

TENINO SCHOOL DISTRICT
LEARNING TODAY, LEADING TOMORROW

2023-2024

STUDENT RIGHTS & RESPONSIBILITIES

HANDBOOK



TENINO SCHOOL DISTRICT

301 Old Hwy 99 N. • Tenino, WA 98589 • 360-264-3400 • www.teninosd.org

LETTER FROM THE ASSISTANT SUPERINTENDENT

Dear Tenino School District Families,

Welcome to the 23/24 school year! We have been working hard getting our schools ready for students. We are excited for them to return!

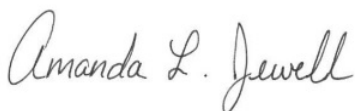
Every year we publish the Student Rights and Responsibilities Handbook to provide you and your student with information about our policies and procedures that address legal requirements, as well as frequently asked questions. You can view the complete policy manual on our district web page. We ask that when you have a moment, please read through the handbook to help explain how we respond when a behavior violation occurs. Sometimes our students may make mistakes. It is important that we work together to help them get back on track. We are here to partner with you.

This year all the schools will be focusing on improving attendance. You will be seeing increased messaging about the importance of attending school regularly. Page 5 of the handbook provides a quick overview of how chronic absenteeism is defined by state law.

Tenino has a long-standing tradition of community involvement. Our families help run everything from book fairs to band competitions. We appreciate you! If you want to volunteer but do not know what is available, please reach out to your child's school.

If you have any questions, you can reach me by phone at 360-264-3412 or email jewella@tenino.k12.wa.org. Here is to a fantastic school year!

#ontenino,



Amanda L. Jewell

Assistant Superintendent

The Tenino School district does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability or the use of trained dog guide or service animal and provides equal access to the Boy Scouts of America and designated youth groups. The following positions have been designated to handle questions and complaints of alleged discrimination: Title IX and Civil Rights Compliance Coordinator 360-264-3400 PO Box 4024 Tenino, WA 98589. Section 504/Special Services Coordinator 360-264-3400 PO Box 4024 Tenino, WA 98589.

Mission Statement

We believe students should be empowered to develop their passions, critical thinking and collaborative skills. Further, we believe in the ability of all students to learn essential academic skills to be career and college ready. Our District will provide an educational environment that meets the diverse needs of each student; ensuring the opportunity to develop their individual potential to become a competent and contributing member of a global society.

Values and Beliefs About

- ▶ **Students:** Every student deserves a high-quality educational experience. We commit to encourage each students' dreams, potential, drive and skills by providing opportunities to become career and college ready. We will make decisions based on what is best for our students.
- ▶ **Teaching:** We commit to support teachers in the rigorous application of research based practice, which should be relevant, engaging, and respectful. All students should be challenged and expected to reach their potential.
- ▶ **Learning:** Each person in the organization should be responsible for their own learning and growth. We acknowledge each student learns differently; staff will take the responsibility of meeting the needs of our diverse learners. We commit to expanding and improving programs and program offerings to meet the needs of students.
- ▶ **Community:** The Board and Administration will actively engage with community on an ongoing basis to provide opportunities for meaningful involvement.
- ▶ **Communication:** The Board, District and schools will promote positive virtues of the Tenino School District. We will communicate proactively by providing current and meaningful information to all stakeholders across all platforms.
- ▶ **Facilities:** All members of the District community will take pride and ownership of District facilities. The Board commits to maintaining and improving our facilities.
- ▶ **Fiscal Resources:** The Board is committed to the prudent use of our monies to support students and student achievement. We will look to expand revenue beyond State, Federal and local funding.
- ▶ **Extra-Curricular Activities and Athletics:** The Board supports the role Extra-Curricular Activities and Athletics play in enhancing the development of well-rounded students. Students and families will be encouraged to actively participate in athletics and activities.



INTRODUCTION

This handbook sets forth the written rules and regulations of the Tenino School District regarding student conduct, discipline, corrective actions and rights. It indicates the types of misconduct for which discipline, suspension and expulsion may be imposed. In addition to these rules and regulations, each school in the district prepares and provides a school level handbook which provides additional school-specific rights and responsibilities for students and parents/guardians.

