

Mary M. Knight School

2987 W. Matlock-Brady Road, Elma, WA 98541

360.426.6767 (office); 360.427.5516 (fax)

<http://www.marymknight.com>



2019-2020

Student Handbook

School District #311

Mary M. Knight School District Staff List 2019-20

PHONE: 360.426.6767 FAX: 360.427.5516

EMAIL: FirstInitialLastName@mmk.wednet.edu(EXAMPLE: *mmallery@mmk.wednet.edu*)

	Position	Name	Extension
District Office & Administration	School Board of Directors	Cynthia Brehmeyer-President Shawn Donnelly Mike Bateman Jennifer House Patti McLean	
	Superintendent	Matt Mallery	x102
	Principal	Michael Marstrom	x120
	Business Manager	Tiki Willey	X113
	Student Data & Child Nutrition Mgr.	Kitty Brehmeyer	x101
	JH / HS Office / Athletic Secretary	Amanda Stamper	x117
Elementary School	Preschool/Kindergarten	Amy Lawrence	X132
	Grade 1	Doug Richert	x133
	Grade 2	Barbara Lohman	x134
	Grade 3	Hanna Bishop	x135
	Grades 4/5	Viola Moran	x130
	Grades 5/6	Pat Ferguson	x131
Junior High & High School	Social Studies/Metals	Todd Plaisance	x105
	English/Language Arts	Kristine Barratt	x124
	Mathematics	Brandon Sauer	x127
	Physical Education	Tom Kerr	x106
	Science	Alma Smith	x129
	CTE Business Education	Garrett Johannes	x104
	Title I Mathematics	Karen Ehler	x125
	Special Education	Melissa Bennett	X128
	Library/Health Room Assistant	Darlene Henson	x122
	Nurse	Andee Finch	x114
	Custodians	Scott Dewey Ron Schmidz	X143
	Bus Drivers	Kari Toppano Brenda Wilder Jamie Gerou Teddy Rothrock	x123
	Paraeducators	Darlene Henson Alyson Johnson Paula Goeders Courtney Summers Barb Beste	x122 x136 x132
	Food Service	Becky Lofgren Deb Oien	x103

Welcome Knight Owls!

The graphic is a vertical banner with a color gradient from olive green at the top to pink at the bottom. It features the school district logo (an owl) in the top left and bottom left corners. The text is arranged in several sections: the top right has the school name and 'OWL'S PRIDE'; the middle left has the mission statement; the middle right has the vision statement; the bottom left has the mantra; and the bottom right has the school name and slogan 'Where Small is the new BIG!' with the website URL.

Mary M. Knight School District
OWL'S PRIDE

Mission
Our Mission is to ensure that all students have the knowledge, skills, motivation and confidence to be successful citizens.

Vision
We are a community of learners and leaders united to enrich the lives of all our students..

Our Mantra
OWL'S PRIDE = Ownership, Willingness, Leadership, Success
Personal Responsibility in Daily Efforts

Mary M. Knight School District
Where Small is the new BIG! .
<http://www.marymknight.com/>

Welcome to the 2019-2020 school year!

Dream Big! Mary M. Knight's namesake and founder is quoted as saying "I hope with all my heart, that Mary M. Knight School will always be, as now, the place where dreams come true, educationally and socially." Our school is here to provide each student with the knowledge, skills, motivation, and confidence to achieve his/her dreams.

We will work together this year to continue to develop our OWLS' PRIDE.

O	Ownership	P	Personal
W	Willingness	R	Responsibility
L	Leadership	I	in
S	Success	D	Daily
		E	Efforts

We are excited to have a new year upon us! As your MMK staff, we are here to support your learning and your dreams! Remember that MMK is a great place to be where everybody knows your name and cares about you! We are here to help you take your learning to the next level.

Welcome to Mary M. Knight 2019-2020 School Year! Together, we will make this year great!

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OWLS CULTURE: Values for Success

Ownership: Live to learn and learn to live - perform for the love of the performance.

Willingness: To accomplish. To reach your goal. To give your best effort. To problem solve.

Leadership: A leader makes extraordinary things happen.

Succeed: Graduate, make your dreams a reality, and be prepared for your post-secondary journey.

	O wnership	W illingness	L eadership	S ucceed
Classroom	Be honest Engage in learning Cooperate Think critically Value other opinions Good work ethic Create	Get to class on time Engage in the lesson Be on task Be prepared for class Have homework complete	Model the way Inspire a shared vision Use appropriate language Be positive Agree to disagree Enable others to engage Challenge the process	Follow classroom expectations Participate in the lesson Good work ethic Demonstrate your skills to best of your ability Ask questions/ask for help when needed
Hallways Recess	Help those in need Respect MMK Positive language Responsible Respect others and personal space	Get to class on time Be a positive example Avoid conflict with others Appropriate language	Appropriate language Keep personal space Enable others to act appropriately Model the way	Follow school rules/policies Appropriate language Getting to class on time
Afterschool Activities	Work hard/play hard Be courteous Set goals Respectful Represent MMK well	Participate in clubs, activities, and athletics Work hard/play hard Commit 100% Represent MMK well	Positive language Listen Be fair Encourage the heart Sportsmanship Represent MMK well	Complete the season Surpass potential Proud to be an OWL Represent MMK well
Assemblies	Support participants Actively participate Listen Respond when needed	Actively participate Show class/school spirit Be attentive	Actively participate Enable others to participate Support participants Understand purpose of assembly	Have Fun Helping your class/team win Understand message Be positive and supportive
Cafeteria	Pick up garbage Replace trays Keep voice level at comfortable conversation	Be Patient Hang out with friends Make new friends Eat lunch	Positively communicate with cafeteria staff Be aware of personal space Model positive behavior	Eat lunch Enjoy 30 minute break Hang out with friends Make new friends
Buses	Be seated and facing forward Listen to the driver Use a quiet voice Safety first!	Be on-time Be respectful to driver and other students Be willing to move from one seat to another at driver's request	Be Polite Use appropriate language Keep hands, feet and objects to self Ask for permission to open window—keep hands and head inside	Get to and from school safely

I. Code of Conduct

A. INTRODUCTION

PURPOSE

Mary M. Knight School District’s mission and purpose is to ensure that all students have the knowledge, skills, motivation, and confidence to be successful citizens. We know that in order to achieve this purpose, we must be a community of learners and leaders united to enrich the lives of each member of our school community. This means that students, staff, parents, and community must work together to create a school experience that is engaging, exciting and supportive of each student’s growth.

ROLE OF STUDENTS

The primary role of students is to learn. Each student has the responsibility to learn and to support the learning of others in the school. Students take responsibility to learn when they:

- Are present and prepared.
- Have a positive attitude.
- Try their best—even when the learning is difficult.
- Treat staff and students with dignity and respect.

ROLE OF TEACHERS

The role of teachers is to ensure that all students learn at high levels. Teachers at Mary M. Knight:

- Have high expectations for all students and support each student in reaching those expectations.
- Know what is essential for students to learn at their grade and in their content.
- Know what that learning looks like in student performance.
- Effectively assess learning and use the information to adapt teaching.
- Provide intervention and extensions for students that are not learning or have already learned.
- Are prepared each day.
- Persevere along with students.
- Build a classroom community and school culture supportive of student learning.
- Treat students and staff with respect.
- Communicate with students and parents regarding celebrations and concerns.
- Continue to learn and grow.

ROLE OF ADMINISTRATION

The role of administration is to serve Mary M. Knight by creating partnerships with staff, students, families and community focused on the learning of each student. The administration:

- Promotes growth in academic learning and positive behaviors.
- Allocates resources focused on student learning.
- Celebrates continual improvement and growth.
- Establishes high expectations for staff and students.
- Ensures that all students learn at high levels.
- Continues to learn and grow.

ROLE OF PARENTS

Education is a shared responsibility. Parents and families actively involved in the educational process:

- Set high expectations for their child.
- Make sure their child is in school every day and on time.
- Communicate and work collaboratively with staff.
- Talk with their child each day about what they are learning at school
- Encourage their child to complete assignments.
- Attend conferences and participate in family opportunities.
- Support and reinforce school expectations, encourage appropriate behavior, and celebrate learning.

B. STUDENT RIGHTS

A right is a privilege to which one is justly entitled.

EQUAL EDUCATIONAL OPPORTUNITY (POLICY 3210)

Mary M. Knight School District shall provide educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, religion, creed, color, national origin, sex, sexual orientation, including gender expression or identity, the presence of any sensory, mental or physical disability (RCW 49.60 Law Against Discrimination). District programs shall be free from sexual harassment.

Policies expressly prohibit behavior on District property that will damage the dignity, self-esteem, integrity, safety, and/or disrupt the educational process of any individual.

PROCEDURES IN FILING A NONDISCRIMINATION GRIEVANCE (POLICY 3210P)

Informal Process for Resolution: Anyone with an allegation of a violation of Policy 3210 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 the complainant of their right to file a formal complaint.

Level One: 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.

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.

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.

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.

TRANSGENDER STUDENTS (3211)

The board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression. To that end, the board recognizes the importance of an inclusive approach toward transgender students with regard to official records, confidential health and education information, communication, restroom and locker room accessibility, sports and physical education, dress codes and other school activities, in order to provide these students with an equal opportunity for learning and achievement. This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying, and discrimination.

PRIVACY AND PROPERTY RIGHTS (3230)

Students should not bring items to school that are forbidden in policy or law. Students have no right or expectation of privacy as to the use of any space issued or assigned to a student by the school. Lockers and other spaces are subject to search in accordance with district policy. School officials may inspect items school district property at any time with or without specific reason to do so. In addition, school officials may search a student's person or personal possessions, such as backpacks, purses, and cars parked on campus, if school officials have a reasonable suspicion that the search will reveal the presence of prohibited or illegal materials.

FREEDOM OF EXPRESSION (3220)

The free expression of student opinion is an important part of education in a democratic society. Students' verbal and written expression of opinion on school premises is to be encouraged so long as it does not substantially disrupt the operation of the school. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

The administration and faculty have the obligation to maintain an environment conducive to the free exchange of ideas and to study and learning. Students are permitted to express themselves, as long as the expression does not materially and substantially disrupt the operation of the school, is not vulgar, obscene, or profane, and otherwise complies with the

law, board policy, district regulations, and school rules. No form of expression shall interfere with the rights of others to express themselves or with the conduct of school, classroom, and transportation activities.

RIGHT TO DUE PROCESS

When addressing instances of alleged student misconduct, the district follows the applicable sections of Chapter 392-400 of the Washington Administrative Code (WAC). In pertinent part, those sections read are shown in Exhibit 1 at the end of this handbook.

C. STUDENT POLICIES AND EXPECTATIONS

ARRIVAL PROCEDURES

On regular arrival days, secondary students will begin their day with a Morning Meeting at 8:05. Students in grades 7-12 will eat breakfast between 7:50 and 8:10. First period class starts at 8:15.

Elementary students (grades K-6) start school at 8:30. Breakfast for elementary students will start at 8:15. Upon arrival, elementary students will go to the playground from 7:55-8:10. Playground supervision will be available at 7:50 on regular days.

Late-Start Wednesdays

School will start at 9:15/9:30 on Wednesdays to allow teachers to work in collaborative teams. This time is dedicated to professional development and work in professional learning communities (PLCs). Classes will run one hour late; morning buses will run one hour later than regular schedule in the morning. Supervision for students on late start days is available in the commons at 8:50 a.m.

Drop-Off/Pick-Up Procedures

Parents who drive their students to and from school should use the main entrance of the secondary building. At no time should a student cross in front of a running vehicle while reporting to or leaving the school grounds. These procedures are in place to ensure the safety of our students. Your cooperation in following them is greatly appreciated.

