



Marysville School
District No. 25

Engage. Inspire. Prepare.



Student Support and Behavior Intervention **HANDBOOK**

For students, families, community, and staff

4220 80th St NE, Marysville, WA 98270
(360) 965-0000 | www.msd25.org



Table of Contents

| | |
|--|-----------|
| Overview | 01 |
| Our Values | 02 |
| Our Promise, Commitment & Strategic Priorities | 03 |
| Quality Service Standards | 04 |
| Safe Schools Reporting | 05 |
| Condemning Racism | 06 |
| Multi-Tiered Systems of Support | 08 |
| Classroom, Teacher, and School-wide Supports | 09 |
| Addiction Prevention & Support | 11 |
| District-Wide Rights & Responsibilities | 12 |
| Student Rights and Responsibilities | |
| Parent/Guardian Rights and Responsibilities | |
| Teacher/Staff Rights and Responsibilities | |
| School Administrator Rights and Responsibilities | |
| Central Office Staff Rights and Responsibilities | |
| Board of Directors Rights and Responsibilities | |
| Washington Rules for the Provision of Special Education | 14 |
| Attendance | 15 |
| Restorative Practices | 16 |
| Discipline | 17 |
| Discipline Guidelines | |
| Progressive Discipline Procedures | |
| Discipline Definitions | |
| Grades K-3 Behavior Matrix | |
| Grades 4-5 Behavior Matrix | |
| Grades 6-12 Behavior Matrix | |
| Behavior Code Definitions | |
| Special Education Discipline Flowchart | |
| Athletic Discipline | |
| Due Process | 33 |
| Appeal Process | 33 |
| Bus Safety | 34 |
| Technology | 35 |
| Non-Discrimination Statement | 38 |



Overview

In MSD, supporting our students' social-emotional needs is a top priority. Creating a safe learning environment is key to establishing the conditions necessary to engage our students and provide the just-in-time academic support they need to be successful. Together, we aim to inspire, uplift, and enable our students to reach their greatest potential in an ever-changing world. All of our schools share an unwavering focus on our Values, Promise, and Commitment as outlined in our Strategic Plan.

This Student Support and Behavior Intervention Handbook (SSBIH) includes multiple resources designed to explain, model, and promote school and classroom environments that foster a sense of belonging for all students. I invite you to review this handbook, which serves as a guide for students, families, staff, and community members to increase engagement, foster adult-student relationships, and find ways to connect with our schools. The handbook includes expectations for district, school, and classroom procedures to assist in understanding and navigating MSD policies. Additionally, it provides information on progressive interventions and consequences related to inappropriate behavior. We are committed to equitable outcomes for all of our students, specifically our students of color.

Our school and district administrators and the MSD Board of Directors are committed to ensuring that this resource is accessible and engaging to all students and families in the District. We are focused on strengthening the culture and climate in each of our schools and across our entire district. We know that a positive school culture, healthy academic learning climate, and focus on increased student engagement lead to meaningful school experiences, improved morale, and greater achievement for our students.

We will continue to work diligently to make certain every individual sees improvement in the support provided to our students, schools, teachers, and staff members. Together, we can make a difference for all students.

The Marysville School District's commitment is to engage our community, inspire our students, and prepare our graduates. Furthermore, it is part of the values of the District to provide a positive, harmonious environment in which diversity is respected and encouraged; each individual is treated with dignity and respect and made to feel a part of the District and school communities.

This student handbook is intended to provide all students, family members, teachers, administrators, and community members with access to and an understanding of the District and its schools' expectations. These expectations help to reinforce the District's commitment and the core values of a democratic society. They express the value of mutual human respect for each person that we expect to be manifested in the daily behaviors of students, staff, families, and volunteers.

The handbook provides a summary of some of the laws, regulations, and District policies that govern student rights, responsibilities, student discipline, and due process. Specific policies are referenced by the policy or procedure name and number. The complete policies are available on the district website:

([Marysville School District Policies and Procedures](#)).



Dr. Zachary Robbins
Superintendent

Our Values

C

Communication

We build relationships by listening with respect and communicating clearly.

A

Accountability

We are accountable for each student's success.

R

Resilience

We relentlessly pursue each student's success.

E

Equity

We will end inequitable practices by removing barriers to an inclusive environment.

S

Student-centered

Each and every student is our highest priority.

Our Promise

Marysville School District CARES that our students are prepared for a rapidly changing world.

Engage. Inspire. Prepare.

Our commitment is to Engage, Inspire, and Prepare our community of learners. The Marysville School District CARES...

*...that each student is **engaged** with teachers, staff, families, and the community for their success.*

*...that each student is **inspired** each day to passionately pursue their education.*

*...that each student is **prepared** for continuous learning and civic responsibility.*

Strategic Priorities

01

Relationships

Develop intentional partnerships and relationships to support student learning.

02

Structure + Systems

Develop structures and systems to support student learning in a culture of mutual respect and intellectual engagement.

03

Teaching + Learning

Align curriculum, instruction, and assessment to engage, inspire, and prepare each student toward their preferred future.

04

Communication

Students and families from all backgrounds access and share relevant information to ensure student success.

05

Resource Management

Generate, align, and coordinate all available resources to reflect our core values.

[View the MSD Strategic Plan ►](#)

Quality Service Standards



The Marysville School District's Quality Service Standards enable each employee to create loyalty, build trust, and invoke happiness leading to successful results. We will make every effort and take every opportunity to use the Quality Service Standards at all touchpoints; with students, parents, guardians, community members, and each other.

RELATIONSHIPS

I develop positive relationships...

- Take a sincere interest and make each person feel included and valued.
- Actively listen with intent and care.
- Accept and celebrate differences without judgement.

I ask for support when needed and offer support where there is a need...

- Care for each and every person.
- Participate in conflict resolution as needed.

I recognize the success of each individual...

- Acknowledge.
- Celebrate.

SAFETY

I practice safe behaviors in everything I do...

- Know and follow safety practices and procedures.
- Practice self-care and ask for help when needed.

I take action to always put safety first...

- Identify, correct, and immediately report safety concerns.
- Avoid shortcuts that do not put safety first.

I speak up to ensure the safety of each person...

- Demonstrate care and concern for the physical safety of each individual.