Teachers, school administrators (including principals, assistant principals, deans of students, administrative interns, and principal designees), school bus drivers, and other designated school employees will have the authority to:

- (1) impose discipline on any student for misconduct in accordance with the procedures specified in this handbook;
- (2) temporarily remove a student from a class, subject, or activity as provided for herein (See Part V below); and
- (3) make recommendations to appropriate school authorities for the suspension or expulsion of any student. Except as otherwise provided for, only a building administrator, the Superintendent, or such person's designee may impose a suspension or expulsion.

This handbook is also in compliance with Public Law 101-226, Drug-Free Schools and Communities Act Amendments. Compliance with standards of conduct is mandatory.

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Help Your Child Succeed in School: Build the Habit of Good Attendance Early

DID YOU KNOW?

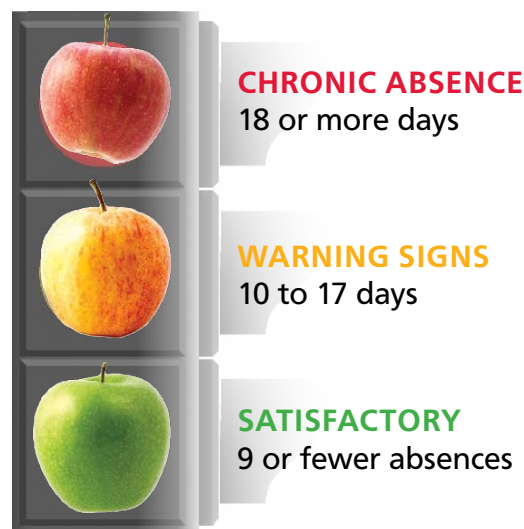
- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just 1 or 2 days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Keep your child healthy and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor or another parent.
- Try to schedule non-Covid-19 related medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If you are concerned that your child may have Covid-19, call your school for advice.
- If your child must stay home due to illness or quarantine, ask the teacher for resources and ideas to continue learning at home.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

DISCRIMINATION

(BP 3210/3210P)

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

Civil Rights Compliance Coordinator: Title IX - Amanda Jewell, Assistant Superintendent, 301 Old Hwy 99 N., Tenino, WA 98589, (360) 264-3413, jewella@tenino.k12.wa.us

Civil Rights Compliance Coordinator: ADA/Section 504 - Amanda Jewell, Assistant Superintendent, 301 Old Hwy 99 N., Tenino, WA 98589, (360) 264-3413, jewella@tenino.k12.wa.us

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator who are listed above. You also have the right to file a complaint (see column to the right under "Complaint Options.") For a copy of the district's nondiscrimination procedure, contact your school or district office or visit online: www.teninosd.org (BP3210 and BP3210P).

SEXUAL HARASSMENT

(BP 3205/3205P)

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

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

A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or

The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of sexual harassment:

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

You can report sexual harassment to any school staff member or to the district's Title IX Officers who are listed above under "Discrimination." You also have the right to file a complaint (see column to the right under "Complaint Options"). For a copy of the district's sexual harassment procedure, contact your school or district office, or view it online: www.teninosd.org (BP3205/3205P).

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

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

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

Complaint to the School District

Step 1: Write Your Complaint

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

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

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

Appeal to the School Board

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

Complaint to OSPI

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

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

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

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

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

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education
206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov |
Website: www.ed.gov/ocr

Washington State Human Rights Commission
1-800-233-3247 | TTY: 1-800-300-7525 | Website: www.hum.wa.gov

Definition of Harassment, Intimidation, and Bullying: RCW 28A.600.477

"Harassment, intimidation, or bullying" means any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

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

There is no requirement that the affected student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

How to prevent being a target:

- Learn how to speak out and stick up for yourself:
 - If it feels safe, look the bully in the eye and say strongly and calmly, "Leave me alone."
 - Walk (don't run) away from the bully. Running away may strengthen a feeling of power in the bully.
 - **Tell an adult** about the experience. If you see another student being bullied, seek help from an adult right away.
- Stay near adults and other kids. Most bullying occurs when adults are not around.
- Stay away from places where bullying occurs.