After-School Activities Pick-up

Students must be picked up promptly when after-school activities are completed. Staff, supervising after-school activities will contact parents by phone to remind them to pick up students promptly, if late pick up is a problem

Only those students actually participating in after-school activities may remain after school.

Siblings and friends need to have other arrangements and may not wait after school, as there is no one to supervise them.

Parking During Drop-Off/Pick-up

Parking spaces are available in the secondary school parking lot. In consideration of others, and for safety reasons, please do not park in the student bus zone. The students unload from the buses at 7:50am in front of the secondary building. Students load buses in front of the elementary building at 3pm.

ASSEMBLIES

Students are required to attend all assembly programs that occur during their regular class schedule. Failure to attend shall be considered truancy, and disciplinary action will be administered.

Students will sit with their class in their assigned seating area. The classroom teacher will take attendance and monitor behavior. Assemblies all have a purpose and most are educational. Students should be attentive, quiet, and respectful.

BREAKFAST AND LUNCH PROGRAM

One breakfast and one lunch will be provided daily at no charge to all students.

By district policy, a student will be allowed to charge (credited) up to \$4.00 for extras such as second meals, water, juice, or entrée only. Milk will also be available for those who wish to purchase it, either during breakfast or lunch serving time. Notices are sent home when a student has reached the \$4.00 charge limit.

If parents or other guests are planning to have lunch at school, we must be notified no later than 9:15 a.m. on the day you plan to have lunch.

IMPORTANT! Food Allergies or Reaction: The school must be notified of any problem foods so the appropriate paperwork can be completed to make alternate meal components available. This may involve your child's physician.

Program benefits and services are available to all children without regard to race, color, sex, disability, age, or national origin.

BULLYING AND HARASSMENT (POLICIES 3207 AND 3207P)

Harassment, Intimidation, or Bullying (HIB) is an intentional electronic, written, verbal, or physical act that:

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

All students deserve a safe learning environment. As such, harassment, intimidation, and bullying will not be tolerated.

Procedures for Dealing with Bullying:

See Something, Say Something

If you see something that doesn't seem right, say something and talk with a staff member. All students will receive anti-harassment, -intimidation, and -bullying instruction in the beginning of the year. Incident reports are available in the administration and school offices.

Depending upon the frequency and severity of the conduct, intervention, counseling, correction, discipline, and/or referral to law enforcement may be used to remediate the impact on the victim and the climate and change the behavior of the perpetrator. This includes appropriate intervention, restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation, or bullying also constitute violations of this policy.

BUS GUIDELINES

Bus ridership is a privilege. Students who ride the bus to and from school should be at the appropriate stop approximately five minutes before the scheduled arrival time of the bus. Once aboard the bus, all students are expected to follow the directions of the bus driver and all of the bus safety guidelines outlined below. Students who do not follow bus expectations or driver requests may be suspended from bus privileges. The primary concern of every driver is the safe transportation of students to and from school.

If you would like your student to ride the bus to another location other than his/her regular destination, ***please send a written request/contact*** to the office. The student will be given a bus note to give to the bus driver. The school office will retain the original note.

CELL PHONES AND OTHER TECHNOLOGY (POLICY 2022)

ELECTRONIC DEVICES & ELECTRONIC COMMUNICATION DEVICES (*i.e., I-Pods, MP3 players, headphones, laser pointers, cell phones*): Electronic devices and electronic communication devices are not to be seen or heard inside the classroom unless the teacher has approved it for instructional purposes. These devices should also not be seen or heard during class time anywhere in the school. Students may use their electronic devices during their designated lunch time, passing periods, and before and after school. Students will either leave their electronic devices at home, or if they are brought to school, must keep it secured in the locker or if brought in classroom, stored in the cell phone holder designated by the teacher. Electronic items are easily stolen. The school is not responsible for stolen items. Refusal to follow this guideline will result in appropriate discipline actions.

CLOSED CAMPUS (POLICY 3242)

We have a closed campus policy. Students must stay on the school grounds from the time they arrive, even if the first period has not yet started, until dismissal or until the bus picks them up.

COMPUTERS AND THE INTERNET (POLICY 2022)

Use of the Internet and other technology are for legitimate educational purposes only. Students shall adhere strictly to District policies regarding its use. Students will receive an Internet Agreement in the yearly registration packet.

DANCES

Policies and Guidelines Regarding School-Sponsored Dances

All guests are to pre-register. Admission for most dances will be paid prior to the event.

- School rules apply: no smoking, chewing, vaping, drinking, and petting, obscene language, etc. If a student is sent home, parents will be notified, if possible.

- Students shall not leave the dance once they have entered. The rule is “Once in, stay in; once out, leave campus.”
- The campus is off limits to any persons not attending the dance. **NO LOITERERS** admitted to the lobby.

A guest who is 20 years of age or older, may be admitted at the discretion of the administration. Students who bring a guest must fill out and return the dance guest form prior to the dance. The form is available in the office. Two MMK staff members must be present at all dances.

DRESS CODE-POLICY 3224 (GENERAL RULES)

Clothing worn to school should:

1. Be clean and respectful for school
2. Not create a hostile or emotional environment for others due to race, gender, nationality, cultural heritage, or religion
3. Not interfere with or distract from the educational process (as deemed by administration or designee)

Student dress will only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

- A. A health or safety hazard will be presented by the student's dress or appearance including possible membership in a gang or hate groups;*
- B. Damage to school property will result from the student's dress; or*
- C. A material and substantial disruption of the educational process will result from the students' dress or appearance.*

For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes the use of lewd, sexual, drug, tobacco, or alcohol-related messages, or gang-related apparel.

These might include but not be limited to:

- Extremely tight or excessively form fitting clothing
- Clothing that does not fall below fingertip levels (when students stands with arms at sides)
- Clothing that reveals cleavage, midriff, backside, and side under armpits (low cut tops, bare midriffs/fish-net shirts)
- Sleeveless shirts, blouses, dresses that have strap widths of less than three fingers
- Messages or logos advertising guns, weapons, tobacco, alcohol, drugs, and other illegal substances/actions, foul language, inflammatory, or offensive statements
- Pajamas, sleep/loungewear, and blankets
- Jeans, slacks, or pants that hang below the waistline and expose undergarments or do not cover appropriately
- Sunglasses unless the student has a prescription from a doctor.

Note: Flip flops or backless shoes cause many injuries on the playground and are unsafe during emergency drills. We ask that students not wear these to school.

In cases where inappropriate dress is determined, students will be asked to change the items in question. Alternative clothing will be provided for the student if they do not have a change of clothing available. Should the student refuse to correct the inappropriate clothing at school, the parent will be contacted and asked to either bring appropriate clothing or take the student home.

DRIVING ON SCHOOL GROUNDS (POLICY 3243)

STUDENT PARKING LOT RULES: Student is responsible to know and abide by the rules.

1. It is a privilege to park on school grounds, NOT A RIGHT. Violations may result in suspension of parking privileges, towing of vehicles, and/or suspension from school.
2. ANY form of unsafe driving will result in loss of this privilege and appropriate discipline.
3. The speed limit is 10 miles per hour on school grounds. The first offense for students speeding on school grounds will result in a one-week suspension of parking privileges; the second will result in a one-month ban. The Fire Department has indicated that NO parking will be allowed by the fire station. Our concern is for the safety of students.
4. Student vehicles may be subject to search if there are reasonable grounds to believe that drugs, alcohol, stolen property, or other contraband might be present in that vehicle.
5. All student automobiles must be registered with the office. Registration includes proof of insurance and student license.
6. Once parked, vehicles are to be locked and not returned to until the end of the school day.
7. All students riding in private vehicles must have permission slips on file in the office. Drivers carrying students without permission will be subject to suspension and loss of driving privileges.
8. The school is not responsible for the student's vehicle or contents.

FINES AND DAMAGES

Student's grades, diploma, and transcripts may be withheld until the student or parent/guardian pays for fines or damages. All fines or fees must be paid by 3:00 p.m. on the day of the event/activity that the student wishes to participate in. Students owing fines are prohibited from participation in extra-curricular, athletic, and any other school events until fines are paid or arrangements have been made to satisfy such debt.

LOCKERS

Students in grades 4-12 will be issued a locker for their use to store books and materials needed for school.

1. Students may go to their lockers before school, between classes, before lunch, after lunch, and at the end of the day.
2. Lockers are school property and are subject to search consistent with Washington State Law.
 - A. The school principal or principal's designee may search all student lockers at any time without prior notice and without a reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules.
 - B. If, as a result of the search, there is a reasonable suspicion that a certain container or containers in any student locker contain evidence of a student's violation of the law or school rules, the principal or principal's designee may search the container or containers according to the provisions of RCW 28A.600.230(2).

PROHIBITED ARTICLES

Problems arise each year because students have articles which are hazardous to the safety of others or interfere in some way with school procedure. Such items include, but are not limited to knives of any type, water pistols, matches, lighters, firecrackers, and laser pointers. These items will be taken from the student and returned upon parental request.

PUBLIC DISPLAYS OF AFFECTION (PDA)

During the school day or school-sponsored activities, to include sporting events, no unnecessary physical contact will be allowed. The principal and teachers will determine what is unnecessary. Intimate displays of affection should be reserved for more private times and places.

SEXUAL HARASSMENT (POLICIES 3205, 5013 AND 6590)

Sexual harassment is defined as unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student, or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees, or third parties involved in school district activities. All complaints should be filed with the superintendent and will be thoroughly investigated.

Responsibilities

If a teacher, administrator or other staff person suspects that sexual harassment is or may be occurring during school or at school-sponsored activities, he or she must take immediate steps to see that the matter is addressed, even if the problem is not within his or her area of responsibility. Any student who believes that she/he has been sexually harassed is encouraged to file a complaint.

THEFT AND VANDALISM

The school is not responsible for loss, damage, theft, or vandalism of student's personal property. Students are encouraged to leave items that are expensive or have special meaning at home.

Students who destroy or vandalize school property will be required to pay for losses and damages. If a student willfully destroys school property, suspension may be necessary.

D. STAFF INTERVENTION & DISCIPLINE

BEHAVIOR MANAGEMENT CHART

Intervention	Behavior Management Actions
1. Classroom (pre-intervention)	<ul style="list-style-type: none"> ● OWLS CULTURE – Classroom behavior expectations ● Written, posted, taught, and reviewed classroom behavior management (classroom rules, behavior expectations, etc.) ● Redirection/proximity ● One-on-one conversations discussing with the student to identify ways to help the student successfully meet expectations ● Review the rules/expectations (community circle) ● Explain and model wanted behavior ● Modifications of classroom (seating charts for example, job) ● Calming Station (or Chill Hill) ● Team with another teacher (buddy room) ● Restorative Practices ● Simple in-class behavior plans/agreements ● Call parents while student is in class (not in front of other students) ● Teacher supervised detentions – before/after school, lunchtime ● Teacher academic interventions (before/after-school help, tutoring, IEP if applicable, etc.) ● Refocus Process
2. Internal Teaming & Plan Development (interventions)	<ul style="list-style-type: none"> ● Meet with team to discuss plan ideas ● Discuss with SPED teacher if the student has an IEP ● Call parents/guardians to provide information about student behaviors, ask for help and suggestions, inform of possible school consequences. Document with notes ● Input from other teachers who have that student (not on email) ● Input from administrator for problem solving
3. Partnering Meetings	<ul style="list-style-type: none"> ● Parent/student/teacher problem-solving conferences involve administrator as well. Discuss problematic behaviors, make a plan to correct the behavior. ● Outside agency meetings and support
4. Referral to Administrator	Administrator will counsel and apply consequences on a step basis. Parents will be notified. See DISCIPLINE CHART.
5. Administrator-Initiated Parent Meeting	Discuss and develop a plan to correct behavior and increase student success. The plan could include a behavior contract. Inform parents about past behavior and potential future consequences.

Staff members will follow the following behavior management interventions before referring the problem to administration.