I ensure the social and emotional safety of each person...

- Show care and concern for the emotional safety and well-being of each individual.

LEARNING

I demonstrate a growth mindset and focus on continual improvement...

- Seek to know and understand each person's perspectives and concerns.
- Recognize and empower leadership in each individual.

I emphasize learning as a life-long experience...

- Recognize growth in each individual.
- Teach persistence and resilience.

I prepare every day to support learning...

- Encourage the engagement of each learner.
- Support and encourage learning opportunities for each individual.

COURTESY

I project a positive image and energy...

- Smile.
- Be approachable.
- Listen and seek first to understand.
- Keep conversations positive and appropriate in all settings.

I am courteous and respectful to each person...

- Treat each person as an individual.
- Greet, welcome, and thank each person.
- Respond in a timely manner.
- Go to the source for clarification.

I strive to go above and beyond to exceed expectations...

- Seek positive outcomes.
- Anticipate needs and offer assistance.
- Provide immediate service recovery.

PROFESSIONALISM

I act with integrity and treat each individual with respect at all times...

- Practice confidentiality.
- Be respectful in the use of technology devices.

I am committed to professional practices...

- Prepared and accountable in my position.
- Dress in a manner that is appropriate for my position.
- Practice stewardship of resources.
- Communicate promptly with consistency and clarity.
- Strive to continue to grow in my field.
- Work positively with others and assume the best intent.
- Consistently abide in professional practices.

I show pride in the district and school facilities...

- Maintain cleanliness and appearance.
- Ensure my work area is ready and prepared.



Safe Schools Reporting

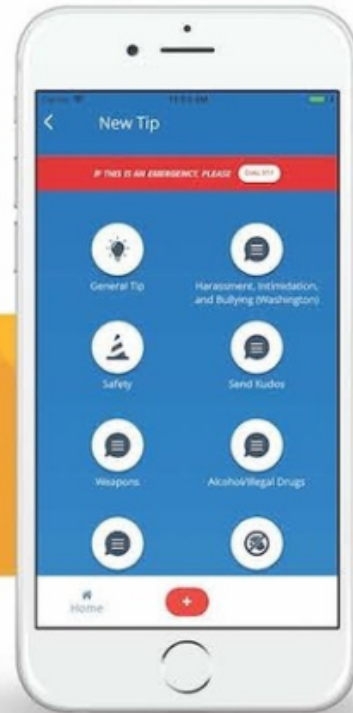


Marysville School District

Report It

Vector Alert is our district's tip reporting service. If you have information about a threat to our safety, do your part and report it! And remember, you can remain anonymous.

SUBMIT USING OUR APP



FOR EMERGENCIES, PLEASE CALL 911

EASY WAYS TO REPORT



Visit the website
<http://1248.alert1.us>



Email your Tip to
1248@alert1.us



Call to report your tip
360.799.5414



Text your Tip to
360.799.5414

REPORT ON:

- BULLYING
- INTIMIDATION
- HARASSMENT
- WEAPONS
- DRUGS
- OTHER



Our District Code is: 1248

All tips submitted are taken seriously and will be acted upon. Please be responsible with your submissions.

Resolution No. 2021-10

Condemning Racism and Affirming Marysville School District's Commitment to an Inclusive School Environment for All

WHEREAS, members of the Marysville School District Board of Directors, as well as the Marysville School District staff, are saddened and outraged by recent events that demonstrate the prejudice and injustice that persists in our schools, county, and country we grieve and stand in solidarity with members of our Black, Indigenous and People of Color (BIPOC) communities;

WHEREAS, we recognize that words are just rhetoric until they are turned into action, our response and responsibility must be to evoke actual change within our school district and community by dismantling the social structures and systems of power that marginalize and oppress members of our community;

WHEREAS, racism, bigotry, and hate have no place in our schools or our society, we must protect the constitutional civil rights of every person who lives, works, and learns in our community;

WHEREAS, we cannot be silent, we must speak up when we see acts of racial injustice that harm and cause anguish to our BIPOC communities, who are our family, friends, neighbors, students, staff members and fellow Americans. The first step is to look within ourselves, recognize the biases we hold, and do the difficult but essential work to learn and improve;

WHEREAS, we must listen, we must start by listening to and reading about the experiences of others, particularly the stories of BIPOC community members who have endured discrimination and intolerance. As they share the stories and truth about their experiences, we must practice empathy and seek to understand their challenges and pain;

WHEREAS, we must learn, we must engage our schools and community in meaningful and honest conversations about racial inequality, and work together to support our shared conviction that racism must end. As a school district, not only will we examine our curriculum to ensure that it includes an accurate portrayal of BIPOC, including the significant accomplishments and contributions that have positively impacted our nation and the world. We will ensure that affirming and relevant depictions of the Black community, and all People of Color, are present in the literature we read and in the learning we embark on together;

WHEREAS, we must lead, each of us, individually and collectively, is responsible for creating and nurturing an anti-racist learning environment where every child is respected and valued for who they are, regardless of their skin color. We must acknowledge, address and prevent racial bias that occurs as a result of district or school policies, practices, and actions. We will continue to build diversity within our staff so that our students see themselves in their faces and their experiences;

Resolution No. 2021-10 (continued)

WHEREAS, we must do better, we acknowledge that we have much to learn, that there are gaps in our systems, and that sincere attempts at equity often fall short. We will seek the perspectives of our BIPOC communities, and our families who have been marginalized by our society, our community, and our school district. The Marysville School District will be a sanctuary of safety in our community and a beacon of light for other school districts and communities as we build and strengthen trust with those we serve, and model acceptance of all peoples: and

THEREFORE, BE IT RESOLVED that we, the Directors of the Marysville School Board, commit ourselves to this important work and stand steadfast in our pledge to foster an inclusive educational environment where every student, teacher, support professional, parent, and community member is treated with dignity and respect. We commit to continue fighting for racial justice and human and civil rights for all.

TO THIS END, we commit to the following:

- Develop a District Policy addressing Racism, Hate, and Bigotry;
- Establishing a District Committee to address issues in Equity, Racial Equity, and Inclusion within the district;
- Work with community and regional partners in developing action plans to break down barriers in the systems that perpetuate systemic racism; and
- Conduct Cultural Competency training for all district personnel, including the board, within the next 2 years.

