassment in education. This jurisdiction includes students and employees. OCR issued this definition of sexual harassment in schools in 1981:

"Sexual harassment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient (District) that denies limits, provides different, or conditions the provision of aid, benefits, services or treatment protected under Title IX."

Legal Reference:	RCW 28A640.020	Regulation, guidelines to eliminate discrimination - Scope
	WAC 392-190-056 to 58	Sexual Harassment

Responsibilities:

Everyone has an obligation to prevent and immediately stop offensive behavior by students, employees, board members, contractors, and visitors.

1. Contact the District Title IX Officer to investigate the allegation.

2. Handle all complaints and grievances equitably, promptly, sensitively, and confidentially.
3. Encourage any alleged victim to report harassment, to seek assistance, and if desired, to make use of the complaint process.
4. In all instances, document what has happened and the action taken.
5. Follow up with any individual who has reported harassment to advise the individual(s) involved of the actions taken.

It is important that individuals who believe that they are being harassed or retaliated against recognize harassment for what it is. Understand that the individual has the right to complain and take action. It is the organization's responsibility to prevent and eliminate harassment. However, individuals should exercise any one, or more of the following options as soon as possible.

1. Tell the harasser to stop the offensive behavior and that it is unwelcome and inappropriate.
If uncomfortable with this option continue with option #2.
2. Report the conduct to the Title IX Officer.
3. Keep a written record of any incident of harassment and steps to correct the offensive behavior, and the results.

Consequences

- Skykomish School District #404 employees who engage in harassment will face the consequences following the disciplinary section of the negotiated agreement.
- Employees and supervisors who do not take action when they know that harassment is occurring will face the same consequences.

Confidentiality

A report of sexual harassment or intimidation and the investigation are to be kept in strictest confidence, where practical, for the protection of all parties involved; however, the District's obligation to investigate and take corrective action may supersede an individual's right to privacy.

Sanctions

A substantiated charge against an employee of the District shall subject the employee to disciplinary action in accordance with any appropriate employee contract, up to and including termination.

Notification

* Notice of the existence of this policy, prevention plan, and procedures shall be posted in prominent locations in all District buildings, including information on how to receive a copy.

* You may obtain a copy of this policy by submitting a request to:

Office of the District Superintendent
P.O. Box 325
Skykomish, WA 98288
360.677.2623 Fax: 360.677.2418

Bullying, Harassment, Intimidation

The Skykomish School District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons that is free from bullying, harassment, or intimidation. "Bullying Harassment, or Intimidation" 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:

- Physically harms a student or damages the student's property.
- Has the effect of substantially interfering with a student's education.

- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.

Any act of bullying, harassment, or intimidation should be reported to the Superintendent.

The Superintendent is the District Compliance Officer and the primary District contact to receive copies of all formal and informal complaints and ensure policy implementation. Any student or parent wishing to lodge a complaint, formal or informal, should see the Office Manager for the appropriate District form or download it from the District website.

Nondiscrimination Statement

The Skykomish School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Civil Rights Compliance Coordinator
Thomas Jay, Superintendent
105 6th Street North
Skykomish, WA 98288
360 677-2623 x 101

Title IX Coordinator
Dan Bubar
105 6th Street North
Skykomish, WA 98288
360 677-2623 x 223

Section 504 ADA Coordinator
Karen McEachern
105 6th Street North
Skykomish, WA 98288
360 677-2623 x 232

Discrimination Complaint Procedures

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 guidance and counseling (Policy 2140), 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. 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 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; 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, if any; 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.

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.

Attendance

STATEWIDE DEFINITION OF ABSENCE FOR THE 2020-21 SCHOOL YEAR (Chapter 392-401A WAC)

WAC 392-401A-005

Purpose.

Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a leading indicator of equity that signals when students might need additional support and areas for system and school improvement.

The purpose of this chapter is to (1) define student absence in the 2020-21 school year for school districts across the state to collect and use daily attendance data during the COVID-19 epidemic, and (2) establish the minimum criteria of the attendance system that each school district must implement as required under WAC 180-16-200(4)(c). These rules continue to support the state and school districts in addressing the challenge of chronic absenteeism, improving learning outcomes and success in school for all students, and supporting the whole child.

392-401A-010

Authority.

The authority for this chapter is RCW 28A.300.046, which requires the superintendent of public instruction to adopt rules establishing a standard definition of student absence from school.

WAC 392-401A-011

Scope and Application.

- (1) While in effect, this chapter supersedes chapter 392-401 WAC.
- (2) This chapter applies to common school districts, charter public schools, and state-tribal education compact schools.
- (3) This chapter does not apply to students enrolled in an alternative learning experience and claimed for state funding pursuant to WAC 392-121-182.
- (4) This chapter shall be effective only during the 2020-21 school year.

WAC 392-401A-012

General definitions.

- (1) "Parent" has the same meaning as in WAC 392-172A-01125.
- (2) "In-person learning" is when instructional activity is planned and delivered under the supervision of school district staff and on school grounds.
- (3) "Remote learning" is when daily learning activities are delivered through remote learning modalities, including, but not limited to, distance learning, hybrid classrooms, rotating schedules, and other methods that allow for the delivery of basic education services during the COVID-19 epidemic. Remote learning activities may be synchronous or asynchronous.

WAC 392-401A-015

Definition of absence from in-person learning.

- (1) A student is absent from in-person learning when the student is:
 - (a) Not physically present on school grounds; and
 - (b) Not participating in the following activities at an approved location during a scheduled in-person learning day:
 - (i) Instruction;
 - (ii) Any instruction-related activity; or
 - (iii) Any other district- or school-approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.
- (2) A full day absence from in-person learning is when a student is absent for fifty percent or more of their scheduled day.

WAC 392-401A-016

Definition of absence from remote learning.

(1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day.

(2) Evidence of student participation in remote learning may include, but is not limited to:

(a) Daily logins to learning management systems;

(b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or

(c) Evidence of participation in a task or assignment.

WAC 392-401A-018

Daily attendance taking.

School districts must take daily attendance for all enrolled students participating in remote learning and in-person learning.

WAC 392-401A-020

Excused absences from in-person learning or remote learning.