DISCIPLINE CHART

Severity of offense and cumulative offenses may induce greater discipline, progressive.

Infraction	Incident	Disciplinary Action
Academic Dishonesty (Cheating / Plagiarism)	1 st Offense 2 nd Offense 3 rd Offense 4 th + Offense	<ul style="list-style-type: none"> ● Classroom consequences, will have to redo assignment or do alternative assignment ● Lunch detention, will have to redo assignment or do alternative assignment ● After-school detention, will lose credit for the assignment or will have to redo assignment or do alternative assignment ● Short-term suspension, progressive, will lose credit for the assignment or will redo assignment or do alternative assignment
Assault	1 st Offense	<ul style="list-style-type: none"> ● Suspension up to an emergency expulsion, depending upon severity.
Bus Violations	1 st Offense 2 nd Offense 3 rd Offense 4 th Offense	<ul style="list-style-type: none"> ● Warning and restorative practices ● Notification to parent/guardian by bus driver ● Notification to parent/guardian by administrator, plan for student & possibility of suspension from bus ● Notification to parent/guardian by administrator with a meeting, review plan for student & suspension from bus
Closed Campus, Off Campus Grounds, Out of Bounds, Truancy, Failure to Sign Out	1 st Offense 2 nd Offense 3 rd Offense	<ul style="list-style-type: none"> ● Lunch and/or after school detention ● Short-term suspension, progressive
Criminal Acts	1 st + Offense	<ul style="list-style-type: none"> ● Short-term suspension, long-term suspension, or expulsion depending on severity
Destruction of Property	1 st + Offense	<ul style="list-style-type: none"> ● Restitution and school discipline ranging from detention to long-term suspension. If suspended, the student may not be able to return until restitution is paid in full.
Disruption of School	1 st /2 nd Offense	<ul style="list-style-type: none"> ● Most disruptions are managed by the teacher in the classroom using interventions outlined in the STAFF BEHAVIOR MANAGEMENT CHART. If disruptions continue or are severe, then proceed with referral to administration. ● Restorative practices

	3 rd /4 th Offense 5 th /6 th Offense	<ul style="list-style-type: none"> ● Lunch and/or after-school detention ● Short-term suspension, progressive
Driving	1 st Offense 2 nd Offense 3 rd Offenses 4 th Offense	<ul style="list-style-type: none"> ● ● Warning with referral ● 1-week suspension from driving ● 1-month suspension from driving ● Excluded from driving for a semester
Drug/Alcohol/ Paraphernalia Possession, Use, or Under the Influence	1 st Offense 2 nd Offense 3 rd Offense 4 th Offense	<ul style="list-style-type: none"> ● 10 days out of school suspension; with restorative practices and drug or alcohol assessment may be reduced to 5 days. ● Long-term suspension (greater than 10 days, but not longer than the remainder of the semester up to 90 days). May be reduced to 7 days with a drug-and-alcohol assessment and restorative practices ● Long-term suspension (for the remainder of the semester up to 90 days), may be reduced to 10 days. ● Expulsion
Drug/Alcohol/ Paraphernalia Sale, Distribution, Trade, or Transfer	1 st Offense 2 nd Offense 3 rd Offense	<ul style="list-style-type: none"> ● Long-term suspension (greater than 10 days, but not longer than the remainder of the semester up to 90 days). May be reduced to 7 days with a drug-and-alcohol assessment and restorative practices ● Long-term suspension (for the remainder of the semester up to 90 days), may be reduced to 10 days with drug-and-alcohol assessment and restorative practices. ● Expulsion
Electronic Devices (Cell Phones, iPods, MP3 Players, Headphones, etc.)	1 st Offense 2 nd Offense 3 rd + Offense	<ul style="list-style-type: none"> ● Restorative practices and verbal warning ● Item is confiscated, logged into the main office, and the student may sign for it at the end of the day. ● Item is confiscated, logged into the main office, and a parent/guardian has to come in and sign for it. ● Item is confiscated, logged into the main office, a parent/guardian has to come in and sign for it, and a disciplinary sanction is assigned (progressive, starting with an after-school detention).
Failure to Pursue the Course of Study (Compliance)	1 st Offense 2 nd Offense 3 rd + Offense	<ul style="list-style-type: none"> ● Restorative Practices ● Conference with an administrator ● Lunch and/or after school detention and parent/guardian mtg. ● Short-term suspension, progressive

False Reporting, False Fire Alarm, False 911	1 st Offense 2 nd Offense	<ul style="list-style-type: none"> ● 5-day short-term suspension, contact Sheriff. Restorative practices ● Long-term suspension, contact Sheriff
Fighting, Instigation of a Fight, or Cause of Physical Injury	1 st Offense 2 nd Offense 3 rd Offense	<ul style="list-style-type: none"> ● 3-day short-term suspension <confronter gets one (1) extra day> ● 6-day short-term suspension <confronter gets one (1) extra day> ● Long-term suspension or expulsion
Supporting, encouraging of fighting, or adding energy through promoting	1 st + Offense	<ul style="list-style-type: none"> ● Restorative practices and lunch detention ● Short-term suspension, progressive and restorative practices
Forgery	1 st /2 nd Offense 3 rd + Offense	<ul style="list-style-type: none"> ● Lunch and/or after school detention and restorative practices ● Short-term suspension, progressive
Harassment, Intimidation, Bullying (Toward Other Students)	1 st Offense 2 nd Offense 3 rd + Offense	<ul style="list-style-type: none"> ● Warning, documentation, plan to change behavior ● Harassment form completed, conference, mediation, separate, parent/guardian notification (severity may move discipline up to the 2nd offense level), restorative practices ● Harassment form completed, mediation, alternative learning center / short-term suspension (depending upon severity), restorative practices. ● Harassment form completed, short or long-term suspension (depending on severity), contact Sheriff
Harassment, Intimidation, Bullying, or Threats (Toward Staff Members)	1 st Offense 2 nd Offense	<ul style="list-style-type: none"> ● Ranging from 1-10 days of suspension, restorative practices ● Long-term suspension (up to remainder of semester, or expulsion (depending upon severity), contact Sheriff
Inappropriate Behavior with a Guest Teacher	1 st Offense 2 nd Offense 3 rd Offense	<ul style="list-style-type: none"> ● Restorative Practices ● Lunch and/or after school detention ● Short-term suspension, progressive
Leaving Class without Permission	1 st Offense 2 nd + Offense	<ul style="list-style-type: none"> ● Restorative Practices ● Lunch and/or after school detention ● Short-term suspension, progressive
Non-Compliance	1 st Offense 2 nd Offense 3 rd Offense	<ul style="list-style-type: none"> ● Restorative Practices ● Lunch and/or after school detention & restorative practices ● Short-term suspension, progressive discipline & restorative practices

Profanity, Slurs, Vulgarity	1 st Offense	<ul style="list-style-type: none"> ● Lunch and/or after school detention and restorative practices
	2 nd Offense	<ul style="list-style-type: none"> ● Short-term suspension, progressive (severity of the infractions may induce greater discipline)
	3 rd + Offense	<ul style="list-style-type: none"> ● Community/school service, progressive discipline
Profanity (Toward Staff Members)	1 st Offense	<ul style="list-style-type: none"> ● Lunch and/or after school detention and restorative practices
	2 nd Offense	<ul style="list-style-type: none"> ● Short-term suspension, progressive discipline, & restorative practices
Sexting	1 st Offense	<ul style="list-style-type: none"> ● Short-term suspension, contact Sheriff
	2 nd Offense	<ul style="list-style-type: none"> ● Long-term suspension, contact Sheriff
	3 rd Offense	<ul style="list-style-type: none"> ● Long-term suspension to expulsion, contact Sheriff
Sexual Harassment	1 st Offense	<ul style="list-style-type: none"> ● Warning, documentation, plan to change behavior and contact of parent/guardian
	2 nd Offense	<ul style="list-style-type: none"> ● Lunch detention or short-term suspension (depending upon severity), harassment form completed, conference, mediation, separate, and parent notification
	3 rd Offense	<ul style="list-style-type: none"> ● Minimum 3-day short-term suspension, harassment form completed, parent/guardian notification, contact Sheriff
	4 th Offense	<ul style="list-style-type: none"> ● 10-day short or long-term suspension (depending upon severity), contact Sheriff
Sexual Misconduct	1 st Offense	<ul style="list-style-type: none"> ● 10-day short-term suspension, contact Sheriff
	2 nd Offense	<ul style="list-style-type: none"> ● Long-term suspension or expulsion, contact Sheriff
Tardies (Unexcused)	3 rd tardy in one semester	<ul style="list-style-type: none"> ● Restorative practices
	5 th tardy in one semester	<ul style="list-style-type: none"> ● Lunch and/or after school detention
	7 th tardy in one semester	<ul style="list-style-type: none"> ● Short-term suspension, progressive
Theft / Possession of Stolen Property	1 st Offense	<ul style="list-style-type: none"> ● Restitution, 3-day out-of-school suspension, and referral to the Sheriff; may not be able to return until restitution is paid in full, & restorative practices.
	2 nd + Offense	<ul style="list-style-type: none"> ● Restitution, 5-day suspension, and referral to the Sheriff, progressive; may not be able to return until restitution is paid in full, & restorative practices.
Threatening (Verbal or Physical)	1 st Offense	<ul style="list-style-type: none"> ● Up to 3-day short-term suspension (severity may induce greater consequences) and restorative practices
	2 nd Offense	

	3 rd Offense 4 th Offense	<ul style="list-style-type: none"> ● 3-5-day short-term suspension (severity may induce greater consequences) & restorative practices. ● 10-day short-term suspension (severity may induce greater consequences) & restorative practices. ● Long-term suspension
Tobacco/ Electronic Cigarette Possession, Use, Sale, Distribution, Trade, or Transfer	1 st Offense 2 nd Offense 3 rd Offense	<ul style="list-style-type: none"> ● Up to 5-days short-term suspension & restorative practices ● 5-10-days short-term suspension & restorative practices ● Long-term suspension
Weapons	1 st Offense	<ul style="list-style-type: none"> ● Expulsion

COMPLAINT PROCEDURE

MMK School has established the following guidelines for parents/guardians or students wishing to address concerns. Please comply with the following procedures:

1. First, speak with the teacher or staff involved.
2. Second, speak with the principal.
3. Third, speak with the superintendent.
4. Last, if there is still no resolution, ask to address the School Board of Directors at their next regularly scheduled meeting.

GRIEVANCE PROCEDURE FOR DISCIPLINE AND SHORT-TERM SUSPENSION (POLICY 3241)

1. Any aggrieved person has the right to an informal conference with the principal and any other staff member involved.
2. At such an informal conference, both parties shall be subject to questioning.
3. If unresolved the grievant may request within two (2) days a conference with the superintendent. If grievance is not resolved, they may present a written and/or oral grievance to the board of directors at its next regularly scheduled meeting.
4. Grievances before the board shall be heard in closed meeting.
5. The board of directors shall notify the student and parents/guardians in writing of its decision within ten (10) school business days following the meeting.
6. The disciplinary action or short-term suspension shall continue notwithstanding the implementation of the grievance procedure unless the principal or his/her designee elects to postpone such action.

HEARING PROCEDURES FOR LONG-TERM SUSPENSION AND EXPULSION (POLICY 3241)

1. Upon the receipt of written request for a hearing, the principal or other school authority shall schedule the hearing to commence within three (3) school business days, unless an emergency expulsion has been imposed on the student. In this event, the hearing shall be scheduled to commence as soon as possible and no later than the third school business day.
2. A hearing officer designated for such purposes by the superintendent shall conduct the hearing. The officer shall not be a witness and will determine the facts of each case solely on the evidence presented at the hearing.