APPROVED by the Board of Directors of Marysville School District No. 25 at an open public meeting held on April 21, 2021, notice of which was given as required by law, the following directors being present and voting therefore.



[Health & Safety Plan ►](#)

[Discrimination Reporting Form ►](#)

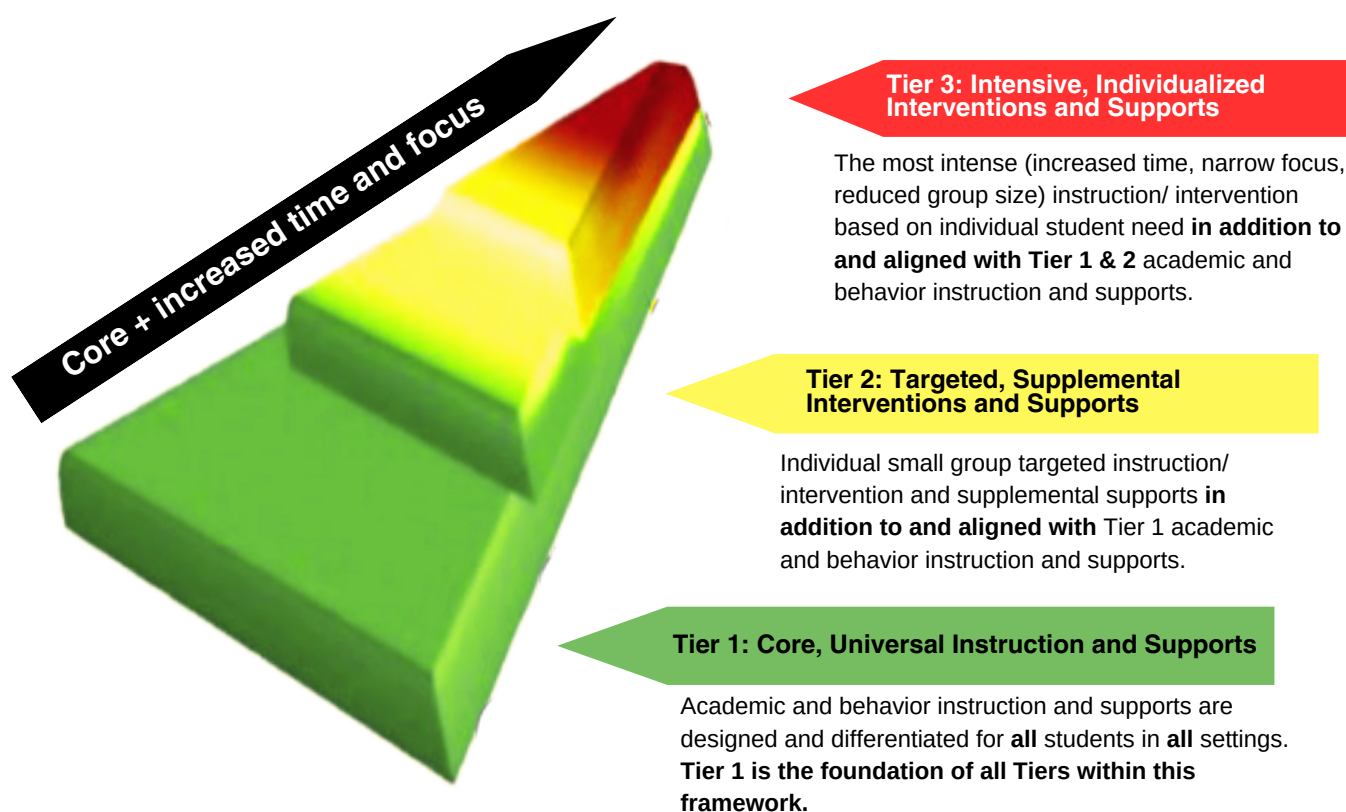
[Equity Action Plan ►](#)

Multi-Tiered Systems of Support

Multi-Tiered System of Support (MTSS) is a framework for enhancing the implementation of evidence-based practices to achieve important outcomes for every student. The MTSS framework builds on a public health approach that focuses on organizing the efforts of adults within systems to be more effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to instruction and supports that are differentiated to meet their unique needs.

MTSS Tiered Supports Framework

What is a Tiered Framework? The figure below illustrates the concept of a tiered framework of supports that can be used to facilitate academic, behavioral, and social-emotional learning and positive student outcomes.



Classroom, Teacher, and School-wide Supports

Classroom and Teacher-Based Supports

Proactive Supports

- Create a culturally responsive classroom climate.
- Create positive expectations that are clearly defined, taught, and maintained in all settings.
- Teach and reteach classroom expectations throughout the year (e.g., routines, transitions, procedures, especially after breaks).
- Include students in setting classroom norms.
- Model and practice expectations in the appropriate setting (e.g., group work, individual work).
- Use pre-correction strategies to remind students of expectations before the next task.
- Utilize more positive than corrective interactions (at a ratio of 4:1) between staff and students, students and students, and staff and staff.
- Set up classroom and acknowledgment systems that support student engagement and increase appropriate behavior.
- Provide opportunities for students to actively engage in their learning.
- Provide immediate positive feedback when students meet or exceed expectations.
- Build positive relationships with students and families (e.g., use Restorative Practices circles).
- Communicate and collaborate with the student's parent or guardian.
- Teach prevention lessons (e.g., social and emotional learning, bullying prevention, suicide prevention, and trauma-informed practices).
- Frequently provide individual and groups of students opportunities to respond to content.

Access additional resources at the following: What Works Clearinghouse (WWC) Practice Guide: Reducing Behavior Problems in the Elementary School Classroom (<https://ies.ed.gov/ncee/wwc/PracticeGuide/4>)

Addressing Inappropriate Student Behavior

- Communicate and collaborate with the student's parent or guardian.
- Teach replacement behaviors to address misbehaviors.
- Change student seating.
- Pace the lesson more quickly to promote on-task behavior.
- Respond calmly, restating the appropriate behavior.
- Restructure classroom practices based on student needs (e.g., structured recess, structured lunch, visual schedules).
- Use progress-monitoring tools in the classroom (e.g., on-task monitoring form, replacement behavior, ratio of interactions tracking form, reflection sheets, behavior contracts).
- Establish and consistently implement corrective responses for rule violations (e.g., student loses time for valued activity, in-class time-out, time-out in another class, restitution given for property damage, restitution given for relationship damage, positive practice, loss of points of privileges).
- Use restorative affective statements and effective questions.
- Engage in student-teacher impromptu conferencing with active listening.
- De-escalation techniques are taught and modeled.
- Continuously assess, seek feedback on, and develop management skills for teachers' own behaviors and biases.