(1) Absences due to the following reasons must be excused:

(a) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;

(b) Family emergency, including, but not limited to, a death or illness in the family;

(c) Religious or cultural purpose, including observance of a religious or cultural holiday or participation in religious or cultural instruction;

(d) Court, judicial proceeding, court-ordered activity, or jury service;

(e) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;

(f) State-recognized search and rescue activities consistent with RCW 28A.225.055;

(g) Absence directly related to the student's homeless or foster care/dependency status;

(h) Absences related to deployment activities of a parent who is an active duty member consistent with RCW 28A.705.010;

(i) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;

- (j) Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
 - (k) Absences due to a student's migrant status;
 - (l) An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent or emancipated youth;
 - (m) Absences related to the student's illness, health condition, or medical appointments due to COVID-19;
 - (n) Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
 - (o) Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;
 - (p) Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
 - (q) Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity;
 - (r) Other COVID-19 related circumstances as determined between school and parent or emancipated youth.
- (2) A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.
- (3) School districts may define additional categories or criteria for excused absences.

WAC 392-401A-030

Unexcused absences from in-person learning.

Any absence from in-person learning is unexcused unless it meets one of the criteria provided in WAC 392-401-020.

WAC 392-401-035

Unexcused absences from remote learning.

- (1) Absences from remote learning must be marked as a "non-truancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused.
- (2) Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401-020.

WAC 392-401A-038

Data Reporting.

School districts must report student absences to the office of superintendent of public instruction through the comprehensive education and data research system (CEDARS) as provided in the CEDARS data manual.

WAC 392-401A-040

Student Absences – General requirements.

(1) Students shall not be absent if:

- (a) They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;
 - (b) Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
 - (c) The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.
- (2) A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

WAC 392-401A-045

Tiered response system for student absences.

(1) School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic.

(2) Tiered response systems under this section must include:

- (a) Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused.
- (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- (c) Daily notification of absences to parents;
- (d) A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- (e) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- (f) When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.

Chapter 392-401A WAC:

Emergency Absence Rule for 2020-21 School Year

Side by Side Comparison to Chapter 392-401 WAC

<p>Chapter 392-401 WAC</p> <p>STATEWIDE DEFINITION OF ABSENCE, EXCUSED AND UNEXCUSED</p> <p>WAC 392-401-005 Purpose.</p> <p>The purpose of this chapter is to provide a definition of absence to districts that supports accurate and consistent attendance data collection across the state. This effort will support the state and districts to address the challenge of chronic absenteeism, in an effort to improve learning outcomes and success in school for all students and to support the whole child.</p> <p>WAC 392-401-010 Authority.</p> <p>The authority for this chapter is RCW 28A.300.046, which requires the superintendent of public</p>	<p>Chapter 392-401A WAC</p> <p>STATEWIDE DEFINITION OF ABSENCE <i>FOR THE 2020-21 SCHOOL YEAR</i></p> <p>WAC 392-401A-005 Purpose.</p> <p><i>Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a leading indicator of equity that signals when students might need additional support and areas for system and school improvement.</i></p> <p><i>The purpose of this chapter is to (1) define student absence in the 2020-21 school year for school districts across the state to collect and use daily attendance data during the COVID-19 epidemic, and (2) establish the minimum criteria of the attendance system that each school district must implement as required under WAC 180-16-200(4)(c). These rules continue to support the state and school districts in addressing the challenge of chronic absenteeism, improving learning outcomes and success in school for all students, and supporting the whole child.</i></p> <p>392-401A-010 Authority.</p> <p>The authority for this chapter is RCW 28A.300.046, which requires the superintendent of public</p>
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<p>(a) They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;</p> <p>(b) Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and</p> <p>(c) The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.</p> <p>(3) A full day absence is when a student is absent for fifty percent or more of their scheduled day.</p> <p>(4) A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.</p> <p>WAC 392-401-020 Excused absences.</p> <p>Absences due to the following reasons must be excused:</p> <p>(1) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;</p> <p>(2) Family emergency including, but not limited to, a death or illness in the family;</p> <p>(3) Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;</p> <p>(4) Court, judicial proceeding, court-ordered activity, or jury service;</p> <p>(5) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;</p>	<p>(iii) Any other district- or school-approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.</p> <p>(2) A full day absence <i>from in-person learning</i> is when a student is absent for fifty percent or more of their scheduled day.</p> <p><i>WAC 392-401A-016 Definition of absence from remote learning.</i></p> <p><i>(1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day.</i></p> <p><i>(2) Evidence of student participation in remote learning may include, but is not limited to:</i></p> <p><i>(a) Daily logins to learning management systems;</i></p> <p><i>(b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or</i></p> <p><i>(c) Evidence of participation in a task or assignment.</i></p> <p><i>WAC 392-401A-018 Daily attendance taking.</i></p> <p><i>School districts must take daily attendance for all enrolled students participating in remote learning and in-person learning.</i></p> <p>WAC 392-401A-020 Excused absences <i>from in-person learning or remote learning.</i></p> <p>(1) Absences due to the following reasons must be excused:</p> <p>(a) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;</p> <p>(b) Family emergency, including, but not limited to, a death or illness in the family;</p>
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<p>(6) State-recognized search and rescue activities consistent with RCW 28A.225.055;</p> <p>(7) Absence directly related to the student's homeless or foster care/dependency status;</p> <p>(8) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;</p> <p>(9) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;</p> <p>(10) Absences due to student safety concerns, including absences related to threats, assaults, or bullying;</p> <p>(11) Absences due to a student's migrant status; and</p> <p>(12) An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.</p> <p>A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence. Districts may define additional categories or criteria for excused absences.</p>	<p>(c) Religious or cultural purpose, including observance of a religious or cultural holiday or participation in religious or cultural instruction;</p> <p>(d) Court, judicial proceeding, court-ordered activity, or jury service;</p> <p>(e) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;</p> <p>(f) State-recognized search and rescue activities consistent with RCW 28A.225.055;</p> <p>(g) Absence directly related to the student's homeless or foster care/dependency status;</p> <p>(h) Absences related to deployment activities of a parent who is an active duty member consistent with RCW 28A.705.010;</p> <p>(i) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;</p> <p>(j) Absences due to student safety concerns, including absences related to threats, assaults, or bullying;</p> <p>(k) Absences due to a student's migrant status;</p> <p>(l) An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent or emancipated youth;</p> <p><i>(m) Absences related to the student's illness, health condition, or medical appointments due to COVID-19;</i></p> <p><i>(n) Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;</i></p> <p><i>(o) Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;</i></p>
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WAC 392-401-030 Unexcused absences.

Any absence from school is unexcused unless it meets one of the criteria provided in WAC 392-401-020.