What makes bullying different from other conflicts?

- **There is an imbalance of power.** People who bully use their power to control or harm, and the people being bullied may have a hard time defending themselves.
- **Intent to cause harm.** Actions done by accident are not bullying; the person bullying has a goal to cause harm.
- **Repetition.** Incidents of bullying happen to the same person over and over by the same person or group.

Cyberbullying

Cyberbullying is the repeated use of computers, cell phones, and other electronic devices to willfully harm, harass, humiliate, threaten, or damage the reputation and relationships of the intended target.

What happens after Harassment, Intimidation, or Bullying (HIB) is reported?

Each situation is different. Sometimes a report can be followed by quick intervention and resolution. These situations typically do not meet the definition of HIB.

When an incident or series of incidents meets the definition of HIB, a designated school staff member conducts an investigation and follows a specific timeline described in OP 3207. The investigation includes interviews and notification of parent(s)/guardian(s) of both the alleged aggressor and the targeted student. If the outcome of the investigation indicates that HIB has occurred, consequences may be assigned and a plan may be developed which includes follow-up with the targeted student.

Targeted Student's Right to Appeal (BP 3207)

If the targeted student or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or designee will review the investigative report and issue a written decision on the merits of the appeal within ten (10) school days of receiving the notice of appeal.

If the targeted student or parent/guardian remains dissatisfied after the initial appeal to the superintendent or designee, the student or parent/guardian may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5th) school day following the date upon which the targeted student or parent/guardian received the superintendent's written decision.

An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the tenth (10th) school day following the termination of the hearing, and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

How to report Harassment, Intimidation, or Bullying (HIB):

You can report HIB to any school staff member, School Compliance Officer, or the **District Compliance Officer**: Amanda Jewell, Assistant Superintendent, (360) 264-3412, hibreporting@tenino.k12.wa.us. Reports can be filed anonymously. The HIB Incident Reporting Form (BP 3207P) is available on the District website at www.teninosd.org under "Student Services" or in paper form at each school office.

The complete Board Procedure (BP) 3207 can be viewed on the district website at www.teninosd.org under "Board Policies". Hard copies can be obtained from your school or the district office.

STUDENT RIGHTS

In addition to other rights established by law, each student in the Tenino School District (TSD) shall possess the following substantive rights, which shall not be limited without good and sufficient cause.

1. No student shall be unlawfully denied an equal educational opportunity or be unlawfully discriminated against because 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. The Tenino School District complies with all federal and state rules and provides equal access to designated youth groups.
2. All students possess the constitutional right to be secure in their persons, papers and effects against unreasonable searches and seizures, recognizing that no right or expectation of privacy exists as to the use of any school locker issued to a student.
3. All students shall have the right to be free from unlawful interference in their pursuit of an education while in the custody of a common school district.
4. No student shall be deprived of the right to an equal education opportunity in whole or in part without due process of law.

STUDENT CONDUCT AND RESPONSIBILITIES

The mission of the Tenino School District is:

We believe students should be empowered to develop their passions, critical thinking and collaborative skills. Further, we believe in the ability of all students to learn essential academic skills to be career and college ready.

Our District will provide an educational environment that meets the diverse needs of each student; ensuring the opportunity to develop their individual potential to become a competent and contributing member of a global society.

It shall be the responsibility and duty of each student to attend school as required by law and to be on time to all classes. Each student must identify himself/herself upon request of school district personnel in a school building, on school grounds, at school-sponsored events or on school buses. Students must follow the reasonable request of school employees who are acting in the performance of their duties.

A student shall comply with school district policies, school rules, and with the directions of teachers, student teachers, substitute teachers, educational assistants, principals or other authorized school personnel when he/she is properly under the authority of school personnel.

Any student who willfully performs any act, which materially interferes with or is detrimental to the orderly operation of a school, a school activity or any other aspect of the education process within the district, shall be subject to discipline, suspension, or expulsion. Such acts shall include, but are not limited to those outlined in Part IV of this handbook.