3. Both parties will be permitted to inspect in advance any documentary and physical evidence to be introduced.
4. The student shall have the right to: be represented by counsel, the opportunity to present his/her explanation of alleged misconduct, make a relevant showing by way of witnesses and the introduction of such documentary and physical evidence as he or she desires, and shall have the opportunity to cross-examine witnesses presented by the district.
5. A tape recording may be made of the hearing by the district.
6. A written decision setting forth finding of fact, conclusion, and the nature and duration of the suspension or expulsion shall be communicated to the student's legal counsel or, the student, and parent/guardian in writing and notifying parent/guardian in a phone call.
7. The student and/or parent/guardian shall have the right to appeal such decision to the Board of Directors by filing a written notice of appeal at either the Office of the Superintendent or the hearing officer within three (3) school business days.

This is only a summary of district policy; district policies are available on the district website.

II. Attendance (Policies 3121 and 3122)

ATTENDANCE

Daily attendance and active participation in class is a critical part of the learning process. 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.

- **Notification of absences** – The school attendance secretary shall attempt to telephone daily the parents or guardian of any student absent from school unless there has been prior notification by the parent or guardian. **Parents/Guardians must provide a written note explaining their student's absence(s), as identified in school policy 3122.** The district reserves the right to verify excuses when there is sufficient evidence that an abuse of this policy exists.
- Truancy (any willful, unauthorized absence) shall be treated as a disciplinary matter.
- If any student who is required to attend school under the laws of the State of Washington fails to attend school without valid justification repeatedly or for an extended period of time, MMK will take steps outlined in policy and WAC.

EARLY SCHOOL DEPARTURE

If it becomes necessary for your student to be excused early, please send a note of explanation to the school office. When picking your student up early, please come to the secondary school office. **Do not go directly** to the classroom. Following this procedure enables the school staff to ensure that students are released to the proper persons.

III. Health and Safety

A. EMERGENCY PROCEDURES

DRILLS: FIRE, EARTHQUAKE, AND OTHER EMERGENCIES

Students and staff shall participate in emergency drills for evacuation, shelter in place, lock-down, and lock-out throughout the school year. Students must follow the direction of the staff quickly, and in an orderly manner.

Instruction on dangers and drills for students shall be conducted at the start of the school year and periodically thereafter.

EMERGENCY MEDICAL TREATMENT

A student who becomes ill or is injured at school must notify his/her teacher or another staff member as soon as possible. In case of serious illness or injury, the school shall attempt to notify parents/legal guardians according to the information provided on the *Registration Update Form* that is included in the yearly packet. Parents/legal guardians are encouraged to update this information as often as necessary.

If the student is too ill to remain in school, the student will be released to the student's parents/legal guardians or to another person as directed by the parents/legal guardians on the student's emergency form.

School staff may administer emergency or minor first aid if possible. The school will contact the emergency medical personnel if necessary, and will attempt to notify the student's parents/legal guardian whenever the student has been transported for treatment.

EMERGENCY SCHOOL CLOSURE INFORMATION

In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules as are appropriate to the particular condition. Such alterations include closure of school or delaying opening of school and early dismissal of students. In case of an emergency early release we will auto-call emergency contacts. You must opt-in to receive auto-calls. All students will be expected to follow the procedure on their **Emergency Information Form**. Please tune into your local TV/radio station. The district will make every effort to post information on the school website and PTO Facebook page.

B. HEALTH

ASBESTOS

The district has complied with the Asbestos Hazard Emergency Response Act (AHERA) by having their buildings inspected by accredited inspectors and developing a management plan for the control of this substance. The Management plan is available for public inspection in the district office.

COMMUNICABLE DISEASES

Parents/legal guardians of a student with a communicable or contagious disease are asked to telephone the school office so that other students who have been exposed to the disease can be alerted. Students with certain diseases are not allowed to come to school while the disease is contagious. These diseases include chicken pox, diphtheria, measles, meningitis, mumps, lice infestations, whooping cough, plague, rubella, scabies, staph infection, strep infections, and tuberculosis. Parents/legal guardians with questions should contact the school office.

Students should be without fever for 24 hours before returning to school.

DRUG PREVENTION PROGRAM – INFORMATION FOR PARENTS AND STUDENTS

The MMK School District has a no-use policy for both students and staff. This means simply that use of illegal drugs and alcohol is not tolerated. Federal law requires that all school districts receiving federal funding institute and enforce drug prevention policies and programs. The MMK School District has such programs in place. Our program includes age-appropriate, developmentally based drug and alcohol education and prevention programs for all students in all grades of the school district; standards of conduct for students that clearly prohibit the unlawful possession, use, distribution of illegal drugs and alcohol by students/staff on the premises or as part of school activities; a clear statement that disciplinary sanctions, up to and including expulsion and referral for prosecution will be imposed on those who violate the standards of conduct and this notification to staff, students and parents that compliance with the standards of conduct is mandatory. If you have any questions about these programs or policies, please contact the superintendent at 360.426.6767.

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

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

Standard Range Elementary: 0-10 Day Suspension

Standard Range Secondary: 3-20 Day Suspension

Presumptive Standard Sanction for Possession or Use:

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

Presumptive Standard Sanction for Distribution:

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

Mitigating Factors:

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

Aggravating Factors:

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

Generally, a suspension for possession, use, or consumption should not exceed ten (10) days, and a suspension for distribution should not exceed twenty (20) days. A suspension for secondary students in either case should not fall below three (3) days. An expulsion may be imposed for such conduct when significant aggravating circumstances are present and in consultation with the superintendent's designee. Emergency expulsion may be imposed when the student's conduct meets the requirements of WAC 392-400-295.

HEAD LICE

Head lice may be contracted by anyone, clean or dirty, wealthy or poor. **PLEASE** instruct your student that he or she is not to share clothing, hats, combs, or other personal articles on the bus or at school.

IMMUNIZATIONS

Immediately upon enrollment in the district, the student's parent shall complete a certificate of immunization status, distributed by the Washington Department of Health. The certificate shall be made a part of the student's permanent record.

If a student has not received any or all of the required immunizations, he or she shall submit evidence of the initiation of an immunization schedule and be placed in a “conditional admittance” category. He or she may remain in school provided that there is documentation that the immunization schedule is being maintained. Failure to maintain the schedule or submit documentation shall be sufficient cause to exclude the student from school.

Exemptions from one or more vaccines shall be granted for medical reasons upon certification by a physician that there is a medical reason for not administering the vaccine. Exemptions for personal or religious reasons shall be granted upon request of the parent. **In May 2019, the Washington State Legislature passed a bill that removes the personal and philosophical option to exempt children from the MMR (measles, mumps, and rubella) vaccine required for school and child care entry.** The permanent file of students with exemptions shall be marked for easy identification should the Department of Health order that exempted students be excluded from school temporarily during an epidemic. Parents/ legal guardians will be notified of the reasons for the exclusion. A hearing will be afforded upon request. Please contact the school nurse with any questions you may have.

MENINGOCOCCAL VACCINE INFORMATION

Washington State law RCW 28A.210.08 requires that beginning with sixth grade entry, every public school in the state shall provide parents with information about meningococcal disease and its vaccine at the beginning of each school year. Meningitis is an infection of the fluid of a person’s spinal cord and the fluid that surrounds the brain. People sometimes refer to it as spinal meningitis. Meningitis is usually caused by a viral or bacterial infection. Knowing whether meningitis is caused by a virus or bacterium is important because the severity of illness and the treatment differ. Viral meningitis is generally less severe, while bacterial meningitis can be quite severe and may result in brain damage, hearing loss, or learning disability. High fever, headache, and stiff neck are common symptoms. These symptoms can develop over several hours, or they may take one to two (1-2) days. Other symptoms may include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. Early diagnosis and treatment are very important. If symptoms occur, the patient should see a doctor immediately. Some forms of bacterial meningitis are contagious. The bacteria are spread through the exchange of respiratory and throat secretions (i.e., coughing, kissing). There are vaccines against Hib, against some serogroups of *N. meningitides*, and many types of *Streptococcus pneumoniae*. The vaccines against Hib are very safe and highly effective. You can contact the school nurse at 360.426.6767 if you have any questions or contact your own physician.

MEDICATION AT SCHOOL

It is the policy of MMK School District and Washington State Law, to not give medicine to pupils at school, except at the request of **both the physician and the parent**. If a student needs medicine during a school day, this can usually be given before school, after school, and at bedtime.

When it is necessary for the student to take medication during the school day, these procedures are followed:

1. The parent obtains the request from the school, completes, and signs the form.
2. The parent will send or take the form to the physician for orders and signature.
3. The parent will bring to the school, the completed form and the medicine **in the original container**, sending only the required number of doses needed.

Students are not allowed to bring the medication on the school bus.

NOTE: Due to changes in the state law, all medication, both prescription and non-prescription (over-the-counter medications, cough drops, etc), fall under these same rules. The school will not administer any medication without a physician's signature.

A complete copy of the Medication Policy is available upon request at the superintendent's office.

C. SAFETY GUIDELINES

BICYCLES

Students may ride bicycles to school; however, the school will not accept responsibility for the safety of the bicycles. Students must walk them to the bicycle rack as soon as they arrive to school, and park them for the duration of the day. Students should dismount their bikes, walking them onto school grounds when arriving, and walk them off grounds before mounting. Motorized bikes, skateboards, and roller blades are not permitted. ***PLEASE HAVE YOUR CHILD WEAR A HELMET.***

WALKING

Parents are encouraged to instruct their children in proper walking procedures, especially since there are no defined sidewalks or pathways in the areas of our school. All students who walk must remember that they must not arrive before 7:50 a.m. as no supervision is available.

IV. Educational Programs and Requirements

ASB STUDENT COUNCIL

Your student council provides for student activities, serves as a training experience for both leaders and followers, promotes the common good, gives students a share in the management of the school, develops high ideals or personal conduct, acts as a clearinghouse for student activities, seeks to interest students in school affairs, and helps solve problems that may arise. Members of the council are your representatives and have direct access to the school administration.

All powers of the council are subject to the advisor's approval. Student government does not operate the school. It is a shared responsibility; the superintendent, principal, and teachers are responsible for the operation of the school. If members of the faculty believe that proposed activities are against the best interests of the school, they may veto them.

PROMOTION AND RETENTION

The MMK School District believes that a student must learn and master the basic skills of reading, writing, and arithmetic. A student should also develop a feeling of self-worth and learn

civic rights and responsibilities. Guidelines have been developed in assessing student progress in meeting these goals. Please feel free to talk with your child’s teacher or the principal regarding this matter.

HIGH SCHOOL GRADUATION REQUIREMENTS (POLICY 2410)

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

The board will establish graduation requirements which, as a minimum, satisfy those established by the State Board of Education:

Subject	Number of Credits Required for Graduation
	Class of 2019 and Beyond
English	4
Math	3
Science	3
Social Studies	3
Health & Fitness (one class must include training in CPR and use of AED)	2 (Health 0.5 Phys Ed 1.5)
Arts	2
Career Technical Education (CTE)	1
World Language or Personalized Pathway	2
Electives	5
Total	25

ADDITIONAL CREDIT INFORMATION FOR CLASS OF 2020 AND BEYOND:

Credit requirements conform to career and college-ready graduation requirements.

Math (3 credits required)

The following courses are required: Integrated Math 2, Algebra 2 or Integrated Math 3, and a third credit of math chosen by the student based on his or her interest and *High-School-and-Beyond Plan* and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

English (4 credits required)

Successful completion of courses taught to the state’s essential academic learning requirements as defined by written district policy, or satisfactory demonstration of student proficiency/competency of the state’s essential academic learning requirements as defined by written district policy.

Science (3 credits required)

At least two (2) labs are required and a third credit of Science chosen by the student based on the student's interest and *High-School-and-Beyond Plan* and approved by the parent or guardian. If the parent or guardian is unavailable, or does not indicate a preference, the school counselor or principal will approve the course.