(p) Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;

(q) Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity;

(r) Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

(2) A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.

(3) School districts may define additional categories or criteria for excused absences.

WAC 392-401A-030 Unexcused absences *from in-person learning*.

Any absence from in-person learning is unexcused unless it meets one of the criteria provided in WAC 392-401-020.

WAC 392-401-035 Unexcused absences from remote learning.

(1) Absences from remote learning must be marked as a "non-truancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused.

(2) Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401-020.

WAC 392-401A-038 Data Reporting.

School districts must report student absences to the office of superintendent of public instruction through the comprehensive education and data research system (CEDARS) as provided in the CEDARS data manual.

WAC 392-401A-040 Student Absences – General requirements.

(1) Students shall not be absent if:

- (a) They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;
- (b) Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
- (c) The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.

(2) A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

WAC 392-401A-045 Tiered response system for student absences.

(1) School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic.

(2) Tiered response systems under this section must include:

- (a) Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused.*
- (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;*
- (c) Daily notification of absences to parents;*
- (d) A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;*
- (e) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and*

(f) When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.

Attendance & Truancy Action Requirements Elementary

When	Action / Response
Beginning of school year	Information letter to all students and parents of students that includes the benefits of regular school attendance; the potential effects of excessive absenteeism, whether excused or unexcused, on academic achievement, and graduation and dropout rates; the school's expectations of the parents and guardians to ensure regular school attendance by the child; the resources available to assist the child and the parents and guardians; the role and responsibilities of the school; and the consequences of truancy, including the compulsory education requirements under this chapter in the language in which the parents are fluent. (See RCW 28A.225.005)
After 5 excused absences within any month (30 day period) or 10 excused cumulative absences in a school year	Schedule conference with the parent and child for the purpose of identifying barriers to attendance and supports/resources available to assist the family. If the student has an IEP or 504 Plan, the IEP or 504 team must convene. A conference or IEP/504 team meeting is not required if prior notice has been given or a doctor's note has been provided and an academic plan has been put in place.
After 1 unexcused absence within any month (30 day period)	Inform the student's parent/guardian by a notice in writing or by telephone , in the language the parent is fluent in, whenever the student has failed to attend school after one unexcused absence within any month. (See RCW 28A.225.020)
After 3 unexcused absences within any month (30 day period)	Schedule conference with parent/guardian and student for the purpose of identifying barriers to the student's regular attendance, and the supports and resources that may be made available to the family, and the steps to be taken so that the student is able to eliminate or reduce his/her absenteeism; (See RCW 28A.225.020)
Between 2 and 5 unexcused cumulative absences in a school year	Take data-informed steps to eliminate or reduce student's absences. (For additional details & requirements, see RCW 28A.225.020 (1)(c)(iv)) Convene the IEP or 504 team , if the student has an IEP or a 504 Plan to consider the reasons for the absences and adjust the IEP or 504 plan as necessary. This is required and is in addition to the requirement to have a parent conference after 3 unexcused absences. (See RCW 28A.225.020 (1)(c)(ii))
Not later than 5 unexcused absences in a month (30 day period)	District shall: <ul style="list-style-type: none"> • Enter into an agreement w/student and parent establishing attendance requirements, OR • Refer student to CTB (Community Truancy Board), OR • File and stay petition under subsection (1) of RCW 28A.225.030 (See RCW 28A.225.030)

<p>Not later than seven (7) unexcused absences in a month (30 day period), or ten (10) unexcused cumulative absences in a school year</p>	<p>File truancy petition with Office of Juvenile Court. Court must stay the petition.</p> <p>Refer parent and child to a community truancy board (CTB) or other coordinated means of intervention.</p> <p>CTB must take place within twenty days of the referral. The community truancy board must meet with the child, a parent and school district representative and enter into an agreement. (For additional requirements and details, see RCW 28A.225.035)</p>
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Attendance & Truancy Action Requirements Middle School & High School

When	Action / Response
Beginning of school year	Information letter to all students and parents of students that includes the benefits of regular school attendance; the potential effects of excessive absenteeism, whether excused or unexcused, on academic achievement, and graduation and dropout rates; the school's expectations of the parents and guardians to ensure regular school attendance by the child; the resources available to assist the child and the parents and guardians; the role and responsibilities of the school; and the consequences of truancy, including the compulsory education requirements under this chapter in the language in which the parents are fluent. (See RCW 28A.225.005)
After 1 unexcused absence within any month (30 day period)	Inform the student's parent/guardian by a notice in writing or by telephone , in the language the parent is fluent in, whenever the student has failed to attend school after one unexcused absence within any month. (See RCW 28A.225.020)
After 3 unexcused absences within any month (30 day period)	Schedule conference with parent/guardian and student for the purpose of identifying barriers to the student's regular attendance, and the supports and resources that may be made available to the family, and the steps to be taken so that the student is able to eliminate or reduce his/her absenteeism; (See RCW 28A.225.020)
Between 2 and 5 unexcused absences in a school year	<p>Must apply WARNS (Washington Assessment of Risks and Needs of Students) or other assessment. (See RCW 28A.225.020)</p> <p>Take data-informed steps to eliminate or reduce student's absences, consistent with the WARNS or other assessment results. (For additional details & requirements, see RCW 28A.225.020 (1)(c)(iv))</p> <p>Convene the IEP or 504 team, if the student has an IEP or a 504 Plan to consider the reasons for the absences and adjust the IEP or 504 plan as necessary. This is required and is in addition to the requirement to have a parent conference after 3 unexcused absences. (See RCW 28A.225.020 (1)(c)(ii))</p>
Not later than 5 unexcused absences in a month (30 day period)	<p>District shall:</p> <ul style="list-style-type: none"> • Enter into an agreement w/student and parent establishing attendance requirements, OR • Refer student to CTB (Community Truancy Board), OR • File and stay petition under subsection (1) of RCW 28A.225.030 <p>(See RCW 28A.225.030)</p>

<p>Not later than seven (7) unexcused absences in a month (30 day period), or ten (10) unexcused cumulative absences in a school year</p>	<p>File truancy petition with Office of Juvenile Court. Court must stay the petition. Refer parent and child to a community truancy board (CTB) or other coordinated means of intervention.</p> <p>CTB must take place within twenty days of the referral. The community truancy board must meet with the child, a parent and school district representative and enter into an agreement. (For additional requirements and details, see RCW 28A.225.035)</p>
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Reflects law changes in SSHB 2449 (2016) and ESHB 1170 (2015). Document updated November 27, 2018

This summary is not intended to capture the full detail of the law; please refer to the RCWs for the full extent of the requirements.