Parents or guardians of students damaging school buses or property shall be responsible for proper reimbursement to the Tenino School District. Students are subject to suspension and corrective actions; suspended students may not enter or ride any school bus until proper reimbursement has been made. (See WAC 28A.635.060)

STUDENT DISCIPLINE

The purpose of this student discipline procedure is to implement the Tenino School District's student discipline policy as adopted by the Board. These procedures are consistent with the Board's student discipline policy, as well as all applicable federal and state laws.

DEFINITIONS:

DISCIPLINE means any action taken by a school district in response to behavioral violations. *WAC 392-400-025*

OTHER FORMS OF DISCIPLINE means actions used in response to behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal, which may involve the use of best practices and strategies included in the state menu for behavior developed under *RCW 28A.165.035*.

- ▶ Before administering a **classroom exclusion**, 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. *WAC 392-400-330(2)*
- ▶ Before administering a **short-term suspension** or **in-school suspension**, the district **must first attempt** one or more other forms of discipline to support the student in meeting behavioral expectations. *WAC 392-400-435(1)*
- ▶ Before administering a **long-term suspension** or **expulsion**, the district **must consider** other forms of discipline to support the student in meeting behavioral expectations. *WAC 392-400-440(1)* and *WAC 392-400-445(1)*

Other Forms of Discipline Actions List:

- Behavior Agreement- (Including Gang Tendencies)
- Behavior Monitoring
- Behavioral Health
- Bus-Alternative Transportation
- Bus-Exclusion
- Bus-Parent/Guardian Contact on Bussing
- Bus-Return for Discipline Action
- Bus-Warning on Bus
- Conference/Warning
- Detention After or Before School
- Detention During School- (Noon /Recess)
- Family Engagement
- Mentoring
- Peer Mediation
- Re-assigned Saturday School
- Restorative Justice
- Social Skills Instruction
- Study Work Program or Saturday School

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 *WAC 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

- a. The student remains under the supervision of the teacher or other school personnel during such brief duration.

Conditions and limitations. *WAC 392-400-330*

▶ **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 removal.
- 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 removal.

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 removal. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented or controlled by the district.

IN-SCHOOL SUSPENSION means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for **up to ten (10) consecutive school days**, subject to the requirements in *WAC 392-400-430* through *WAC 392-400-475*.

Additional conditions and limitations. *WAC 392-400-435*

- ▶ **Length of exclusion.** A school district may not administer an in-school suspension beyond the school year in which the behavioral violation occurred.
- ▶ **Grade-level limitations.** Grades K-4 limited to no more than ten (10) cumulative school days during any academic term. Grades 5-12 limited to no more than fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.

SHORT-TERM SUSPENSION means a suspension in which a student is excluded from school for **up to ten (10) consecutive school days**, subject to the requirements in *WAC 392-400-430* through *WAC 392-400-475*.

Additional conditions and limitations. *WAC 392-400-435*

- ▶ **Length of exclusion.** A school district may not administer a short-term suspension beyond the school year in which the behavioral violation occurred.
- ▶ **Grade-level limitations.** Grades K-4 limited to no more than ten (10) cumulative school days during any academic term. Grades 5-12 limited to no more than fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.

STUDENT DISCIPLINE

LONG-TERM SUSPENSION means a suspension in which a student is excluded from school for **more than ten (10) consecutive school days**, subject to the requirements in WAC 392-400-430 through WAC 392-400-475.

Additional conditions and limitations.

WAC 392-400-440

- ▶ **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.
- ▶ **Length of exclusion.**
 - a. A long-term suspension may not exceed ninety (90) consecutive school days, 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.
- ▶ **Grade-level limitations.** Other than for the firearm exception under WAC 392-400-820, a school district may not administer a long-term suspension for any student in kindergarten through fourth grade.

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 WAC 392-400-480.

Additional conditions and limitations. WAC 392-400-445

- ▶ **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.
- ▶ **Length of exclusion.** An expulsion **may not exceed ninety (90) consecutive school days, 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.
- ▶ **Grade-level limitations.** Other than for the firearm exception under WAC 392-400-820, a school district may not administer an expulsion for any student in kindergarten through fourth grade.

PETITION TO EXTEND AN EXPULSION. When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the superintendent for authorization to exceed the academic term limitation on an expulsion.