Social Studies (3 credits required)

The following are required: U.S. History and Government; Contemporary World History or Geography and Problems; 0.5 credits of Civics (content may be embedded in another Social Studies course); and 0.5 credits of Social Studies elective.

Arts (2 credits required)

Performing or visual arts are required. One (1) credit may be a **Personalized Pathway Requirement**, defined as related courses that lead to a specific post-high-school career or educational outcome chosen by the student and based on his or her interests and *High-School-and-Beyond Plan*, which may include Career and Technical Education courses, and are intended to be a focus for the student's learning.

World Languages (2 credits required)

Both credits may be a **Personalized Pathway Requirement**. If the student has chosen a four-year degree pathway in their *High-School-and-Beyond Plan*, the student will be advised to earn two (2) credits in world language.

Career and Technical Education (CTE) (1 credit required)

This credit may be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards.

Health and Fitness (2.0 credits)

.5 credits of Health, 1.5 credits of Fitness. Students MUST earn credit for physical education unless excused per [RCW 28A.230.050](#)

ASSESSMENTS

As a requirement of graduation from high school, students must pass the following state assessments:

- Meeting high school graduation standard on the Smarter Balanced assessment (on-grade level).
- Assessment Graduation Alternatives: Dual Credit Courses, Locally Administered Assessment, Transitions Course (as a Locally Administered Assessment), SAT/ACT/AP/IB,
- Grade Comparison.
- Students will take a high school science exam, the WCAS (Washington Comprehensive Assessment of Science) aligned to the Next Generation Science Standards, in 11th grade.

It is not a graduation requirement and students will not need to pass the test to graduate.

SBAC refers to the Common Core State Standard (CCSS) assessments developed by the multi-state consortium, the Smarter Balanced Assessment Consortium.

NON-CREDIT REQUIREMENTS

2019 and Beyond	
	<i>High-School-and-Beyond Plan</i>
	<i>Certificate of Academic Achievement</i> OR <i>Individual Achievement</i> awarded to students who pass the required assessments
.5 credit	Washington State History and Government

High-School-and-Beyond Plan

Within the first year of high school enrollment, each student will develop a *High-School-and-Beyond Plan*. The plan will be developed in collaboration with the student, parents/guardians, and district staff. The plan should include:

1. A career goal;
2. An educational goal;
3. A four-year course plan for high school; and
4. Identification of required assessments.

Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan if necessary, and to advise the student on steps for successful completion of the plan. Whether the student has met requirements for the *High-School-and-Beyond Plan* is determined by the district.

A student receiving special education services who has developed a transition plan as part of their Individualized Education Plan (IEP) may be considered by the district to have developed a *High-School-and-Beyond Plan*.

Certificate of Academic Achievement

A student will receive a *Certificate of Academic Achievement* (CAA) if he or she earns a *Certificate of Individual Achievement* after passing assessments determined by the student’s Individualized Education Plan (IEP) team to be appropriate for the student based on their learner characteristics, post-secondary goals, and previous testing history.

1. High school credit will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study means:
 - a. Earning a passing grade according to the district’s grading policy; and/or
 - b. Demonstrating proficiency and/or mastery of content standards as determined by the district, and/or

- c. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

The district will establish a process for determining proficiency and/or mastery for credit-bearing courses of study.

2. The superintendent will develop procedures for implementing this policy, which include:
 - a. Establishing the process and assessment criteria for the high school culminating project requirements, and determination of the education plan process for identifying competencies;
 - b. Establishing the process for completion of the *High-School-and-Beyond Plan*;
 - c. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the district;
 - d. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement, including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (e.g. another public school district or an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen (15) school days;
 - e. Making graduation requirements available in writing to students, parents, and members of the public;
 - f. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law;
 - g. Granting credit for learning experiences conducted away from school, including National Guard high school career training;
 - h. Granting credit for correspondence, career-technical institutes and/or college courses for college or university course work the district has agreed to accept for high school credit.

State law requires that the district award one high school credit for every five quarter hour credit or three semester hour credits successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma. Tenth and eleventh grade students and their parents will be notified annually of the Running Start Program.

- i. Granting credit for work experience;
- j. Granting credit based upon competence testing, in lieu of enrollment;
- k. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade;
- l. Counseling of students to know what is expected of them in order to graduate;

- m. Preparing a list of graduating students for the information of the board and release to the public;
- n. Preparing suitable diplomas and final transcripts for graduating seniors;
- o. Planning and executing graduation ceremonies; and
- p. Developing student learning plans for students who are not successful on one or more components of the statewide assessment.

In the event minimum test requirements are adopted by the board, a student who possesses a disability will satisfy those competency requirements which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP will serve as the basis for determining completion of a course.

A student will be issued a diploma after completing the district's requirements for graduation. In lieu of the *Certificate of Academic Achievement*, special education students may earn a *Certificate of Individual Achievement*. A student will also be advised that he or she may receive a final transcript.

A student's diploma or transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. When the damages or fines do not exceed \$100, the student or his or her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, *Classroom Management, Corrective Actions*. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241, *Classroom Management, Corrective Actions* will apply.

Graduation requirements in effect when a student first enrolls in high school will be in effect until that student graduates unless such period is in excess of ten years.

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion will be regarded as a school suspension. In such instances, the diploma will be granted.

RUNNING START

Running Start is an opportunity open to both junior high students wishing to take high school courses and high school juniors and seniors wishing to attend local 2-year colleges and receive college and high school credit simultaneously.

These options are very demanding of students who should be highly motivated. Requirements for admission into the program include a minimum C+ cumulative GPA and a letter of recommendation from the subject matter teacher. They also include successful scores on ASSET test administered by the community college.

PROGRAM EXEMPTIONS

Students may be excused from a state required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the district. An alternative program or learning activity for credit may be required. All requests should be directed to the principal by the parent/legal guardian in writing and include the reason for the request.

PROVISION FOR HEARING TO CHALLENGE CONTENT OF EDUCATIONAL RECORDS

Parents/legal guardians of a minor or eligible student (18 or older) may inspect and review the student's educational records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the contents of the records, the requester has the right to a hearing as follows:

1. Parents/legal guardians shall make a request for hearing in which the objections are specified in writing to the principal;
2. The principal shall establish a date and location for the hearing agreeable to both parties;
3. The hearing panel shall consist of the following:
 - o The principal or designated representative;
 - o A member chosen by the parents/legal guardians;
 - o A disinterested, qualified third party appointed by the school board.
3. The hearing shall be private. Persons other than the student, parents or legal guardians, witnesses, and counsel shall not be admitted.

The principal or designated representative shall preside over the panel. He or she shall hear from the staff and from the parents/legal guardians to determine the point or points of disagreement regarding the educational records. The panel shall make a determination after hearing the evidence and determine what steps, if any, are to be taken to correct the educational record. Such actions are to be made in writing to the parents/legal guardians.

If, after such a hearing is held as described above, the parents/legal guardians are not satisfied with the recommended action, the parents/legal guardians may appeal to the Board where the action of the hearings panel may be reviewed and affirmed, reversed, or modified. Procedure for the appeal beyond the local Board follows the prescribed actions as set forth in federal regulations. The parents/legal guardians or eligible student may file a complaint with the Federal Family Compliance Office, United States Department of Education regarding an alleged violation of the Family Education Rights and Privacy Act. File complaints with the Family Compliance Office, U.S. Department of Education, Washington D.C., 20202.

NOTICE OF EDUCATION PROGRAMS

Mason County has schools that provide educational programs for developmentally delayed children ages birth to twenty-one. If you have children who may qualify for these services, please contact the office to arrange for screening.

WORK EXPERIENCE

The use of work experience as a part of the educational program of students should be regarded as part of the secondary school curriculum. The following are the basis upon which credit may be granted for work experience.

1. The student must have a good credit standing and passed their sixteenth birthday.
1. The work experience shall be specifically related to the school program of the student.

2. Credit given for work experience shall represent growth in the student, and the type of work done should have definite educational value.
3. The job in which experience is gained shall provide varied experience.
4. A work experience as a planned part of a school subject may be included in the credit given for that subject (e.g. sales training class).
5. One (1) work credit may be granted for not less than 360 hours of work experience related to a student's school program. No partial credits can be awarded.
6. An employer's report of the student's work record, indicating satisfactory progress on the job, shall be filed with the school and all required paperwork.
7. The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standards for graduation requirements, is acceptable.

V. Athletics and Extra-Curricular Activities

ATHLETIC/ACTIVITY CODE (P3247)

Each student participant must have the district packet filled out and turned into the Athletic Director before a participant may be issued equipment, turn out (physically practice), or participate. This packet includes:

1. A physical examination form, which must be completed by a physician at your own expense (for athletes only). A physical is valid for 24 months from the date of the physical. This form must be on file with the Athletic Director before the first practice.
2. A parental permission form, which must be signed by a parent or guardian for an athlete to participate. This form also has a space to indicate if the athlete has read the *Guidelines for Student Athletes*. This signed form indicates that the parent or guardian and the athlete understand rules, regulations, and the training requirements. Participation will be denied to anyone not signing this form.
3. An *Emergency Information Card* for that sport season season/activity year including Medication Authorization to administer needed medication.
4. For athletes only: Evidence of paid enrollment in the school-sponsored athletic insurance program or a parent/guardian signed insurance waiver for that sport and school year must be on file with the Athletic Director before you are allowed to participate. School insurance forms may be obtained in the JH/HS office. The waiver form can be found on the *District Participation Form*.
5. A receipt showing the purchase of an ASB card for the current school year.
6. All district ***fines must be paid*** before a participant can participate in a contest/activity
7. All participants shall attend all practices, meetings, contests, etc. unless excused by the coach or advisor.
8. Any participant who is injured or becomes seriously ill enough to require a doctor's attention will be required to have a doctor's permission to resume activity (WIAA policy).

ACADEMIC ELIGIBILITY POLICY

Each student athlete must maintain a 2.0 GPA on a 4.0 scale with no F's. Any 'F' or GPA below 2.0 will automatically place the student on probation for two weeks. If a student has an F or GPA below 2.0 after the 2 weeks probation, the student is disqualified from playing/competing in an athletic contest. The student is eligible to play/participate when he/she meets the criteria

described. Grade checks will be completed every other Friday. Eligibility will run from Monday to Monday.

Any student who has earned two semester F's will be ineligible to participate in games/contests for five (5) weeks as outlined in the WIAA Handbook. Incompletes may be made up for credit during the first five weeks of the subsequent semester. The student shall be ineligible for competition until the incomplete(s) are cleared.

Grade checks will take place every two weeks beginning with the second week of school. Students must be passing all their classes at each grade check during the sports season. Any student athlete not passing all their classes will be allowed a two-week probationary period to raise their grades. During this probationary period student athletes will be allowed full participation with the understanding that if they are not passing all their classes at the next grade check they will be dropped from the team for the season and become an ineligible student athlete.

SCHOOL ATTENDANCE PRIOR TO A PRACTICE OR CONTEST (POLICY 3247)

In order to physically participate in practice or games, the participant must be in school attendance the full day of said practice or game. Saturday games or practices are determined by Friday or the last day that school was in session. Any exception must be cleared through the Principal or Athletic Director. Exceptions excusable will be such as medical, dental, funerals, or other exceptional circumstances an administrator or Athletic Director deems appropriate. If an athlete misses all or part of a school day and chooses to go to practice without following appropriate attendance procedure, disciplinary action will be taken.

NOTE: Students who continuously miss entire school days or parts of school days may be denied practice or game time if the absences are excessive or for trivial reasons such as sleeping in after games, hair appointments, or other circumstances the Building Administration or Athletic Director deem appropriate.