School-wide Supports

Proactive Supports

- Create a culturally responsive schoolwide climate.
- Create positive schoolwide expectations that are clearly defined and taught.
- Continuously teach and reteach schoolwide expectations throughout the year (e.g., schedule for teaching by week/month, after breaks).
- Model and practice expectations in appropriate settings (e.g., cafeteria, hallways, bus, restroom).
- Establish a schoolwide acknowledgment system with opportunities for individual and schoolwide recognition.
- Effectively and actively supervise in common areas (e.g., all staff in hallways during transitions, hallway sweeps).
- Increase supervision in non-classroom settings.
- Refer to before- and after-school programs for additional support (e.g., coaches, mentors, club activity sponsors).
- Employ targeted strategies for groups of students (e.g., mentoring programs, bullying-prevention lessons for selected students, suicide drop-in centers).
- Design social and emotional skills instruction groups (e.g., conflict management, anger management, aggression replacement, empathy building, resilience building, and organization skills) that can be used proactively and responsively.
- Use universal screeners and assessments to proactively identify students in need of targeted and intensive interventions and supports.
- Establish an individual student support, response, or problem-solving team.
- Establish in-school conflict-resolution programs (e.g., peer mediation).
- Use Restorative Practice strategies (e.g., affective statements and questions, conflict resolution, responsive circles).
- Use parent-engagement strategies (e.g., newsletters, family nights, celebrations).
- Design support and advisory groups that engage parents, students, and the community.

Access additional resources at the following: What Works Clearinghouse (WWC) Practice Guide: Preventing Dropout in Secondary Schools (<https://ies.ed.gov/ncee/wwc/Practice-Guide/24>)

Addressing Inappropriate Student Behavior

- Communicate and collaborate with the parent or guardian.
- Use responsive interventions and appropriate referrals.
- Refer to school-based mental health professionals.
- Mental health evaluation referral (e.g., mobile assessments, counseling services)
- Alcohol/Drug evaluation referral (e.g., Substance Abuse Intensive Outpatient Program [IOP])
- Threat assessment evaluation referral
- Refer to community organizations, including conferencing and community mediation, when students have issues with other students or school staff.
- Community service
- Restorative Practice strategies (Restorative Questions, circles, Re-engagement Plan, Return From Suspension Plan)
- Use individual student planning tools (e.g., Behavior Support Plan, Behavior Function Identification Worksheet, Behavior Collection Form).



Addiction Prevention and Support



The Marysville School District and the District's Student Support Services Team seek to ensure the safety of all students by making sure supports are in place within our schools and local community to reduce the impacts of alcohol, drugs, vaping, and other related issues. We make it a priority to collaborate and create positive relationships with our local community partners to aid in the prevention of these issues. Our mission is to ensure that students and families receive preventive information and appropriate resources that pertain to issues related to substance use.

Additional Resources

Additional support and information can be found at the following sites:

- ESD 189: [Prevention/Intervention – NWESD 189](#)
- Tulalip Tribes: [Chemical Dependency and Behavioral Health Services](#)
- Catholic Community Services: [Addiction Recovery Services - Catholic Community Services and Catholic Housing Services of Western Washington](#)
- MSD Student Services: [Student Services Flyer](#) and Webpage
- Substance and Mental Health Services Administration: [SAMHSA's National Helpline](#)
- Snohomish County Prevention: [Prevention | Snohomish County, WA - Official Website](#)
- SeaMar Behavioral Health: [Everett Behavioral Health Clinic](#)

Rights and Responsibilities of the Entire MSD Community

Student Rights and Responsibilities

All students have the right to:

- Be treated with courtesy, respect, and dignity.
- Attend school and be valued members of the school community.
- Learn in a safe environment that is free of bullying, harassment, and discrimination.
- Receive instruction in order to learn school behavior expectations and social and emotional skills.
- Access appropriate support and services to succeed in school.
- Receive a written copy and clear explanation of the SSBIH, including the process to appeal disciplinary decisions.
- Tell their side of the story and/or report unfair treatment to a person in authority.
- Participate in decision-making to determine which interventions and consequences will be used in response to disciplinary issues.
- Maintain personal privacy. Personal belongings may be searched only if the principal has a reasonable suspicion that the student possesses evidence of a crime, stolen goods, drugs, weapons, or other illegal or prohibited items (MSD policy).
- Have a parent/guardian or advocate present at conferences on readmission from out-of-school suspension.

All students have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Attend school daily, be prepared for class, engage in classroom activities, and complete all assignments.
- Contribute to a safe learning environment by managing their own behavior and reporting harmful or dangerous situations to an adult.
- Understand and follow all school rules and instructions given by school staff.
- Bring to school only those materials that are allowed.
- Inform parents/guardians of school-related issues and give them any materials sent home by the school or district.

Parent/Guardian Rights and Responsibilities

All parents/guardians have the right to:

- Be treated with courtesy, respect, and dignity.
- Feel welcomed, valued, and connected to school staff and the school community.
- Access opportunities to learn school behavior expectations.
- Receive a written copy and clear explanation of the SSBIH, including the process to appeal disciplinary decisions.
- Work in partnership with school staff to support their child's learning and healthy development at home and at school.
- Engage in regular, two-way, meaningful communication with school staff regarding their child's academic and behavioral progress. This includes the right to be notified in a timely manner when their child is removed from the instructional environment for a substantial amount of time due to their behavior.
- Monitor student academic progress (e.g., through Family Access).
- Actively participate with school staff in solving problems related to the child's behavior.
- Advocate for their child and report any unfair treatment to a person in authority.