Skykomish High School Attendance Policy (Cross References Policies 3122 and 3122P)

Good school attendance improves academic achievement and classroom and school climate.

Excused Absences

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

A. The following are valid excuses for absences:

1. Participation in a district or school approved activity or instructional program;
2. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry);
3. Family emergency, including, but not limited to, a death or illness in the family;
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
5. Court, judicial proceeding or serving on a jury;
6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
8. Absence directly related to the student's homeless status;
9. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
10. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

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

- A. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; except that in participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
- B. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

Unexcused (truancy) absences may include, but are not limited to:

- A. Getting an Early Release to go to work, tanning appointment, hair appointment, and etcetera.
- B. Being late for class because of lateness getting back from lunch.
- C. Being absent from class because homework isn't complete.
- D. Being absent from class to study for a test the following period.
- E. Not attending a required assembly.
- F. Being tardy to a class because the student was on a phone or talking to friends.
- G. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
- H. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
- I. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences.
- J. A conference with the parent or guardian will be held after two unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent will be notified of the steps the district has decided to take to reduce the student's absences.
- K. Not later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents 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.
- L. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.
- M. All suspensions and/or expulsions will be reported in writing to the superintendent within 24 hours after imposition.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

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.

1. **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.
2. **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.

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.

3. **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.

4. **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.
5. **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.
6. **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.

Required conference for elementary school students

If an elementary school student has **five or more excused absences in a single month** during the current school year or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school.

The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher or community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

Unexcused Absences

An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district policy on absences.

Unexcused absences occur when:

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

Each unexcused absence within any month of the current school year will be followed by a letter or phone call to the parent informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which that parent is fluent. A student's grade will

not be affected if no graded activity is missed during such an absence.

After two unexcused absences within any month of the current school year, a conference will be held between the principal, student and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty days of the second unexcused absence, the district may schedule the attendance conference on the same day. The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:

- adjusting the student's course assignments;
- providing the student more individualized instruction;
- providing appropriate vocational courses or work experience;
- requiring the student to attend an alternative school or program;
- assisting the parent or student to obtain supplementary services; or
- referring the student to a community truancy board.

If the student's parent/guardian does not attend the conference, the conference may be conducted with the student and school official. However, the parent will be notified of the steps taken to eliminate or reduce the student's absences.

Transfers

In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgment by the parent and student.

Not later than a student's fifth unexcused absence in a month, the district will:

- a. enter into an agreement with the student and parents/guardians that establishes school attendance requirements;
- b. refer the student to a community truancy board; or
- c. file a petition to juvenile court (see below).

Community Truancy Board

A "community truancy board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of members of the local community in which the student attends school. The district will enter into an MOU with the juvenile court in King County to establish a community truancy board.

The district will designate and identify to the juvenile court (and update as necessary) a staff member to coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedures with the court, coordinating trainings, sharing evidence-based and culturally appropriate promising practices. The district will also identify a person within the school to serve as a contact regarding excessive absenteeism and truancy and assisting in the recruitment of community truancy board members.

Not later than a student's **seventh unexcused absence within any month during the current school year, or a tenth unexcused absence during the current school year**, if the district's attempts to substantially reduce a student's absences have not been successful and if the student is under the age of seventeen, the district will file a petition and supporting affidavit for a civil action in juvenile court.

Petition to juvenile court

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year. *(District Note: 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. Unexcused absences accumulated in another school or school will be counted when preparing the petition);*
2. An attestation that actions taken by the school district have not been successful in substantially reducing the student's absences from school;
3. A statement that court intervention and supervision are necessary to assist the school district to reduce the student's absences from school;
4. A statement that RCW 28A.225.010 has been violated by the parent, student or parent and student;
5. 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;
6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document signed by the parent and student.
7. Facts that support the above allegations.

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.

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.

WE RESERVE THE RIGHT TO REQUEST A DOCTOR'S NOTE FOR AN ABSENCE TO BE EXCUSED!

It is the responsibility of every teacher to keep an accurate daily record of pupil attendance in each class. All absences other than those for the reasons listed above shall be considered **unexcused**.

Tardies

Students should be in their classrooms seated, and ready to begin when the bell rings. If a student is not in the classroom when the bell rings, he/she is tardy. Teachers will use their discretion and judgment when determining if a student more than 5 minutes late will be considered tardy. Students more than 10 minutes late will be marked as absent.

Reporting an Absence

A student is required to bring a written excuse upon returning to school. No note = unexcused absence. Notes will not be accepted following the second day of return, (e.g. if the student returns to school on Monday, no notes will be accepted after the close of business on Tuesday). Please note the above listed six (6) reasons for excusing an absence.

Chronic Attendance Problems

In case of poor attendance, parents will be notified. Referral to the counselor, detention, assignment to school clean-up duty, or suspension may result.

A student's academic grade or credit in a particular subject or course will be adversely affected by reason of tardiness or absences because:

1. The student's attendance and/or participation is related to the instructional objectives or goals of subjects or course,
2. The student's attendance and/or participation have been identified by teachers pursuant to policy of the school District as a basis for grading, in whole or in part, in the particular subject or course.

Note: Nine (9) class excused and/or unexcused absences in a semester may result in a loss of credit for a class/course. Absences due to participation in school activities shall not count toward loss of credit. Four (4) tardies shall equal one (1) unexcused absence. Loss of credit may be appealed to the Superintendent. The Skykomish School District will also act on the requirements of the BECCA Law related to school attendance.

BECCA LAW

<https://oeo.wa.gov/en/education-issues/attendance-and-truancy>

- If you have one (1) unexcused absence of more than three (3) periods in a day, the office will notify your parent/guardian.
- If you have more than two (2) unexcused absences in a month, a conference must be scheduled with you, your parent/guardian, and an administrator.
- The purpose of the conference will be to see what we need to do to stop the unexcused absences.
- If you have seven (7) unexcused absences in a month, ten (10) in a school year, the school by law, must file a petition to the juvenile court. What does this mean? This means you are being referred to the juvenile court system for their action. Depending on the situation, it could result in various sanctions, from monitoring, to fines to your parents of \$25.00 for every day you aren't in school.

These actions are now required by law and are in addition to any school sanctions, such as detention and In-school suspension.