VI. Other Parent Information

COMMUNICATION BETWEEN SCHOOL AND HOME

We believe communication between school and home is essential to helping your child succeed in school. Several ways in which the MMK staff communicates information are listed below:

- **School Calendar** – Your school calendar will provide you with important dates.
- **School Website** – Check us out online at <http://marymknight.com/>
- **Newsletter** – MMK mails a monthly newsletter (with the exception of July/August) with information on school and student events and information.
- **Automated Phone Call**—Throughout the school year, a pre-recorded phone message will be sent out to all households who have students in the district. It is imperative that accurate and up-to-date phone numbers are given to the school.

FAMILY INVOLVEMENT

The board and administration recognize that family involvement in education has a positive effect on student's achievement and is an important strategy in reducing achievement gaps. The intent of the *Family Involvement* policy #4129 is to create and maintain a district-wide climate conducive to the involvement of families and to develop and sustain partnerships that support student learning. The district's efforts will include: communicating parenting information, student learning, volunteering, school decision-making and advocacy, and collaborating with the community. We will work with staff and families to identify, brainstorm, educate, and evaluate the effectiveness of family partnership efforts in the district.

LOST AND FOUND

Articles of clothing or other items found on the school grounds are brought to the lost and found, which is located outside the office. Any article, which is marked with the student's name, is immediately returned to him/her. All lunch boxes, hats, coats, boots, etc. should be **plainly marked**. The school will discharge any unclaimed items after a few weeks.

MONEY

Students should only bring money to school for specific reasons. Money is often lost, misplaced, or stolen and this causes the student to worry and be upset. Large sums of money should never be sent to school. If money is sent for field trips or classroom activities, please put it in a sealed envelope with the student's name on it.

PARENT QUESTIONS AND CONCERNS

If, at any time, you have questions or concerns about your student's progress academically or behaviorally, please do not hesitate to call. It is essential that you talk to the teacher first, since the vital link in home-and-school communication is that link between parent and teacher. If, after discussing concerns with your student's teacher, there is no resolution, an appointment should be made with the principal.

K-9 USE IN SCHOOLS

The school, from time to time, may request the assistance of the local police agency K-9 unit for the purpose of deterring drug and weapon possession on school property. This constitutes formal notice of such practice.

PARENT/STUDENT/TEACHER CONFERENCES AND REPORT CARDS

Students receive report cards throughout the year. Parents will also receive notifications that include parent conferences. These are two of the most important meetings for you to attend during the school year. These conferences provide your student with the opportunity to share their achievements and challenges and are a perfect opportunity for you to show you are interested in what they do in school, to share their successes and set new goals.

PARENT TEACHER ORGANIZATION (PTO)

MMK's PTO plays a vital role in providing special programs and opportunities for our students. The PTO is actively seeking parents to help with fundraisers such as Harvest Dinner and Concessions. For more information on how you can support the PTO and the students of MMK, please contact the office. We encourage you to come for meetings and see if you can help. Your participation will be greatly appreciated. Meetings are 5:00 p.m. on the first Wednesday of the month in the Matlock Fire Hall. Accessing the PTO Facebook page is the best way to stay informed.

SERVICE ANIMALS

Service animals are animals that are individually trained to perform tasks for people with disabilities such as guiding people who are blind, alerting people who are deaf, pulling wheelchairs, alerting and protecting a person who is having a seizure or performing other special tasks. Service animals are working animals, not pets. Use of a service animal by a student or employee with a disability will be allowed in school when it is determined that the student's disability requires such use in order to assist or accommodate access to the instructional program, school services, and/or school activities. Before a service animal will be permitted in school, on school property, or at school-sponsored events, the student's parent/guardian or the employee must provide a description of the task(s) the service animal is expected to perform in assisting the person with a disability. The district will provide access to a person with a disability who needs a service animal provided that the tasks performed by the service animal are directly related to the disability; and the animal has been individually trained to perform a task, is housebroken; is free of disease and parasites, has a harness, leash or tether so it cannot run free and is under the control of the person with a disability. A service animal must also be licensed and immunized in accordance with the laws, regulations and ordinances of the county, and the state of Washington.

RELEASE OF RESIDENT STUDENT

All requests for inter-district transfers must be coordinated with both the resident district and the non-resident district in which the student seeks admission on a yearly basis. If the request is granted, the superintendent shall notify the non-resident district and make necessary arrangements for the transfer of student records.

STUDENT INFORMATION CHANGES

Please keep the office informed of any changes in address, phone numbers, parent/guardian's employment, guardianship, and emergency information. If you plan to move, please let the office and teacher know as soon as possible.

TITLE IX 28A.640 STATEMENT OF ASSURANCE

The MMK School District No. 311 provides educational opportunity and treatment for all students complies with all federal and state laws and regulations and does not discriminate on the basis of race, religion, creed, color, national origin, sex, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability RCW 49.60 Law Against Discrimination. District programs shall be free from sexual harassment.

This holds true for all district employment opportunities and for students who are interested in participating in educational programs and/or all curricular and co-curricular programs and activities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/RCW 28A.640 Officer and/or Section 504 and/or American with Disabilities Act Coordinator. The Title IX/ADA Coordinator/Section 504 Coordinator is the superintendent.

TRANSPORTATION AND IN LIEU OF BUS TRANSPORTATION POLICY

The school district provides transportation for most students. The parent or guardian of a student in attendance whose house is beyond a one-mile radius and within the boundaries of the MMK School District where bus transportation is not provided within the district boundaries may receive reimbursement for private transportation in lieu of bus transportation.

VISITING SCHOOL

If a student does not attend MMK, they must receive permission from the administration to be on school grounds during school hours. The request to be on campus must be submitted to administration 48 hours prior to the desired date to be in attendance at school. For the protection of the students, all non-students are to report to the office upon entering the building and receive a visitor's pass. The visitor's pass must be clearly visible during all times the guest is on school grounds.

Parents/guardians are welcome and encouraged to visit MMK. We appreciate you contacting your student's teacher prior to visiting the classroom. ***It is essential, however, that you first check-in at the office.***

Individual conferences should not be attempted during class time since teachers are responsible for teaching children and adhering to schedules. An individual conference appointment may be made through the teacher for a time convenient to both the parent and the teacher.

VOLUNTEERS

As partners in education, volunteers are **always** invited and needed to assist students and teachers in a variety of ways. Don't be shy! Lend a helping hand to our school, and help make a difference. Please come in the office to sign up. We need you.

WITHDRAWALS

Please notify the office when you know you will be moving from our school service area. If you give us advance notice, we can help this transition go more smoothly for you and your student.

Exhibit 1

WAC 392-400-025

Definitions.

As used in this chapter the terms:

(1) "Behavioral violation" means a student's behavior that violates a school district's discipline policy adopted under WAC 392-400-110.

(2) "Classroom exclusion" means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements in WAC 392-400-330 and 392-400-335. Classroom exclusion does not include actions that result in missed instruction for a brief duration when:

- (a) A teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - (b) The student remains under the supervision of the teacher or other school personnel during such brief duration.
- (3) "Culturally responsive" has the same meaning as "cultural competency" in RCW 28A.410.270.
- (3) "Discipline" means any action taken by a school district in response to behavioral violations.
- (4) "Disruption of the educational process" means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- (5) "Emergency expulsion" means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.
- (6) "Expulsion" means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480.
- (7) "Length of an academic term" means the total number of school days in a single trimester or semester, as defined by the school board.
- (8) "Other forms of discipline" means actions used in response to behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- (9) "Parent" has the same meaning as in WAC 392-172A-01125.
- (10) "School business day" means any calendar day, except Saturdays, Sundays, or any federal, state, or school holiday, when the office of the superintendent of a school district is open to the public for business.
- (11) "School board" means the governing board of directors of a local school district.
- (12) "School day" means any day or partial day that students are in attendance at school for instructional purposes.
- (13) "Suspension" means a 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.
- (a) "In-school suspension" means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

(A) "Long-term suspension" means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

(b) "Short-term suspension" means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

WAC 392-400-330

Classroom exclusions—Conditions and limitations.

(1) Authority to administer classroom exclusions.

(a) **Teacher authority.** 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 in this section and WAC 392-400-335.

(b) **Other school personnel authority.** A school district may authorize other school personnel to exclude a student from a classroom or instructional or activity area for behavioral violations of the district's discipline policy adopted under WAC 392-400-110 or 392-400-225, subject to the requirements in this section and WAC 392-400-335.

(2) **Other forms of discipline.** The teacher or other school personnel must 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. In administering other forms of discipline, the teacher or other school personnel may consider using best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

(3) Limitations on classroom exclusion.

(a) **Duration of classroom exclusion.** 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 school district must provide notice and due process for a suspension, expulsion, or emergency expulsion under this chapter.

(b) **Removal from school.** A student may not be removed from school during a classroom exclusion unless the school district provides notice and due process for a suspension, expulsion, or emergency expulsion under this chapter.

(4) **Assignments and tests.** The school district must provide the student an opportunity to make up any assignments and tests missed during the classroom exclusion.

WAC 392-400-335

Classroom exclusion—Notice and procedure.

Following a classroom exclusion under WAC 392-400-330:

(1) **Notice to principal.** The teacher or other school personnel must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or designee as soon as reasonably possible.

(2) **Notice to parents.** The teacher, principal, or designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. The school district must ensure that this notification is in a language the parents understand, which may require language assistance for parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

(3) **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 must immediately notify the principal or designee; and

(b) The principal or designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

WAC 392-400-430

Suspensions and expulsions—General conditions and limitations.

A school district may administer suspensions and expulsions for behavioral violations, subject to the following requirements:

(1) **Parent involvement.** A school district must:

(a) Provide for early involvement of parents in efforts to support students in meeting behavioral expectations; and

(b) Must make every reasonable attempt to involve the student and parents in the resolution of behavioral violations.

(2) **Considerations.** Before administering any suspension or expulsion, a school district must 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.

(3) **Completing academic requirements.** A school district may not:

(a) Suspend the provision of educational services to a student in response to behavioral violations; or

(b) Administer discipline in a manner that would prevent a student from completing subject, grade-level, or graduation requirements.

(4) **Opportunity to receive educational services.** A school district must provide an opportunity for students to receive educational services during a suspension or expulsion under WAC 392-400-610.

(5) **Reporting.** The principal or designee must report all suspensions and expulsions, and the behavioral violation that led to each suspension or expulsion, to the school district

superintendent or designee within twenty-four hours after the administration of the suspension or expulsion.

(6) **Reentry.** After suspending or expelling a student, a school district must:

(a) Make reasonable efforts to return the student to the student's regular educational setting as soon as possible.

(b) Allow the student to petition for readmission at any time.

(7) **Absences and tardiness.** A school district may not suspend or expel a student from school for absences or tardiness.

(8) **Access to school district property.** When administering a suspension or expulsion, a school district may deny a student admission to, or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.

(9) End date.

(a) An expulsion or suspension of a student may not be for an indefinite period of time and must have an end date.

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

(i) The school district superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480;

(ii) The student is excluded from the student's regular educational setting in accordance with WAC 392-400-810; or

(iii) The student is otherwise precluded under law from returning to the student's regular educational setting.

WAC 392-400-435

Short-term and in-school suspensions—Additional conditions and limitations.

(1) **Other forms of discipline.** Before administering a short-term or in-school suspension, a school district must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations. Administering other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

(2) **Length of exclusion.** A school district may not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

(3) Grade-level limitations.

(a) A school district may not administer a short-term or in-school suspension for a student in kindergarten through fourth grade for more than ten cumulative school days during any academic term; and

(b) A school district may not administer a short-term or in-school suspension for a student in grades five through twelve:

(i) For more than fifteen cumulative school days during any single semester; or

(ii) For more than ten cumulative school days during any single trimester.

(4) **School personnel.** When administering an in-school suspension, a school district must ensure school personnel:

(a) Are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension; and

(b) Are accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes as required under WAC 392-400-610.