All parents/guardians have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Provide a working phone number in order for schools to effectively communicate with families.
- Review the content of the SSBIH with their child.
- Understand the school's behavior expectations.
- Work with the school as a collaborative partner. This includes working with staff to maximize their child's strengths and to support the child to make changes in their behavior as needed.
- Inform school officials about concerns in a timely and respectful manner.
- Support their child to resolve problems peacefully while at school in order to contribute to a safe and positive school climate. This includes helping the child express anger without verbal attacks or physical violence.

Teacher/Staff Rights and Responsibilities

All teachers/staff have the right to:

- Be treated with courtesy, respect, and dignity.
- Work in a safe environment that maximizes staff performance and student learning.
- Access opportunities for professional development and training to assist in creating and maintaining a thriving classroom environment that is respectful, engaging, vibrant, and culturally relevant.
- Access support for addressing student behavior when such conduct cannot be handled within the classroom environment.

All teachers/staff have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Intentionally implement race-conscious interventions in an effort to reduce disproportional behavior outcomes for students and have plans for monitoring and evaluation.
- Foster ongoing, positive relationships with all students and families.
- Welcome families to be engaged in the learning process both in the classroom and at home.
- Create a positive classroom and school climate for all students, using effective classroom management strategies that extend to all school environments.
- Explicitly teach, acknowledge, and reinforce behavior expectations.
- Provide social and emotional skill instruction.
- Intervene promptly when inappropriate behavior occurs. This includes providing corrective feedback, reteaching behavioral expectations, following the Individual Education Programs (IEPs) and Behavior Support Plans of students, and adhering to procedures for student removals from the learning environment when needed.
- Work with students and their parents/guardians to develop, implement, and monitor behavior interventions that support students in changing their behavior using a progressive system of support.
- Apply the SSBIIH in a fair, equitable, and consistent manner and accurately record inappropriate student behavior following the established protocol.
- Respect the right of students to maintain personal privacy. Personal belongings may be searched only if the principal has a reasonable suspicion that the student possesses evidence of a crime, stolen goods, drugs, weapons, or other illegal or prohibited items (MSD policy).
- Follow up promptly on reports of bullying as required by MSD policy.

School Administrator Rights and Responsibilities

All school administrators have the right to:

- Be treated with courtesy, respect, and dignity.
- Work in a safe environment that maximizes staff performance and student learning.
- Access support from the district central office to create and maintain a thriving school environment that is respectful, engaging, vibrant, and culturally relevant.

All school administrators have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Intentionally implement race-conscious interventions in an effort to reduce disproportional behavior outcomes for students.
- Foster ongoing, positive relationships with all students and families.
- Create a safe and caring school climate that maximizes learning.
- Welcome families to be engaged in the learning process both in the classroom and at home.
- Create, monitor, and assess a schoolwide management system.
- Welcome parents/guardians as valued partners in their child's learning. This includes creating opportunities for regular, two-way communication and active participation at problem-solving meetings by accommodating schedules and meeting language needs.
- Review the SSBIIH with students, staff, and parents at the beginning of each school year and revisit it as necessary throughout the year.
- Guide the School-Based Leadership Team and Student Support and Intervention Team in using and reviewing schoolwide behavior data and evaluating the effectiveness of behavioral interventions. This includes monitoring data to identify and address disparities.
- Ensure that all school staff meets the expectations outlined in the section entitled "Teacher/Staff Rights and Responsibilities."
- Support staff in implementing appropriate behavior interventions.
- Apply the SSBIIH in a fair, equitable, and consistent manner and accurately record inappropriate student behavior and interventions and consequences following the established protocol.
- Follow procedures for student removals from the learning environment.
- Notify parents immediately if a student's inappropriate behavior results in an out-of-school suspension.
- Notify parents, in a timely manner, of inappropriate behavior and the consequence if there is not an out-of-school suspension.
- Respect the right of students to maintain personal privacy. Personal belongings may be searched only if the principal has a reasonable suspicion that the student possesses evidence of a crime, stolen goods, drugs, weapons, or other illegal or prohibited items (MSD policy).
- Respond promptly to reports of bullying as required by MSD policy.
- Ensure that accurate and complete data-entry procedures are being followed and ensure that collection, monitoring, and evaluation systems are utilized at the school level. This includes using disaggregated data to allocate resources to support student behavior as well as evaluating program and staff effectiveness.

Central Office Rights and Responsibilities

All central office staff have the right to:

- Be treated with courtesy, respect, and dignity.
- Work in a safe environment that maximizes staff performance.

All central office staff have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school/district visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Intentionally implement race-conscious interventions in an effort to reduce disproportional behavior outcomes for students and have plans for monitoring and evaluation.
- Provide schools with the necessary resources, professional development, and technical assistance to implement the *SSBIH*.
- Communicate to all district staff that creating a positive school culture, supporting positive student behavior, and developing appropriate interventions and consequences are critical district priorities.
- Ensure that accurate data collection, monitoring, and evaluation systems are available and utilized at the school and district levels. This includes using disaggregated data to allocate resources to support student behavior as well as evaluating program and staff effectiveness.
- Create a safe and caring climate for all district stakeholders.
- Engage in ongoing monitoring of the implementation of the *SSBIH* and intervene as needed to ensure that it is enforced in a fair and equitable manner.

Board of Directors Rights and Responsibilities

All Board of Directors members have the right to:

- Be treated with courtesy, respect, and dignity.

All Board of Directors members have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Use qualitative and quantitative data to evaluate, approve, or reject policies that promote thriving school environments that are respectful, engaging, vibrant, and culturally relevant.
- Ensure that district administrators utilize appropriate data collection, monitoring, and evaluation systems.
- Receive regular data reports.
- Expect schools to develop and implement research-based, data-driven plans to reduce lost learning time and disproportionality in student consequences.

Protections for Students With Disabilities

Nothing in this handbook replaces or substitutes any student rights as guaranteed by the Individuals with Disabilities Education Act (IDEA) or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law and shall not be removed from the learning environment unless doing so is in accordance with the law.

Washington Rules for the Provision of Special Education

The Marysville School District is committed to providing all students with a fair and equitable application of behavior support systems. For information regarding students with disabilities, under IDEA, including students in the referral process, please refer to Chapter 392-172A WAC. For information regarding students with disabilities under Section 504, please refer to the MSD Section 504 Guidebook.