Pre-Approved Absence Permission

Parents may arrange for absence permission. To do this, write a note, explaining the nature, dates, and necessity of the absence, at least five (5) days prior to the absence. The student will present this note to the Attendance Officer, who will give the student a form for the teachers to sign. These absences are still counted toward Loss of Credit.

Makeup Assignments

In case of extended illness, assignments may be requested through the Attendance Office. When a student has been absent from class because of an illness, group meeting, an appointment, student council meeting, athletic contest, or other school event, he/she will be responsible to make up the assignment. It will be the responsibility of the student to approach the teacher and make arrangements for the work. It will be the teacher's responsibility to monitor the student's makeup work. There will be one day allowed for homework assignments make up work for each day absent.

Custody

If both natural parents do not have custody of a student, it is important that the school has correct information on who does have custody. This information is necessary for safety, record transfers, grades, and attendance. This information needs to be in writing and on file in the District Office. It is the responsibility of the parent or guardian to see that the school has this document. Please inform the office if grades are to be reported to a noncustodial or dual parent.

IV. Activities

Advisors

8 th Grade.....	Dan Bubar
9 th Grade.....	Kim McCullough
10 th Grade.....	N/A
11 th Grade.....	Tony Grider
12 th Grade.....	Tegan Slone

Associated Student Body

The Associated Student Body organization (ASB) is a democratic organization of students. The duties of this organization shall be to organize and coordinate activities of clubs and classes (K - 12th), to promote curricular and co-curricular activities, to provide effective student representation, and to regulate student funds. All ASB officers must attend meetings unless there are extenuating circumstances. The ASB organization will follow the Skykomish constitution for ASB.

A.S.B. Officers

ASB officers are elected from the 8-12 student body. They must have a minimum 2.5 grade point average and maintain a 2.0 average during their term of office. They shall be a good role model and represent Skykomish School in all events both at school and in the community. Student council is composed of class representatives from grade K - 12 who are elected by their class and meet with the ASB officers at a regular meeting to plan, organize, and promote events and activities for the students of Skykomish School.

A.S.B. Cards

ASB cards shall be purchased by all students who participate in interscholastic activities. The ASB card will admit any student holding a card to all home athletic contests throughout the year free of charge, student discounted admission at away games, and reduced admission to all plays and dances. In order to participate in extracurricular activities, you must have an ASB card.

Dances

ASB approved dances may be held throughout the year. The dance committee may have approved refreshments available.

Dance Policy:

1. Must be approved as per the dance organization form.

2. Dance time will not extend beyond 12 o'clock midnight.
3. Once in the door, no person may leave and return. If deemed necessary by an adult chaperone, student may be accompanied off premises temporarily by a chaperone.
4. Door closes 60 minutes after the dance start time. No admittance after this time.
5. Parental permission must be given for a student leaving early.
6. Each student may apply to bring one guest who is in good standing with their high school.
 - a. Students who bring guests are responsible for the behavior of their guest.
 - b. Guest passes must be submitted 5 days prior to the dance.
 - c. Parents of students may be chaperones.
7. All school rules apply.
8. No student serving disciplinary consequences will be allowed to attend.
9. No "outside" food or drink may be brought into a dance.

Athletics: Offerings and Requirements

Offerings: Students may participate in sports in the Skykomish Middle and High Schools. Normally, girls' volleyball, girls' basketball, and boys' basketball are offered. Students interested in pursuing other sports, to include cross-country, track, football, softball, wrestling, etc., may do so through Sultan Co-op. Any student interested in participating in sports should contact the appropriate coach, or the Athletic Director.

Clubs

In addition to ASB and athletics, activity based clubs can be formed for students with common interests. Each club must have a faculty advisor and an ASB approved protocol. Clubs plan their own activities. Membership in clubs is open to all students who have an ASB card, and students are encouraged to contact faculty members to form appropriate clubs. Attendance requirements may apply to fieldtrip participation.

VI. Health & Safety

Please see the Skykomish School District Reopening Plan for 2020-2021 for specific health and safety issues regarding COVID-19 <https://tinyurl.com/covidreopen>

Illness

When your child is sick (fever greater than 100 degrees Fahrenheit, vomiting, or has a rash) he/she should not attend school. If your child becomes sick while at school, the school will call a parent to come and pick up their child and take them home.

Medications

Students may not have in their possession any medication of any kind without permission. Violation of this procedure may result in disciplinary action. If a student requires either prescribed or over-the-counter medication, the parent must submit a written authorization accompanied by written instructions from a licensed physician or dentist. The Skykomish School District recognizes that many children are able to attend school regularly because of the effective use of medication in the treatment of medical conditions. It shall be the policy of Skykomish School District to assist any students with medical needs in accordance with the following requirements:

1. Written orders from a physician must be provided including the name of the drug, dosage, and route of administration.
2. A release of liability to school District must be signed by parent or guardian. **This release includes permission for the school nurse to communicate with your child's provider if necessary.**
3. Medication must be in a pharmacy container with the student's name, medication correctly labeled, the physician and/or pharmacy, dosage, and route of administration. The medication form is available in the office as well as on our school's website. It must be signed by the physician and parent prior to the staff

administering any medication. In cases of emergency such as an earthquake, it is advisable to have a minimum of three (3) days' supply of your child's medication at school at all times.

Immunizations

Changes to State Immunization Rules for Schools and Child Cares Effective August 1, 2020

The State Board of Health (SBOH) has approved changes to Chapter 246-105 of the Washington Administrative Code (WAC) concerning school and child care immunization policy. These rules apply to all public and private schools and licensed child care centers in Washington State.

The update to Chapter 246-105 WAC has three major focuses:

- It now requires medically verified immunization records for school and child care entry.
- It clarifies conditional status in regards to school and child care immunization requirements and implementation.
- It changes the Tdap immunization requirement to 7th through 12th grades.