WAC 392-400-440

Long-term suspensions—Additional conditions and limitations.

(1) **Other forms of discipline.** Before administering a long-term suspension, a school district must consider other forms of discipline to support the student in meeting behavioral expectations. Administering other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

(2) **Limitations on long-term suspensions.** A school district may only administer a long-term suspension:

(a) For behavioral violations under RCW 28A.600.015 (6)(a) through (d); and

(b) After the school district has determined that, if the student returned to school before completing a long-term suspension:

(i) The student would pose an imminent danger to students or school personnel; or

(ii) The student would pose an imminent threat of material and substantial disruption of the educational process.

(3) Length of exclusion.

(a) A long-term suspension may not exceed the length of an academic term.

(b) A school district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

(4) **Grade-level limitations.** Except for a violation of WAC 392-400-820, a school district may not administer a long-term suspension for any student in kindergarten through fourth grade.

WAC 392-400-445

Expulsions—Additional conditions and limitations.

(1) **Other forms of discipline.** Before administering an expulsion, a school district must consider other forms of discipline to support the student in meeting behavioral expectations. Administering other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

(2) **Limitations on expulsions.** A school district may only administer an expulsion:

(a) For behavioral violations under RCW 28A.600.015 (6)(a) through (d); and

(b) After the school 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 an academic term, unless the principal or designee petitions the school district superintendent for extension of an expulsion under WAC 392-400-480, and the petition is granted.

(4) **Grade-level limitations.** Except for violations of WAC 392-400-820, a school district may not administer an expulsion for any student in kindergarten through fourth grade.

WAC 392-400-450

Suspensions and expulsions—Initial hearing with student.

(1) **Initial hearing.** Before administering any suspension or expulsion, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective. At the initial hearing, the principal or designee must provide the student:

(a) Notice of the student's violation of the school district's discipline policy adopted under WAC 392-400-110;

(b) An explanation of the evidence regarding the behavioral violation;

(c) An explanation of the discipline that may be administered; and

(d) An opportunity for the student to share the student's perspective and provide explanation regarding the behavioral violation.

(2) Parent participation.

(a) **Short-term and in-school suspensions.** At an initial hearing in which the principal or designee is considering administering a short-term or in-school suspension, the principal or designee must provide the student an opportunity for the student to contact the student's parents.

(b) **Long-term suspensions and expulsions.** At an initial hearing in which the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee must 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.

(3) **Administrative decision.** Following the initial hearing, the principal or designee must inform the student of the decision regarding the behavioral violation, including the date on which any suspension or expulsion will begin and end.

(4) **Language assistance.** The school district must 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 under Title VI of the Civil Rights Act of 1964.

WAC 392-400-455

Suspensions and expulsions—Notice to student and parents.

(1) **Initial notice.** Before administering any suspension or expulsion, a school district must attempt to notify the student's parents, as soon as reasonably possible, regarding the behavioral violation.

(2) **Written notice.** No later than one school business day following the initial hearing with the student in WAC 392-400-450, a school district must provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. The written notice must include:

- (a) A description of the student's behavior and how the behavior violated the school district's policy adopted under WAC 392-400-110;
- (b) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- (c) The other forms of discipline that the school district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- (d) The opportunity to receive educational services during the suspension or expulsion under WAC 392-400-610;
- (e) The student's and parents' right to an informal conference with the principal or designee under WAC 392-400-460;
- (f) The student's and parents' right to appeal the suspension or expulsion under WAC 392-400-465, including where and to whom the appeal must be requested; and
- (g) For a long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting under WAC 392-400-710.

(3) **Language assistance.** The school district must ensure 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 under Title VI of the Civil Rights Act of 1964.

WAC 392-400-460

Suspensions and expulsions—Optional conference with principal.

(1) **Requesting a conference.** If the student or parents disagree with the school 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.

(2) **Time limit.** The principal or designee must hold the conference within three school business days after receiving the request, unless otherwise agreed to by the student and parents.

(3) **Conference.** During the informal conference, the principal or designee must provide the student and parents the opportunity to:

(a) Share the student's perspective and explanation regarding the behavioral violation;

(b) Confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion; and

(c) Discuss other forms of discipline that may be administered.

(4) **Language assistance.** The school district must ensure 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 under Title VI of the Civil Rights Act of 1964.

(5) **Right to appeal.** An informal conference must not limit a student's or parents' right to appeal the suspension or expulsion under WAC 392-400-465, participate in a reengagement meeting under WAC 392-400-710, or petition for readmission.

WAC 392-400-465

Suspensions and expulsions—Appeal.

(1) **Requesting an appeal.** A student or the parents may appeal a suspension or expulsion to the school district superintendent or designee orally or in writing.

(2) **Time limit.** A school district may establish a time limit to appeal a suspension or expulsion. Appeal time limits must be no less than five school business days from the date the school district provides the written notice under WAC 392-400-455.

(3) Short-term and in-school suspensions.

(a) **Appeal.** The superintendent or designee must provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

(b) **Appeal decision.** The superintendent or designee must deliver a written appeal decision to the student and parents in person, by mail, or by email within two school business days after receiving the appeal. The written decision must include:

- (i) The decision to affirm, reverse, or modify the suspension;
- (ii) The duration and conditions of the suspension, including the dates on which the suspension will begin and end;
- (iii) The educational services the school district will offer to the student during the suspension under WAC 392-400-610; and
- (iv) Notice of the student's and parents' right to request review and reconsideration of the appeal decision under WAC 392-400-470, including where and to whom to make the request.

(4) **Long-term suspensions and expulsions.**

(a) **Notice.** Within one school business day after receiving the appeal request, unless otherwise agreed to by the student and parents, the superintendent or designee must provide the student and parents written notice in person, by mail, or by email of:

- (i) The time, date, and location of the appeal hearing;
- (ii) The name(s) of the official(s) presiding over the appeal;
- (iii) The student's and parents' rights to inspect the student's education records under (e) of this subsection;
- (iv) 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 under (e) of this subsection;
- (v) The student's and parents' rights under (f) of this subsection; and
- (vi) Whether the school district will offer to hold a reengagement meeting under WAC 392-400-710 before the appeal hearing.

(b) **Reengagement.** Before the appeal hearing, the student, parents, and school district may agree to hold a reengagement meeting and develop a reengagement plan under WAC 392-400-710. The student, parents, and school district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

(c) **Appeal hearing.** The school district must hold an appeal hearing within three school business days from the date the superintendent or designee received the appeal request, unless otherwise agreed to by the student or parents.

(d) **Presiding officials.** The school board may designate the superintendent, a hearing officer, or a discipline appeal council, if established under WAC 392-400-475, to hear and decide appeals under this section. The presiding official(s) may not be involved in the student's behavioral violation or decision to suspend or expel the student and must be knowledgeable about the rules in this chapter and of the school district's discipline policies and procedures.

(e) **Evidence and witnesses.**

(i) Upon request, the student, parents, and school district may inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the appeal hearing. The school 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.

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

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

(A) The district made a reasonable effort to produce the witness; and

(B) The witness's failure to appear is excused by fear of reprisal or another compelling reason.

(f) **Student and parent rights.** During the appeal hearing, the student and parents have the right to:

(i) Be represented by legal counsel;

(ii) Question witnesses;

(iii) Share the student's perspective and provide explanation regarding the behavioral violation; and

(iv) Introduce relevant documentary, physical, or testimonial evidence.

(g) **Recording of hearing.** The appeal hearing must be recorded by manual, electronic, or other type of recording device. The school district must provide the recording to the student or parents upon request.

(h) **Appeal decision.** The presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) must provide a written decision to the student and parents in person, by mail, or by email within three school business days after the appeal hearing. The written decision must include:

(i) The findings of fact;

(ii) A determination whether:

(A) The student's behavior violated the school district's discipline policy adopted under WAC 392-400-110;

(B) The behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and

(C) The suspension or expulsion is affirmed, reversed, or modified;

(iii) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;

(iv) Notice of the student's and parents' right to request review and reconsideration of the appeal decision under WAC 392-400-470, including where and to whom to make the request; and

(v) Notice of the opportunity to participate in a reengagement meeting under WAC 392-400-710 and the contact information for the person who will coordinate scheduling of the reengagement meeting.

(5) **Language assistance.** The school district must ensure that the notice, appeal 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 under Title VI of the Civil Rights Act of 1964.

(6) **Pending appeal.** If the student or parents request an appeal under this section, the school district may temporarily continue to administer the suspension or expulsion during the appeal period subject to the following requirements:

(a) The school district may temporarily continue to administer the suspension or expulsion for no more than ten consecutive school days from the initial hearing under WAC 392-400-450 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 must 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 school district must provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

WAC 392-400-470

Suspensions and expulsions—Review and reconsideration.

(1) **Requesting review.** The student or parents may request that the school board or discipline appeal council, if established under WAC 392-400-475, review and reconsider the school district's appeal decision under WAC 392-400-465. The student or parents may request the review orally or in writing.

(2) **Time limit.** A school district may establish a time limit for parents and students to request a review under this section. The time limit must be no less than ten school business days from the date the school district provides the written appeal decision to the student and parents under WAC 392-400-465.

(3) Review procedure.

(a) In reviewing the school district's decision, the school board or discipline appeal council must consider all documentary and physical evidence related to the behavioral violation, any records from the appeal under WAC 392-400-465, relevant state law, and the school district's discipline policy adopted under WAC 392-400-110.

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

(c) The decision of the school board or discipline appeal council must be made only by board or council members who were not involved in the behavioral violation, the decision to suspend or expel the student, or the appeal decision under WAC 392-400-465. If the discipline appeal council presided over the appeal under WAC 392-400-465, the decision must be made by the school board.

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

(a) Whether the school board or discipline appeal council affirms, reverses, or modifies the suspension or expulsion;

(b) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end; and

(c) For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting under WAC 392-400-710.

(5) **Language assistance.** The school district must 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 under Title VI of the Civil Rights Act of 1964.

WAC 392-400-475

Discipline appeal council.

A school board may designate a discipline appeal council to hear and decide appeals under WAC 392-400-465 or to review and reconsider the district's appeal decisions under WAC 392-400-470. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of the discipline appeal council must be knowledgeable about the rules in this chapter and of the school district's discipline policies and procedures.

WAC 392-400-480

Petition to extend expulsion.

(1) **Petition.** When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the school district superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the superintendent or designee of:

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

(2) **Time limit.** The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820, the principal or designee may petition to extend an expulsion at any time.

(3) **Notice.** The school district must provide written notice of the petition to the student and parents in person, by mail, or by email within one school business day from the date the superintendent or designee received the petition. The written notice must include:

(a) A copy of the petition;

(b) The student's and parents' right to an informal conference with the school district superintendent or designee to be held within five school business days from the date the district provided written notice to the student and parents; and

(c) The student's and parents' right to respond to the petition orally or in writing to the school district superintendent or designee within five school business days from the date the district provided written notice.

(4) **Written decision.** The school district superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The school district superintendent or designee must deliver a written

decision to the principal, the student, and the student's parents in person, by mail, or by email within ten school business days after receiving the petition.

(a) If the petition is granted, the written decision must 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 appeal decision under subsection (5) of this section, including where and to whom to make the request.

(b) If the petition is not granted, the written decision must identify the date on which the expulsion will end.

(5) **Review and reconsideration.**

(a) **Requesting review.** The students or parents may request that the school board or discipline appeal council, if established under WAC 392-400-475, review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing.

(b) **Time limit.** A school district may establish a time limit for parents and students to request a review under this subsection. The time limit must be no less than ten school business days from the date the school district superintendent or designee provides the written decision under subsection (4) of this section.

(c) **Review procedure.**

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

(ii) The decision of the school board or discipline appeal council may be made only by board or council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision under WAC 392-400-465.

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

(i) Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and

(ii) The date on which the extended expulsion will end.