Attendance

Absences and School Attendance

Regular school attendance is important for all students. Chronic or excessive absenteeism, whether excused or unexcused, has been correlated with lower assessment scores and lower graduation rates. An absence from school is defined in WAC 392-401-015. Students may be excused from school, with the consent of their parents/guardians, for medical and dental appointments, illness or injury. Parents or guardians should notify the school in person, by phone, or in writing/email within three days of an absence for the school to consider the absence as excused.

References: Policy 3122 and Procedure 3122; Excused and Unexcused Absences, RCW 28A.225.010

Truancy

Under Washington state's truancy law RCW 28A.225.030, the school/district is required to take specific actions when students are truant.

- Parents will be notified in writing or by phone after one unexcused absence in a month.
- A parent conference will be initiated after three unexcused absences in a month in order to improve the student's attendance.
- The parent and school must enter into a contract to improve the student's attendance after five unexcused absences in a month, or the case may be referred to a Community Truancy Board.
- The school district may file truancy petitions with the juvenile court after seven unexcused absences in a month or ten unexcused absences in an academic year.

Students who demonstrate chronic absenteeism or tardiness may be required to meet with school staff or the building principal to develop a plan to support the student's educational progress.

All students are expected to remain on campus for the entire school day. There are exceptions for high school students whose parents request attendance at another school or school-related activity during the school day.

Restorative Practices and Education

Rather than being just an alternative form of school discipline, creating successful restorative practices in schools requires a holistic and thoughtful framing of our approach to schooling altogether.

Terminology

Restorative Justice responds to specific harm or wrongdoing

Restorative Practice is ongoing and not limited to the sole purpose of repairing harm.

FOUNDATIONS OF RESTORATIVE JUSTICE



Respect



Accountability



Healing



Empathy

WHY IMPLEMENT RESTORATIVE PRACTICES IN SCHOOLS?

Implementing and teaching restorative practice in schools can:

- **Build community:** Regular restorative practice supports the development of strong community and social bonds.
- **Improve conflict resolution:** Students are empowered to have agency and responsibility within their school environment and are being equipped with a framework for effective and safe conflict resolution.
- **Create a safer and healthier school environment:** Having access to these alternative means of addressing interpersonal problems reduces reliance upon the police and criminal system as purveyors of school discipline.

MORE THAN SCHOOL DISCIPLINE

Beyond merely offering an alternative approach to school discipline, engaging in routine restorative practices at school is beneficial to students' overall well-being. Studies have demonstrated that implementing restorative practices in schools can:

- Lower students' risk of suspension
- Strengthen students' social and emotional skills
- Improve students' mental health
- Improve students' academic performance

Discipline

To support safe, nurturing, and productive learning environments, Marysville School District encourages schools to take an instructive, restorative, and corrective approach with regard to student behavior. The goals of these approaches are to:

- correct inappropriate or unacceptable behavior;
- assist students in developing empathy for others;
- accept responsibility for their actions;
- develop the capacity to improve their behavior;
- repair the harm caused as a result of their behavior.

Schools are encouraged to establish clear expectations for student behavior and methods for supporting students' ability to meet these expectations. When appropriate, schools may identify additional learning opportunities, which may support students' ability to meet expectations through a multi-tiered system of support.

When appropriate, schools are encouraged to support students in understanding harm that has been caused through a student's action, whether intentional or unintentional, and identifying the needs of the students involved. Efforts will be taken to both encourage accountability and responsibility by the author of those actions as well as to reintegrate all students into the school or classroom community. This approach may be supported by the use of restorative contracts, impromptu conferences, restorative circles, or formal conferences. In those instances when discipline is needed, schools may consider both the severity and frequency of the behavior when determining which corrective action is most appropriate.

In the **Exceptional Misconduct** and Other **Misconduct Codes**, consequences are divided into three categories:

- **Minor/Initial:** The impact of the student's behavior is limited or minimal, and/or this is the first such instance of this behavior by the student.
- **Moderate/Repeated:** The impact of the student's behavior has a broader or more disruptive impact, and/or this is behavior that has previously been addressed with the student.
- **Severe/Persistent:** The impact of the student's behavior has a widespread or more significant disruptive impact, and/or this is behavior that has not changed after multiple times of addressing it with the student.

Discipline Guidelines

GENERAL GUIDELINES

The District may administer suspensions and expulsions for behavioral violations. In responding to behavioral violations:

- Parents should be involved early in efforts to support students in meeting behavioral expectations and resolving behavioral violations.
- The student's individual circumstances and the nature and circumstances of the behavioral violation must be considered to determine whether the suspension or expulsion and the length of the exclusion is warranted.
- Students must be provided an opportunity to receive educational services during a suspension or expulsion and should not be prevented from completing subject, grade-level, or graduation requirements as a result of discipline.
- The principal or designee must report all suspensions and expulsions and the behavioral violation that led to each suspension or expulsion to the Superintendent or designee within twenty-four hours after the administration of the suspension or expulsion.
- Reasonable efforts should be made to return the student to the student's regular educational setting as soon as possible and allow the student to petition for readmission at any time, consistent with the section on readmission within this regulation.
- Students may not be suspended or expelled from school for absences or tardiness.
- Students may be denied admission to, or entry upon, real and personal property that is owned, leased, rented, or controlled by the district while under suspension or expulsion.
- Students may return to their regular educational setting following the end date of the suspension or expulsion unless an exception is made consistent with District policy.
- Specific information regarding limitations and due process for student discipline can be found in the District policy.