WAC 392-400-480

EMERGENCY REMOVAL means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through WAC 392-400-530.

Conditions and limitations. WAC 392-400-510

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

- ▶ **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.
- ▶ **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.
- ▶ **Time limit.** An emergency removal may **not exceed ten (10) consecutive school days**. An emergency removal must end or be converted to another form of discipline within ten school days from the start of the emergency removal.

ABSENCES AND TARDINESS. A school district may not suspend or expel a student from school for absences or tardiness. WAC 392-400-430

LANGUAGE ASSISTANCE. The school district must ensure that notices and communications related to discipline procedures are in a language the student and parent 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 392-400-110

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. WAC 392-400-830

STUDENT DISCIPLINE CONT.

EDUCATIONAL SERVICES. WAC 392-400-610

- 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 removal of a student, a school district must provide the student the opportunity to receive educational services. The educational services must enable the student to:
 1. Continue to participate in the general education curriculum;
 2. Meet the educational standards established within the district; and
 3. 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:
 1. Meaningful input from the student, parents, and the student's teachers;
 2. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
 3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.
- 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.

REENGAGEMENT MEETING. WAC 392-400-710

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

REENGAGEMENT PLAN. WAC 392-400-710

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.

FIREARM EXCEPTIONS

WAC 392 -400-820; RCW 28A.600.420

- a. A school district **must expel a student for no less than one (1) 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.
- b. A school district may suspend or expel a student for up to one (1) year if the student acts with malice, as defined under *RCW 9A.04.110*, and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.
- c. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations.

Engaging with Families & Language Assistance

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations.

The district will ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meeting, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

DISTRICT DISCIPLINE MATRIX¹ (3241F1)

DISTRICT DISCIPLINE MATRIX

Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ⁴	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁵
Type Six Firearm ⁶	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral ⁷
Type Five Assault – II ⁸	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Sexual assault ⁹	Level G	✓	✓	✓	No K-4	No K-4	Title IX Coordinator referral ¹⁰
Illicit drug distribution ¹¹	Level G	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral ¹²
Possession of a weapon ¹³	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Robbery ¹⁴	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Assault of teacher ¹⁵	Level G	✓	✓	✓	No K-4	No K-4	Classroom reassignment ¹⁶ School-based threat assessment referral
Safety – II ¹⁷	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Type Four Assault – I ¹⁸	Level F	✓	✓	✓	No	No	School-based threat assessment referral
Fighting with major injury ¹⁹	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Sexual harassment ²⁰	Level F	✓	✓	✓	No	No	Title IX Coordinator referral
Discriminatory harassment ²¹	Level F	✓	✓	✓	No	No	Civil Rights Coordinator referral ²²
Malicious harassment ²³	Level F	✓	✓	✓	No	No	School-based threat assessment referral
Arson ²⁴	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Marijuana distribution ²⁵	Level F	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral
Alcohol distribution ¹	Level F	✓	✓	✓	No	No	Prevention/intervention referral
Gang intimidation or activity ²	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Safety – I ³	Level F	✓	✓	✓	No K-4	No	School-based threat assessment referral
Type Three Bullying ⁴	Level E	✓	✓	✓	No	No	HIB Compliance Officer referral ²
Fighting without major injury ³	Level E	✓	✓	✓	No	No	School-based threat assessment referral
Illicit drug possession or use ⁴	Level E	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral
Marijuana possession or use ⁵	Level E	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral
Alcohol possession or use ⁶	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Tobacco distribution ⁷	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Theft ⁸	Level E	✓	✓	✓	No	No	Restorative/Intervention response
Other – III ⁹	Level E	✓	✓	✓	No	No	
Type Two Destruction of property ¹⁰	Level D	✓	✓	✓	No K-4	No K-4	Restorative/Intervention response
Physical aggression ¹¹	Level D	✓	✓	No	No	No	Prevention/intervention referral
Tobacco possession or use ¹²	Level D	✓	✓	✓	No	No	Prevention/intervention referral
Failure to cooperate ¹³	Level D	✓	No	No	No	No	Prevention/intervention referral
Sexually inappropriate conduct ¹⁴	Level D	✓	✓	✓	No	No	Prevention/intervention referral
Disruptive conduct – II ¹⁵	Level D	✓	No	No	No	No	Restorative/Intervention response
Other – II ¹⁶	Level D	✓	No	No	No	No	