(6) **Duration.** Any extension of an expulsion may not exceed the length of an academic term.

(7) **Language assistance.** The school district must 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 under Title VI of the Civil Rights Act of 1964.

(8) **Annual reporting.** The school district must annually report the number of petitions approved and denied to the office of superintendent of public instruction.

WAC 392-400-510

Emergency expulsions—Conditions and limitations.

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

(1) **Sufficient cause.** The school district must have sufficient cause to believe that the student's presence poses:

(a) An immediate and continuing danger to other students or school personnel; or

(b) An immediate and continuing threat of material and substantial disruption of the educational process.

(2) Determination of immediate and continuing threat of disruption.

For purposes of this section, 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.

(3) Time limit. An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten school days from the start of the emergency expulsion.

(4) Conversion. If a school district converts an emergency expulsion to a suspension or expulsion, the district must:

- (a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
- (b) Provide the student and parents notice and due process under WAC 392-400-455 through 392-400-480.

(5) Reporting. All emergency expulsions, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the district superintendent or designee within twenty-four hours after the start of the emergency expulsion.

WAC 392-400-515

Emergency expulsions—Notice to student and parents.

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

(2) Written notice. Within twenty-four hours after an emergency expulsion, a school district must provide written notice of the emergency expulsion to the student and parents in person, by mail, or by email. The written notice must include:

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

(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 under WAC 392-400-610;

(d) The student's and parents' right to an informal conference with the principal or designee under WAC 392-400-520; and

(e) The student's and parents' right to appeal the emergency expulsion under WAC 392-400-525, including where and to whom the appeal must be requested.

(3) **Language assistance.** The school district must ensure 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 under Title VI of the Civil Rights Act of 1964.

WAC 392-400-520

Emergency expulsions—Optional conference with principal.

(1) **Requesting a conference.** If a student or the parents disagree with the school district's decision to administer an emergency expulsion, 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.

(2) **Time limit.** The principal or designee must hold the conference within three school business days after receiving the request, unless otherwise agreed to by the student and parents.

(3) **Conference.** During the informal conference, the principal or designee must provide students and parents the opportunity to share the student's perspective and explanation regarding the events that led to the emergency expulsion.

(4) **Language assistance.** The school district must ensure 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 under Title VI of the Civil Rights Act of 1964.

(5) **Right to appeal.** An informal conference must not limit a student's or parents' right to appeal the emergency expulsion under WAC 392-400-525.

WAC 392-400-525

Emergency expulsions—Appeal.

- (1) **Requesting an appeal.** A student or the parents may appeal an emergency expulsion to the school district superintendent or designee orally or in writing.
- (2) **Time limit.** A school district may establish a time limit to appeal an emergency expulsion. Appeal time limits must be no less than three school business days from the date the school district provides the written notice of the emergency expulsion.
- (3) **Notice.** Within one school business day after receiving the appeal request, unless otherwise agreed to by the student and parents, the superintendent or designee must provide the student and parents written notice in person, by mail, or by email of:
 - (a) The time, date, and location of the appeal hearing;
 - (b) The name(s) of the official(s) presiding over the appeal;
 - (c) The student's and parents' rights to inspect the student's education records under subsection (6) of this section;
 - (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 under subsection (6) of this section; and
 - (e) The student's and parents' rights under subsection (7) of this section.
- (4) **Appeal hearing.** The school district must hold an appeal hearing as soon as reasonably possible, but no later than two school business days after the date the superintendent or designee received the appeal request, unless otherwise agreed to by the student and parents.
- (5) **Presiding official(s).** The school board may designate the superintendent, a hearing officer, or a discipline appeal council, if established under WAC 392-400-475, to hear and decide appeals under this section. The presiding official(s) may not be involved in the student's behavioral violation or decision to emergency expel the student and must be knowledgeable about the rules in this chapter and of the school district's discipline policies and procedures.

(6) Evidence and witnesses.

- (a) Upon request, the student, parents, and school district may inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the appeal hearing. The school 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 school district must 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 presiding official(s) may excuse the witness's nonappearance if the district establishes that:

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

(7) Student and parent rights. 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 events that led to the emergency expulsion; and
- (d) Introduce relevant documentary, physical, or testimonial evidence.

(8) Recording of hearing. The appeal hearing must be recorded by manual, electronic, or other type of recording device. The school district must provide the recording to the student or parents upon request.

(9) Appeal decision. The school district must provide a written decision to the student and parents in person, by mail, or by email within one school business day after the appeal hearing. The written decision must include:

- (a) The findings of fact;
- (b) A determination whether the student's presence continues to pose:
 - (i) An immediate and continuing danger to students or school personnel; or
 - (ii) An immediate and continuing threat of material and substantial disruption of the educational process.
- (c) Whether the school district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the school district converts the emergency expulsion to a suspension or expulsion, the district must provide the student and parents notice and due process under WAC 392-400-455 through 392-400-480; and
- (d) Notice of the student's and parents' right to request review and reconsideration of the appeal decision under WAC 392-400-530, including where and to whom to make the request.

(10) **Language assistance.** The school district must ensure that any appeal 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 under Title VI of the Civil Rights Act of 1964.

WAC 392-400-530

Emergency expulsions—Review and reconsideration.

(1) **Requesting review.** The student or parents may request that the school board or discipline appeal council, if established under WAC 392-400-475, review and reconsider the school district's appeal decision under WAC 392-400-525. The student or parents may request the review orally or in writing.

(2) **Time limit.** A school district may establish a time limit for parents and students to request a review under this section. The time limit must be no less than five school business days from the date the school district provided the written appeal decision to the student and parents under WAC 392-400-525.

(3) Review procedure.

(a) In reviewing the school district's decision, the school board or discipline appeal council must consider all documentary and physical evidence related to the events that led to the emergency expulsion, any records from the appeal under WAC 392-400-525, relevant state law, and the district's discipline policy adopted under WAC 392-400-110.

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

(c) The decision of the school board or discipline appeal council must be made only by board or council members who were not involved in the events that led to the emergency expulsion, the decision to emergency expel the student, or the appeal decision under WAC 392-400-525. If the discipline appeal council presided over the appeal under WAC 392-400-525, the decision must be made by the school board.

(4) **Decision.** The school board or discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within five school business days after receiving the request for review and reconsideration. The written decision must identify:

(a) Whether the school board or discipline appeal council affirms or reverses the school district's decision that the student's presence posed:

- (i) An immediate and continuing danger to students or school personnel; or
- (ii) An immediate and continuing threat of material and substantial disruption of the educational process.

(b) If the emergency expulsion has not yet ended or been converted, whether the school district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the school district converts the emergency expulsion to a suspension or expulsion, the district must provide the student and parents notice and due process under WAC 392-400-455 through 392-400-480.

(5) **Language assistance.** The school district must 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 under Title VI of the Civil Rights Act of 1964.

WAC 392-400-610

Educational services during suspension, expulsion, or emergency expulsion.

(1) Educational services.

(a) A school district may not suspend the provision of educational services to a student in response to behavioral violations.

(b) During the suspension, expulsion, or emergency expulsion of a student, a school district must provide the student the opportunity to receive educational services. The educational services must enable the student to:

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

(c) When providing a student the opportunity to receive educational services under this section, the school district must consider:

- (i) Meaningful input from the student, parents, and the student's teachers;
- (ii) 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
- (iii) Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

(d) A school 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 educational services a student would have received without the exclusionary discipline. Example alternative settings include alternative high schools, one-on-one tutoring, and online learning.

(2) **Notice.** As soon as reasonably possible after administering a suspension or expulsion, a school district must provide written notice to the student and parents about the educational services the district will provide. The school district must provide the written notice in person, by mail, or by email. The notice must include:

(a) A description of the educational services that will be provided; and

(b) The name and contact information for the school personnel who can offer support to keep the student current with assignments and course work as required under this section.

(3) **Exclusions for up to five days.** For students subject to suspension or emergency expulsion for up to five consecutive school days, a school district must provide at least the following:

(a) Course work, including any assigned homework, from all of the student's regular subjects or classes;

(b) Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and

(c) An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

(4) **Exclusions for six to ten days.** For students subject to suspension or emergency expulsion for six to ten consecutive school days, a school district must provide at least the following:

(a) Course work, including any assigned homework, from all of the student's regular subjects or classes;

(b) 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 must make a reasonable attempt to contact the student or parents within three school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:

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

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

(c) An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

(5) **Long-term suspensions and expulsions.** For students subject to expulsion or suspension for more than ten consecutive school days, a school district must provide educational services in accordance with WAC 392-121-107.

(6) **Language assistance.** The school district must ensure that notices and communications 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 under Title VI of the Civil Rights Act of 1964.

WAC 392-400-710

Student reengagement after long-term suspension or expulsion.

(1) **Reengagement meeting.** When a school district administers a long-term suspension or expulsion, the district must convene a reengagement meeting with the student and parents to discuss a plan to reengage the student. Before convening a reengagement meeting, a school district must communicate with the student and parents to schedule the meeting time and location. The reengagement meeting must occur:

(a) Within twenty calendar days of the start of the student's long-term suspension or expulsion, but no later than five calendar days before the student returns to school; or

(b) As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

(2) **Reengagement plan.** The school district must 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 school district must consider:

(a) The nature and circumstances of the incident that led to the student's suspension or expulsion;

(b) As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;

(c) Shortening the length of time that the student is suspended or expelled;

(d) Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and

(e) 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.

(3) **Documentation.** The school district must document the reengagement plan and provide a copy of the plan to the student and parents.

(4) **Language assistance.** The school district must 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 under Title VI of the Civil Rights Act of 1964.

(5) **Student and parent rights.** Reengagement meetings do not replace an appeal hearing under WAC 392-400-465 or a petition for readmission.

WAC 392-400-805

Fundamental rights.

When administering discipline under this chapter, the school district must not:

(1) Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal;

(2) Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;

(3) Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;

(4) Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or

(5) Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

WAC 392-400-810

Exceptions for the purpose of protecting victims.

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

- (1) **Teacher victim.** A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- (2) **Student victim.** 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.

WAC 392-400-815

Behavior agreements.

- (1) **General.** A school 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, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance.
- (2) **Policies and procedures.** A school district entering into behavior agreements under this section must adopt written policies and procedures authorizing the agreements.
- (3) **Reengagement meetings and educational services.** A school district must ensure that a behavior agreement does not waive a student's opportunity to participate in a reengagement meeting under WAC 392-400-710, or receive educational services as provided under WAC 392-400-610.
- (4) **Duration.** The duration of behavior agreements must not exceed the length of an academic term.
- (5) **Subsequent behavioral violations.** Nothing in this section precludes a school district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.
- (6) **Language assistance.** The school district must ensure any behavior agreement under this section is provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

WAC 392-400-820

Firearm exceptions.

As provided under RCW 28A.600.420:

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

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

(3) This section does not apply to:

(a) Any student while engaged in military education authorized by the school district in which rifles are used;

(b) Any student while involved in a convention, showing, demonstration, lecture, or firearms safety course authorized by the school district in which the rifles of collectors or instructors are handled or displayed; or

(c) Any student while participating in a rifle competition authorized by the school district.

WAC 392-400-825

Corporal punishment, restraint, and isolation.

(1) **Corporal punishment.** A school district may not administer corporal punishment, including any act that willfully inflicts or willfully causes the infliction of physical pain on a student. Corporal punishment does not include:

(a) The use of reasonable physical force by a school administrator, teacher, school personnel or volunteer as necessary to maintain order or to prevent a student from harming themselves, other students, school personnel, or property;

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

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

(2) **Restraint and isolation.** A school district may not use isolation, restraint, or a restraint device on any student, except as provided for in RCW 28A.155.210, 28A.600.485, WAC 392-172A-02105, and 392-172A-02110.

WAC 392-400-830

School meals.

A school district may not administer any discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to the student.