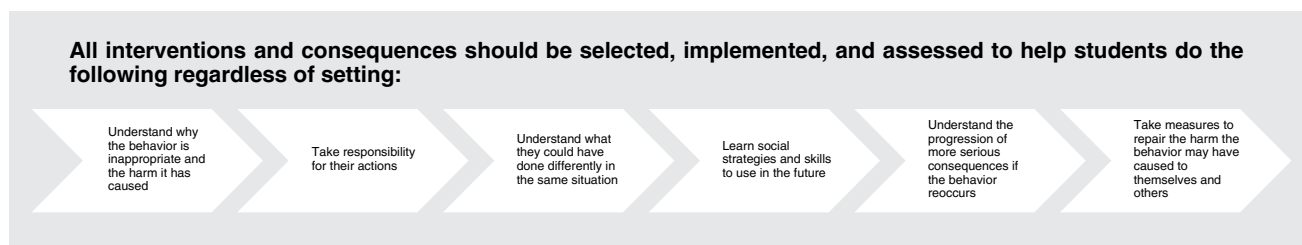
Marysville School District reserves the right to immediately suspend or expel a student where exceptional misconduct is involved (i.e., conduct that is frequent or serious in nature, in terms of the disruptive effect on the operation of the school, to warrant an immediate suspension or expulsion). This may also apply to students who have committed serious violations or acts in the community and may pose a continuing threat of substantial disruption to other students at school. The school's jurisdiction and authority include student conduct to and from school, at school, at bus stops, on buses, and at any school-sponsored activity. Also included in the school's jurisdiction is any off-campus student speech or activity that school authorities have reason to believe will have a disruptive effect upon the operation or the learning environment of the school or impinge on the rights of other students or staff at school.

Progressive Discipline Procedures

Effective interventions and consequences refrain from interrupting a student's education to the greatest extent possible. The goal is to change, not simply manage, behavior. Every reasonable effort should be made to correct inappropriate student behavior using logical consequences and restorative responses, examined through a mental health and trauma lens. Inappropriate behavior may be symptomatic of underlying problems that students are experiencing, like trauma, academic challenges, or a student's disability. It is critical that all staff be sensitive to issues that may influence student behavior and respond in ways that are most supportive of student needs. This may require the involvement of school counselors, outside support agencies, mental health practitioners, or psychologists,

The interventions and consequences described here should be carefully matched to the needs of the student and the overall context of the situation. Significant consequences, such as out-of-school suspensions, are used for the most serious situations. When an exclusionary consequence is used (e.g., in-school suspension, out-of-school suspension), it should be paired with one or more interventions (e.g., referral to staff, parent conference, mediation).

Consequences that are paired with meaningful and developmentally appropriate instruction and guidance offer students the space to make mistakes, learn from them, and receive support to change their behavior over time. When a specific student's behavior does not change using the lowest identified level of intervention and/or consequence—or the behavior increases in frequency, intensity, or duration—the next level of intervention/consequence is used. The progressive approach to intervention and consequences can apply to some Level 4 incidents. However, the safety of students and staff will always be an important consideration.



If a Level 1 or Level 2 corrective strategy is used to address the same behavior more than three times, an administrator may use their professional judgment and move to a Level 3 consequence, resulting in a possible short-term suspension of one to three days. The parent/guardian should be made aware of the repeated behaviors and partner with the school on a plan to successfully address the behavior and transition back into the school setting.

In alignment with progressive consequences, administrators are provided a graduated list of resolutions that can be used to support students' inappropriate behavior. In MSD, these consequences are tiered to reflect a range of possible consequences reflective of the range of identified behaviors in our schools. For our K–12 students, consequences begin at a Level 1 and end at a Level 4.

EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

At ECEAP, our philosophy is grounded in creating an environment that promotes growth, learning, and emotional well-being for every child. Central to our mission is the No-Expulsion Policy, which reflects our dedication to assisting children with challenging behaviors and exceptionalities in their journey toward success.

When a student displays extreme challenging behavior, our first step is to collaborate with the family. We understand that sometimes, external support is crucial to ensure the child's safety and growth. As part of our commitment to partnership, parents or guardians may be invited to join us at the school to work closely with our staff.

If needed, a conference will be arranged between the Principal and the family to devise strategies that facilitate safe and expected behaviors for the child. In instances where additional support is necessary or when concerns arise about a child's learning or speech development, families will be invited to participate in a Student Support Team Meeting. This collaborative effort, involving school professionals, parents and/or caregivers, aims to identify tailored steps to meet the unique needs of the student.

COMMUNITY PEER INCLUSION AND SPECIAL EDUCATION PROGRAMS

Our Community Peer Program is designed to provide an enriching experience for all children, fostering an inclusive atmosphere where diverse learners grow and thrive together. Children enrolled as Community Peers are not part of the special education child count reported to the state. However, should their participation impact the enrollment of qualified special education children, adjustments may be made to their attendance to ensure a balanced and supportive learning environment.

For special education students, it's important to note that we diligently adhere to the school district's policies for special education, ensuring that every child's individual needs are met and supported comprehensively.

NURTURING POSITIVE CONNECTIONS

Our dedicated teachers play a crucial role in creating a positive and growth-oriented environment for every child. To facilitate this, we emphasize building positive connections as an alternative to traditional disciplinary approaches.

Key strategies that guide our teachers:

- 5 Connects for Every Redirect: Following redirection, teachers aim to connect with students, providing them with acceptance, care, and understanding.
- Collecting Data: Our teachers track instances of praise for challenging students to encourage positive reinforcement.
- Serve and Return: Encouraging interaction and engagement between teachers and students, promoting healthy social and emotional development.
- Identifying Gaps in Skills: Recognizing and addressing soft skills that may require attention, fostering holistic growth.
- Teaching Essential Skills: Focusing on imparting critical skills to help children navigate challenges effectively.
- Reteaching Expected Behaviors: Continuously reinforcing expected behaviors through explicit instruction.

We acknowledge that trauma and chronic stress can impact a child's behavior and development. Our approach is rooted in responsiveness rather than reactivity, understanding that healing and growth require patience and understanding. Trauma rewires the brain's response mechanisms and we are committed to nurturing connections that foster emotional well-being and resilience.

In conclusion, our programs are founded on principles of inclusion, collaboration and growth. By working together – parents, guardians, caregivers, teachers and staff – we create an environment where every child's potential is celebrated and supported, ensuring a strong foundation for their future success.