DISTRICT DISCIPLINE MATRIX (3241F1)

Behavioral Violation ¹ & Severity Level ²	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ³	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁴
Type One Disruptive conduct – I ¹	Levels A–C	No	No	No	No	No	Restorative/Intervention response
Dress code ²	Levels A–C	No	No	No	No	No	Conference with student
Physical contact ³	Levels A–C	No	No	No	No	No	Restorative/Intervention response
Defiance ⁴	Levels A–C	No	No	No	No	No	Restorative/Intervention response
Disrespect ⁵	Levels A–C	No	No	No	No	No	Restorative/Intervention response
Academic dishonesty/plagiarism ⁶	Levels A–C	No	No	No	No	No	Restorative/Intervention response
Property misuse ⁷	Levels A–C	No	No	No	No	No	Restorative/Intervention response
Inappropriate language ⁸	Levels A–C	No	No	No	No	No	Restorative/Intervention response
Other – I ⁹	Levels A–C	No	No	No	No	No	

Note, this matrix represents a summary of student discipline procedures under WSSDA policy 3241P.

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

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

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

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

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

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

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

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

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

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

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

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

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

[392-190-056](#).

DISTRICT DISCIPLINE MATRIX (3241F1)

DISTRICT DISCIPLINE MATRIX

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DISTRICT DISCIPLINE MATRIX (3241F1)

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

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

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

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

"Disrespect" refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.

"Academic dishonesty/plagiarism" refers to behavioral violations involving knowingly submitting the work of others as one's own or assisting another student in doing so or using unauthorized sources in violation of district policy.

"Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.

"Inappropriate language" refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.

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

DISTRICT CONTINUUM OF DISCIPLINE RESPONSES (3241F2)

Administrative Level Continuum of Responses	
LEVEL G LEVEL F LEVEL E	<p><i>Type Five Behavioral Violations</i> Level G</p> <ul style="list-style-type: none"> Attempt lower level continuum of responses as appropriate Follow mandatory school referrals and protocols Notify and attempt to involve the parent in the resolution Investigate evidence of behavioral violation and confer with other school personnel Invite student to share their perspective and explanation regarding the behavioral violation <ul style="list-style-type: none"> Consider restorative justice practices and other forms of discipline Consider behavior agreement Consider suspension or expulsion (if allowable) as appropriate Document all referrals, other forms of discipline attempted or considered, and actions
	<p><i>Type Four Behavioral Violations</i> Level F</p> <ul style="list-style-type: none"> Attempt lower level continuum of responses as appropriate Student referral and investigate evidence of behavioral violation Notify and attempt to involve the parent in the resolution Confer with teacher or other school personnel Invite student to share their perspective and explanation regarding the behavioral violation <ul style="list-style-type: none"> Follow mandatory school referrals and protocols Attempt or consider restorative justice practices and other forms of discipline Consider behavior agreement Consider suspension or expulsion (if allowable) as appropriate Document all referrals, other forms of discipline attempted or considered, and actions
	<p><i>Type Three Behavioral Violations</i> Level E</p> <ul style="list-style-type: none"> Attempt lower level continuum of responses as appropriate Student referral and investigate evidence of behavioral violation Administrator notifies and attempts to involve the parent in the resolution Administrator confers with teacher or other school personnel Administrator invites student to share their perspective and explanation regarding the behavioral violation <ul style="list-style-type: none"> Follow mandatory school referrals and protocols Attempt restorative justice practices and other forms of discipline Consider behavior agreement Consider suspension as appropriate Document all referrals, other forms of discipline attempted, and actions