There are other small changes to the rule. Read the full rule: <https://app.leg.wa.gov/wac/default.aspx?cite=246-105>

In accordance with the state code, RCW 28A.210.080, the attendance of every child at Skykomish School shall be conditioned upon the presentation **before or on each child's first day of attendance** proof of either (a) full immunization, (b) the initiation of and compliance with a schedule of immunization, as required by rules of the state board of health, or (c) a Certificate of Exemption. Required vaccines in our state are: Diphtheria Tetanus, Pertussis (DTP), Measles, Mumps, Rubella (MMR), Varicella (chicken pox) Polio, and Hepatitis B. For children under the age of 5, Haemophilus Influenza B (HIB) and Pneumococcal Conjugate (PCV) are also required. If your child's immunization record is not in compliance with state law, a notice will be sent home to notify you which vaccines remain to be given. If a child's immunization status is not in compliance within the time frame given, a letter of exclusion will be sent home. Beginning with sixth grade entry, every public and private school in the state shall provide parents and guardians with information about meningococcal disease as well as human papillomavirus disease (HPV) and their vaccines at the beginning of every school year. The information about meningococcal disease and HPV shall include:

- Causes and symptoms, how meningococcal disease and HPV are spread, and the places where parents and guardians may obtain additional information and vaccinations for their children; and
- Current recommendations from the Centers for Disease Control regarding the receipt of vaccines for meningococcal disease and HPV and where the vaccinations can be obtained.

Accidents

Students who are injured at school must report to the supervising adult in charge. A report is to be made of all accidents on school property. Forms may be obtained from the office. When a student is injured during lunch, he/she must report to the monitor in charge.

Head Lice Management at School

- If a student is found to have live adult head lice, the parent will be notified by phone and the school nurse will be notified. The student may remain in school to the end of the day. The school nurse or designated staff will send the student home with complete instructions for effective treatment, including how all family members should be examined and treated simultaneously to avoid re-infestation.
- The building administrator will designate two additional staff other than the school nurse to be trained and available in cases of head lice.

- To return to class the following day, the parent must contact the school nurse with evidence of adequate treatment (no adult lice and removal of most of the eggs, aka nits) and a signed note or secure email stating what type of treatment was used. Nits may persist after initial treatment, therefore, students with nits will be allowed back in school the next day. Treatment is deemed successful when all adult (crawling) lice are killed.
- The nurse may continue to provide follow-up checks. Students with nits (eggs) only will be rechecked by the school nurse in 8-10 days. Parents will be instructed to work daily to remove all nits.
- The customary notification for the presence of head lice is done on an individual/case by case basis to the parent/guardian of the student determined to have head lice. Classroom notifications are not done with most head lice cases unless there are a high number of cases or other circumstances as determined by the school nurse and superintendent.
- The school will remind families to routinely check their students throughout the year.
- Minimize upholstered furniture in classrooms. Launder floor pillows, mats, and other shared fabric items regularly and dry in a hot dryer. Thoroughly and regularly vacuum carpets and upholstered furniture.
- Discourage close head-to-head contact in the classrooms. Separate coats by hanging on the back of individual chairs. Hats and gloves should be put in pockets or sleeves of student's coat.
- Discreetly manage lice infestations so that the student is not ostracized, isolated, humiliated, or psychologically traumatized. School personnel are to protect the identity of the student with head lice, yet encourage parents to share information with friends and families with whom their children have been in close contact, especially "sleep overs".
- Entire classrooms will be screened when there are three cases in a 2-week period where the affected students are not in contact with each other outside of class. (OSPI 2014)

Tobacco, Alcohol and Drug Policy

The use, possession, distribution, sale, or consumption of tobacco, alcohol, or drugs, or the possession of related paraphernalia on District property or at school activities is prohibited. The purpose of this prohibition is to support the public policies of this State regarding campuses and school activities being free from tobacco, alcohol, and drugs and to promote a healthy, safe, and productive educational environment without subjecting individuals to the harmful effects of these substances. All individuals, whether a student, staff, or patron, have the primary responsibility for maintaining the educational environment of the school such that it is free from these substances and their influences. Furthermore, it is the policy of the District to support that individual responsibility by promoting prevention through education. The District counselor will provide advice and assistance to any individual who wishes help in dealing with tobacco, alcohol, or drug use problems.

It is the policy of the Skykomish School District and the State of Washington to prohibit the use of tobacco products on public school property. **Staff, students, parents, contracted personnel, and visitors are prohibited from using tobacco products on school property.**

For purposes of this policy, the term "tobacco" shall include pipes, cigars, e-cigarettes, cigarettes, or any other smoking equipment or material, or the chewing or sniffing of a tobacco product.

Under the Drug Free School and Communities Act, this school must be totally free of unlawful drugs and alcohol. No one is allowed to possess, use or distribute such drugs or alcohol while at school or while taking part in any school activities. Disciplinary actions will be taken for drug, alcohol, and/or mood altering substance violations. The law says discipline can include prosecution for illegal acts, as well as student expulsion.

The Skykomish School District fully supports the Drug Free Schools and Communities Act. It is expected that all students and employees will follow the regulations and policy prohibiting possession, use or distribution of drugs and alcohol on school property, or as a part of any school activity. All students have an opportunity to participate in the drug and alcohol education and prevention curriculum.

Services are available within this area for students who are involved with drugs or abusing alcohol. Resources can be found by contacting school staff, your family doctor, or “helpline” telephone numbers:

Teen Link (Sunday - Thursday 6:00 - 10:00 p.m.).....	(206) 461-4922
24 -hour Crisis Clinic.....	(206) 461-3222
Drug and Alcohol Hotline.....	(206) 722-3700
Or.....	1-800-562-1240

Going Home A Different Way

Students in grades Kindergarten through 6th are expected to go straight home by their usual means of transportation. If your child is to go home with a friend, on a different bus, or to be picked up by someone else, we must have written permission or a direct phone call from a parent. If we do not have permission from a parent, we will send students home the usual way. Students in grades Kindergarten through 2nd need to have an adult present at the bus stop for a visual drop-off. When a designated adult is not present, the student will be returned to the school for pickup. Students in grades 7 – 12 are considered old/responsible enough to travel by the appropriate means of transportation. Changes in their travel should be coordinated with parents/guardians; the school will not check to verify.

Bicycles

Bicycle riders are expected to obey the traffic rules that apply to vehicles. It is the parent's responsibility to decide whether or not their child has enough judgment to ride safely. Bicycles should be parked neatly in the bicycle rack by the front door. Bicycles are not to be ridden on the school grounds during school hours. The school assumes no responsibility for bicycles that are brought to school.

VI. Other Information

Lockers

Lockers and locks will be issued to all students beginning with seniors and moving down through ninth graders. Students MUST use school issued locks ONLY. Each student is responsible for maintaining a clean locker at all times. A student is expected to keep his/her locker free, inside and out, of vulgar, obscene or drug related pictures or materials. **Students may decorate their lockers; any decorations must be in good taste, and must be removed/cleaned off at the end of the year. Lockers are the property of the school District and the school District reserves the right of search and seizure.** For reasons of health, sanitation, safety and/or any other reason deemed necessary, random locker inspections may be held. Locker checks for library books are made at the end of each semester. Students are not to have more than one locker or to exchange lockers once assigned. The school is not liable for the loss of any items from these lockers. The A.S.B. will help set rules for the decorating of lockers. Books, papers, supplies, and personal belongings will be kept in student lockers when not in use; the areas around lockers will be kept neat and free from clutter. Please refrain from using the hallways, locker rooms, and the gym to store your personal belongings. Do not leave your clothes on the floor – in the locker rooms, in the gym, in the hallways, or in the classrooms.

Bulletin Boards/Walls

All posters are to be approved by a faculty member or the Superintendent before they are placed on bulletin boards or windows. Approval is indicated by the faculty member or Superintendent's signature.

Lost and Found

A lost and found will be maintained in the basement. Small items will be kept in the office. Students are urged to turn into the office all items found for which ownership is unknown.

School Property/Fines

In most classes textbooks are provided for your use. It is your responsibility to return that book at the end of the class term with only normal wear and tear. All textbooks are to be covered to minimize wear and tear on them. Books, instruments, or thumb drives that are damaged or lost, locks that are lost, or any other article or item of school property that is damaged could result in being issued a fine. It is the students' responsibility to take care of this obligation as quickly as possible.

Withdrawal from School Attendance

A student withdrawing from school must have their parent contact the office. A withdrawal form will be issued and is to be taken around to teachers who will complete it. This form must be returned to the office. Grades and class information will be provided to your new school after this form is completed and all debts settled.

School Visitations (Adopted by Skykomish School District #404 Board of Directors on May 17, 2017)

Please see the Skykomish School District Reopening Plan for 2020-2021 for limited visitations and screening during COVID-19 <https://tinyurl.com/covidreopen>

To promote effective communication between the citizens of the community and the school system, the Skykomish School Board encourages parents and other citizens to visit our school periodically during the course of the school year.

The Board recognizes that many visitations that will occur are regularly scheduled events, e.g. parent teacher organization meetings, public gatherings, registering of pupils, etc. There are also occasions when parents or guardians desire to visit their child's classroom at other than regularly scheduled times. When such visitations occur, they shall be made on the basis of a defined need and shall be made only with the approval of their child's teacher and/or Superintendent/Principal. The Board views these visits as constructive; however, no such visit shall be permitted to interfere with the educational process.

It shall be the policy of the Skykomish School District that all visitors and staff be identified before gaining access to school building and must wear identification badges while on school property. The purpose of the access control system is to enhance building security and ensure that each visitor has legitimate business with the school district. The goal of the identification procedure is twofold:

1. So that school staff may be identified by responding agencies during times of crisis as a potential resource.
2. So that staff and visitors can be identified as belonging on campus by all those who occupy the facility.

Persons who are not students or staff shall report immediately to the sign-in area upon entering the school building. Persons other than parents, guardians, students or staff, who desire to visit the school building, shall do so only with the permission of the Superintendent/Principal.

Student visitors from other schools, unless they have a specific reason and prior approval of the Superintendent/Principal, shall not be given permission to enter the school building. New students accompanied by their parents are always welcome.

A violation of the visitation policy shall be prosecuted pursuant to Washington State Law.

The Superintendent of schools shall promulgate and disseminate these procedures to accomplish the goals stated in this policy.

Cross References: 3510 - Associated Student Bodies
3124 - Removal-Release of Student During School Hours
4200 - Safe and Orderly Learning Environment

Legal References: RCW 28A.605.020 - Parents' access to classroom or school sponsored activities — Limitation
RCW 28A.635.020 - Wilfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty
RCW 28A.635.030 - Disturbing school, school activities, or meetings — Penalty
RCW 28A.635.090 - Interfering by force or violence — Penalty
RCW 28A.635.100 - Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful — Penalty
20 U.S.C. 7908 - No Child Left Behind Act, Military Recruiter Provision

Superintendent's Procedures for Visitor and Staff Identification

Procedures

1. The following procedure is to be followed in the Skykomish School District for the purpose of identifying those persons wishing to enter the school building. The Skykomish School District will maintain a single point of access to the building where possible during the school day. Those wishing to access the school building during the school day will approach the designated access door and sign-in at the Office Manager's desk. All visitors will initiate the Aiphone buzzer which allows school staff to note their presence, and where appropriate, to allow them into the building by releasing the electronic door lock so the person may enter the building and sign-in as necessary.
2. The following procedure is to be followed:

In order to facilitate a single point of access security feature in the building, between 7:30 a.m. and 2:45 p.m. all doors shall be closed and locked. During normal school day operations visitors, guests, and others wishing to enter the building, must do so by following the security access procedure listed below (security access procedure).
3. Security Access Procedure
 - Designated main access doors shall be monitored by the greeter or main office staff during school hours.
 - The Superintendent/Principal assigns monitoring duties to appropriate staff.
 - When an individual who wishes to enter the building enters and proceeds to the greeter's desk and/or activates the Aiphone to request entry, the person monitoring should determine the following:
 - If the individual requesting access is a staff member, access will be granted.

- If the individual requesting access is not a staff member but is recognized as having legitimate business with the school, access may be granted, and the visitor directed to sign in and be given a visitors pass.
- If the individual requesting access is not recognized, or is demonstrating unusual behavior, **access should not be permitted**. The individual should be asked to wait at the entrance and told that a school employee will show them to the main office. The person monitoring should contact the Superintendent/Principal or designated building administrator to determine if the visitor has legitimate business and/or escort the individual to the main office.
- A sign shall be posted at the entrance of the building requiring that visitors sign in at the Office Manager's desk.
- All visitors and school employees shall wear identifying badges prominently displayed on their person at all times on school property during the course of their duties.
- All school employees and students shall sign in and out of the school building whenever they leave campus during normal business hours at the Office Manager's desk to account for the whereabouts of every child and every employee at all times.

Employee Badges

- Employee badges shall bear the owners name and photograph.
- At the end of each school year the Office Manager will collect each employee's badge and keep it until the beginning of the next school year. Summer school employees will be reissued their badges.