DISTRICT CONTINUUM OF DISCIPLINE RESPONSES

LEVEL D	<p><i>Type Two Behavioral Violations</i></p> <p>Level D – Classroom and administrative continuum of responses</p> <ul style="list-style-type: none"> Teacher or school personnel implements Level C continuum of responses as appropriate Administrator or school support staff provide classroom support Teacher or school personnel refers student and notifies administrator of behavioral violation Administrator notifies and attempts to involve the parent in the resolution Administrator confers with teacher or other school personnel and investigates evidence Administrator invites the student to share their perspective and explanation regarding the behavioral violation <ul style="list-style-type: none"> Use school referrals and protocols as appropriate Attempt restorative justice practices and other forms of discipline Consider in-school suspension as appropriate (if allowable) Document all referrals, other forms of discipline attempted, and actions
Classroom Level Continuum of Responses	
LEVEL C	<p><i>Type One Behavioral Violations</i></p> <p>Level C – <i>Type One</i> behavioral violation involving unsuccessful Level B and Level A responses or repeated <i>Type One</i> behavioral violations within the same school day</p> <p>Teacher or school personnel:</p> <ul style="list-style-type: none"> Decides whether to request classroom support from school support staff Notifies and attempts to involve the parent in the resolution Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation Modifies and implements best practices and strategies as appropriate Confers with other school personnel as appropriate Documents interventions and monitors effectiveness
LEVEL B	<p>Level B – <i>Type One</i> behavioral violation involving unsuccessful Level A responses or repeated <i>Type One</i> behavioral violations within the same school day</p> <p>Teacher or school personnel:</p> <ul style="list-style-type: none"> Reteaches behavioral expectations Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation Notifies the student's parent Modifies and implements best practices and strategies as appropriate Documents interventions and monitors effectiveness
LEVEL A	<p>Level A – <i>Type One</i> behavioral violation initially occurs</p> <p>Teacher or school personnel:</p> <ul style="list-style-type: none"> Reteaches behavioral expectations Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation Selects and implements best practices and strategies as appropriate Documents interventions and monitors effectiveness

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Notice Concerning FERPA, Student Directory Information & Release of Student Information to Military Recruiters

Release of Student Directory Information

The Family Educational Rights and Privacy Act (FERPA) protects your student's personally identifiable information, such as education records, from being disclosed without your consent.

But the law allows Tenino School District to disclose what they call "directory information" without your consent. We do not release ANY mailing or other lists of contact information of individuals for commercial purposes. In addition, for students in grades 9-12, a separate "opt out of release of directory information" only for requests from United States Military recruiters is provided by law, as explained below.

What is Student Directory Information?

Examples include:

- Student name, address, and telephone numbers (unless identified as unknown);
- Any photographs/videos of your student;
- Participation in officially recognized activities and sports;
- Weight, height, and grade level of athletic team members;
- Dates of attendance;
- Degrees, honors, and awards received; and/or
- Schools previously attended.

Where do we use this Directory Information?

Examples include:

- Yearbooks;
- District social media posts;
- District websites;
- Videos, including the release of District-created videos to local media;
- Sports teams, news reports and other coverage, including rosters; and/or
- My TRL (online-only Timberland Library Card)

What if I don't want this information released?

You must submit a letter to your child's school, each school year, by September 29, to have your student's Directory Information not released, included in the examples listed above. Each letter is good for one school year. If you enroll your child after September 29, you must submit the letter within 10 calendar days after enrollment.

Please note:

Even for students with no FERPA opt-out letter on record, District employees will exercise their best judgment when releasing directory information and seek parent/guardian permission for situations that would generally be considered outside the realm of typical school-related activities or news. Also, the District cannot control the release of certain directory information – such as photographs/images or names – when students participate in school events open to the public, such as athletics and performing arts.

Student Directory Information requests from outside organizations

Federal law requires the district to provide military recruiters with student contact information unless parents/guardians tell the district not to do so. If you want your child's contact information withheld specifically from military recruiters, you must inform your school in writing by the last Friday in September.

Your signature below serves as your acknowledgement of our Directory Opt-out process. Please visit our website to review this information, for additional guidance and for sample "opt-out" letters.

Sample FERPA Opt-Out Letter

Use this sample letter to create your own FERPA opt-out letter ONLY IF YOU UNDERSTAND what it means to opt out your student under FERPA, i.e. no yearbook picture, no name or image used in school or district directories or publications, etc.

Date:

RE: FERPA Student Directory Information Opt-Out

As allowed by the Family Education Rights and Privacy Act (FERPA), I request that neither my school nor Tenino School District release any personally identifiable information from my child's records.

I understand this does include yearbooks, social media posts, and website posts.

Child's Name:

Child's Grade:

School Name:

Current School Year:

Signature and printed name of Guardian/Parent

Please sign and return your letter to your student's school via mail or email (PDF – must be signed) no later than dates provided above.

2023-2024 Calendar

August 2023					Dates to Remember		February 2024					
M	T	W	T	F			M	T	W	T	F	
		1	2	3	4	Aug 29-31, Sep 5	Teacher In-Service				1	2
7	8	9	10	11	Sep 6	First Day of School						
14	15	16	17	18	Oct 13	District In-Service/No School	5	6	7	8	9	
21	22	23	24	25	Oct 31-Nov 3	Fall Conferences	12	13	ACT	15	16	
28	29	30	31		Nov 10	Veterans Day- <i>Observed</i>	19	20	21	22	23	
September 2023					Nov 23-24	Thanksgiving Break	26	27	28	29		
M	T	W	T	F	Dec 21-Jan 1	Winter Break	M	T	W	T	F	
				1	Jan 15	Martin Luther King Jr. Day					1	
4	5	6	7	8	Jan 26	End of Semester/Early Dismissal	4	5	6	7	8	
11	12	13	14	15	Feb 19	Presidents Day	11	12	ACT	14	15	
18	19	ACT	21	22	Feb 20	<i>Non-School Day/2nd Weather Make-Up Day</i>	18	19	20	21	22	
25	26	27	28	29	Mar 26-29	Spring Conferences	25	26	27	28	29	
October 2023					Apr 1-5	Spring Break	March 2024					
M	T	W	T	F	May 24	<i>Non-School Day/3rd Weather Make-Up Day</i>	M	T	W	T	F	
2	3	4	5	6	May 27	Memorial Day	1	2	3	4	5	
9	10	11	12	13	Jun 7	THS Graduation	8	9	10	11	12	
16	17	18	19	20	Jun 13	Last Day of School/Early Dismissal	15	16	ACT	18	19	
23	24	ACT	26	27	Jun 14	<i>Non-School Day/1st Weather Make-Up Day</i>	22	23	24	25	26	
30	31						29	30				
November 2023							April 2024					
M	T	W	T	F			M	T	W	T	F	
		1	2	3			1	2	3	4	5	
6	7	8	9	10			8	9	10	11	12	
13	14	15	16	17			15	16	ACT	18	19	
20	21	22	23	24			22	23	24	25	26	
27	28	29	30				29	30				
December 2023							May 2024					
M	T	W	T	F			M	T	W	T	F	
				1					1	2	3	
4	5	6	7	8			6	7	ACT	9	10	
11	12	13	14	15			13	14	15	16	17	
18	19	20	21	22			20	21	22	23	24	
25	26	27	28	29			27	28	29	30	31	
January 2024							June 2024					
M	T	W	T	F			M	T	W	T	F	
1	2	3	4	5			3	4	5	6	7	
8	9	ACT	11	12			10	11	12	13	14	
15	16	17	18	19			17	18	19	20	21	
22	23	24	25	26			24	25	26	27	28	
29	30	31					July 2024					
M	T	W	T	F			M	T	W	T	F	
1	2	3	4	5			1	2	3	4	5	
8	9	ACT	11	12			8	9	10	11	12	
15	16	17	18	19			15	16	17	18	19	
22	23	24	25	26			22	23	24	25	26	
29	30	31					29	30	31			

Building Hours		
	Regular Day	Early Dismissal
PES	8:15-2:35pm	8:15-11:30am
TES	8:20-2:50pm	8:20-11:40am
TMS	8:20-2:55pm	8:20-11:45am
THS	8:25-3:00pm	8:25-11:50am

Contact Information	
Parkside Elementary	(360)264-3800
Tenino Elementary	(360)264-3700
Tenino Middle School	(360)264-3600
Tenino High School	(360)264-3500
First Student Transportation	(360)339-4370