All school employees and administrators shall assist the district in the enforcement of this administrative regulation. Staff members who observe individuals on school property during school hours who are not wearing a badge or a sticker, shall approach the individual, request their identity and purpose of their visit and escort them to the Office Manager's desk so that they may sign in and receive the appropriate identification. If a staff member feels that the person that they observe poses a threat, the staff member should not approach the individual but rather should contact the building administrator immediately or call 911 immediately.

Visitors

All visitors entering the school building shall report to the Office Manager's desk, sign in on the visitor's log and show positive identification, (e.g. drivers' license). At that time, the Office Manager/greeter shall issue the visitor "a visitor's badge". The visitor is required to display the identification in a prominent fashion on their person at all times while on campus. At the conclusion of the visitor's business they shall return to the Office Manager/greeter's desk to sign out on the visitor's log and return their badge. It is the duty of the Office Manager/greeter to inventory visitor badges at the end of each school day and note any discrepancies to the building administrator. Visitors who do not comply with the district's requirement for identification shall be asked to leave school grounds.

Deliveries

Persons making routine, anticipated deliveries to school facilities will not be required to wear badges or sign in at the main office, provided that the department receiving the delivery controls the person's access to the building, and supervises them at all times while on campus.

Persons who have unanticipated deliveries will be required to sign in at the main office. Any person leaving a delivery for a staff member or student will be required to provide proper identification and show the Office Manager/greeter the content of the delivery.

Employees and Substitutes

Each current employee and each person who enters employment with the school district in the future, shall be issued a photo ID badge at no cost, which they must display at all times on school property while in the course of their duties. The building administrator is responsible for compliance with this requirement.

Contractors

Construction contractors performing work in occupied areas of the school building are required to wear photo identification at all times. Contractors who are performing short duration work within the district may use the district's visitor identification procedure. Contractors, who are in long-term relationships with the school district and spend 8 hours or more per week at district facilities, shall be issued photo ID badges identifying them as contractors and naming their employer.

Lost Badges

Visitors and contractors who lose their identification badges shall make every effort to find such badge. If the badge cannot be recovered, contractors shall be charged \$10 replacement fee for their badge.

School employees who lose their identification badge will be provided replacement identification at no charge in the first instance and \$10 for a badge for each following instance where identification is lost.

- **All** visitors to the school must check in with the office and receive a Visitor's Badge prior to going anywhere in the school.
- All parents and patrons are encouraged to visit the Skykomish School. The classrooms will be open for visitations upon prior approval of the Superintendent.
- Requests for student visitors to the school and classrooms shall be submitted to the Superintendent for approval no later than two days in advance.
- Parents wishing to talk to a teacher must make an appointment with that teacher, or come in before or after school.

Telephones

Students may use the teacher/staff phones for emergencies and/or with teacher/staff permission.

Directory Information

No information or photos of students will be released without a signed parent permission slip.

Library

Students are encouraged to use the library with teacher permission/coordination. Dates/times/procedures will be established and distributed as soon as possible.

Procedures for Changes to the Handbook

The process to change the handbook can be initiated by students, staff, parents, or administration. Anyone interested in recommending a change should speak with the Superintendent and indicate their concerns. The Superintendent may convene an ad hoc committee to review and make recommendations.

Progress and Grade Reports

Grades for each student will be completed by all teaching staff and mailed. Grades are DUE in the Registrar's Office by 8:00 a.m. on the following dates:

First semester midterm: November 4, 2020
Grades due: November 12, 2020

First semester final: January 27, 2021
Grades due: February 3, 2021

Second semester midterm: April 2, 2021
Grades due: April 15, 2021

Second semester final: June 4, 2021 (seniors); June 11 (all others)
Grades due June 4, 2021 (Seniors), June 11 (all others)

When a student's grade drops below a C average for the term, parents will be contacted by phone immediately, with a follow up by mail.

When students or parents request a progress report from a teacher, the teacher has 24 hours to get the information to them. Students may then file a written complaint to the Superintendent.

Communications with Teachers and School Administration

- Personal Contact - Ideal times to contact teachers are between 7:30a.m. and 7:55 a.m., between 2:45 p.m. and 3:00 p.m., or during their planning period. Please feel free to call at other times but understand the teacher may be unavailable. Leave a message and the staff member will return your call as quickly as possible to discuss your concern with you.
- School letters/Notices - additional information deemed necessary by the District or the school will be sent home with students.

Additional District publications are available by personal request to the District Administration Office - 360-677-2623x100. The Superintendent's extension is 101.

If it snows...

The school may be closed for inclement weather and/or power outages. During periods of extreme weather conditions, listen to the following radio or TV stations for emergency information about school operations:

KING TV CH. 5 KOMO-TV CH. 4 KIRO - TV CH. 7

"School closed" means all activities; meetings, athletic contests and any scheduled event will be canceled for that day and evening. THE SCHOOL BUILDING WILL BE CLOSED.

In the case school needs to close early, we will contact parents.

Emergency Schedule means the school remains open, but all buses will run approximately one hour late.

All news and information will be given over the television stations.

P.T.S.O. (Parent Teacher Student Organization)

Please join the P.T.S.O. and support the Skykomish School during the year in their fund raising events to make our school the best for your child (ren). This organization meets on the second Wednesday of each month at 3:15pm in the library and notices are sent home containing the dates and times.

Field trips

In order for a student to attend a field trip, 80% of their schoolwork must be submitted.

School Bus Rules

Students should be at bus stops early – at least five (5) minutes before the published time. Students must observe the District's safety rules. Safety is the bus drivers' and Districts' foremost concern. Students riding the bus are expected to follow behavior rules.

- Students will obey the driver at all times
- Students will ride their assigned bus
- Students will observe classroom behavior
- Students will leave the bus at their regular stop only, unless they have a note from their parent or the office
- Students will not litter or throw items
- Students will not have food, gum or beverages on the bus without the driver's permission
- Students will keep all body parts inside the bus
- Students will not carry hurtful items that may cause injury
- Students will stay in their seats at all times
- Students will not tamper with emergency equipment
- Students will remain quietly seated and turn off all noise-making devices at railroad crossings
- Students will keep their hands to themselves

Skykomish School District
Student/Parent Handbook

Review Statement

I have read the 2020-2021 Skykomish Student/Parent Handbook and reviewed it with my student. I am aware of the policies, procedures, and expectations of Skykomish School and the Skykomish School District contained in this handbook.

Student Signature

Date

Parent/Guardian Signature

Date

Parent/Guardian Name (Print)

Please remove this page and return to student's elementary or high school first period teacher. If you have questions or concerns, please call the school 360- 677-2623.