PROGRESSIVE DISCIPLINE CONSEQUENCES FOR STUDENTS K-12

| | |
|--------------------|--|
| LEVEL 1 | Level 1 behaviors represent minor disruptions to the classroom environment. Examples of Level 1 behaviors could be but are not limited to, being out of one's seat, talking out in class, leaving the classroom without permission, or dress code or device violations. Typically, these are not referred to an administrator until the classroom-level interventions are not correcting the behavior. With Level 1 behaviors, the goal is to correct the behavior while limiting time missed from class. Repeated inappropriate behavior requires a parent/teacher conference, a conference with the counselor, and/or a conference with an administrator. Staff should use consequences in a graduated fashion. |
| LEVEL 2 | Level 2 behaviors represent acts whose frequency or seriousness disrupt the learning environment of the school. Examples of Level 2 behaviors could be, but are not limited to, horseplay, nonattendance to class, leaving school grounds, or using profane or vulgar language. With Level 2 behaviors, the goal is to correct the behavior by stressing its seriousness while keeping the student in the classroom and in the school. Staff should use consequences in a graduated fashion. |
| LEVEL 3 | Level 3 behaviors represent acts against a person(s) or property that indirectly endanger the health or safety of others in the school. Examples of Level 3 behaviors could be but are not limited to, fighting, harassment, or possession of drugs or alcohol. These behaviors may result in the short-term removal of the student from the school environment because of the severe nature of the behavior. Consequence options may include combinations of interventions and consequences. Staff should use consequences in a graduated fashion. Out-of-school suspensions should include a conference with the parent and student the morning the student returns to school at the end of the suspension. |
| LEVEL 4 | Level 4 behaviors represent acts against a person(s) or property that may directly or indirectly endanger the health or safety of others. Examples of Level 4 behaviors could be but are not limited to, assault, possession of a dangerous instrument, or terroristic threatening. These behaviors always result in administrative action, possible notification of appropriate law enforcement authorities, and immediate removal of the student from school. The school will make a recommendation to the Office of Student Relations for an administrative hearing to determine next steps. In the case of Level 4 violations, consequence options at the school level are limited due to the seriousness of the violation and the direct or indirect endangerment to the health and safety of others. |

Discipline Definitions

| | |
|-----------------------------|---|
| Behavior Contract | School staff, with input from the student, agree to a criterion for success. Plans should include a progress monitoring component (daily, weekly, etc.) and a review period and should involve rewards and incentives. |
| Behavior Reflection | The student uses a protocol (individualized to their needs) provided by school staff to reflect on current behavior, choice-making, replacement behaviors, and/or next steps. Staff should review the student's responses, provide feedback, and assist with any identified needs. |
| Behavioral Violation | When a student's behavior violates the district's discipline policies. |
| Bus Suspension | Bus suspensions can be issued for one way or both ways to school. When suspended from the bus, students must acquire alternative transportation to school for the duration of the suspension. Parents will be notified by letter or electronically. |
| Classroom Exclusion | The exclusion of a student from a classroom or instructional or activity area for behavioral violations subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include an action that results 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 a brief duration. |
| Counselor Conference | Students can request to see a counselor or be referred by school staff. Counselors will collaborate with other school staff, the student's families, or other relevant partners to acquire resources needed to assist the student with improved behavior and choice-making. |

| | |
|--|---|
| Culturally Responsive | The same meaning as cultural competency in RCW 28A.410.270, which states that "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to student's experiences and identifying cultural contexts for individual students. |
| Detention | Detention is assigned to students outside of the school day. Detention time assigned can vary according to site. |
| Discipline | Any action taken by a school district in response to behavioral violations. |
| Disruption of the Educational Process | The interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students. |
| Emergency Expulsion | 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. |
| Expulsion | 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 |
| Imminent Danger | When the person/situation appears to pose a clear and immediate threat of serious violence toward others that requires action to protect identified or identifiable target(s); and may also exhibit other concerning behavior that requires intervention. |
| In-school Suspension | 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. |
| Initial Hearing | The initial hearing with the student to investigate an alleged behavioral violation. |
| Length of an academic term | The total number of school days in a single trimester or semester, as defined by the board of directors. |
| Other forms of discipline | Actions used in response to problem behaviors and 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. |
| Parent | The same meaning as in WAC 392-172A-01125 and means (a) a biological or an adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have the legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decisions on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure. |
| Parent/Guardian Conference | A conference is held with a student's parent or guardian. Conferences can include discussion of an incident or information gathering about the needs of a student, a new or existing support plan, the student's progress, etc. |
| Peer Conflict Mediation | Conflict between students is discussed and ideally resolved through a restorative conversation led by peers or a staff member. School staff must obtain parent and student consent prior to the mediation. |
| Phone Call | A phone call is made to a parent/guardian. The communication can be from a teacher, counselor, or administrator. Conversations can include a meeting notice, a recap of a discussion, a briefing on a student conference, etc. |
| Restorative Conversation | During a Restorative Conversation, the Restorative Questions are used to give the student the opportunity to explain what happened from their perspective, identify who was harmed and how, as well as what they need to do to make things right. Consequences for the incident are explained to the student, and they are given clearly communicated expectations for moving forward. Participants may, but are not required to, include those that were affected by a family member. |
| Restorative Formal Conversation | Restorative Formal Conferences are formal responses to wrongdoing where all those involved and affected by an incident come together with a trained facilitator to explore what happened, who is affected, and what needs to be done to make things right. Participants, including those who did something wrong and those affected by the wrong, often include the family and/or friends of both parties. |

| | |
|---|--|
| Restorative Circle | This is a facilitated discussion circle where students, or students and staff, have the opportunity to discuss concerns with one another and resolve conflicts. The facilitator ensures that participants create circle agreements, use a talking piece, and keep focused on the specific issue at hand. |
| Saturday School | Saturday School is assigned to students outside of the school day, on Saturdays. The time assigned can vary according to site. |
| School Board | The governing board of directors of the local school district. |
| School Business Day | Any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day. |
| School Day | Any day or partial day that students are in attendance at school for instructional purposes. |
| School Restitution | In the event a student damages/destroys property, vandalizes property, litters, or creates an unnecessary mess, staff can provide the student the opportunity to restore, repair, or improve the situation/equipment/property/ campus. The restitution should be related to or relevant to the inappropriate behavior of the student. |
| Suspension: short- and long-term | The denial of attendance in response to a behavioral violation from any subject or class or from any full schedule of subjects or classes, not including classroom exclusions, expulsions, or emergency expulsions. 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. <i>Short-term suspension</i> 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. <i>Long-term suspension</i> 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. |
| Student Conference | Staff discuss expectations, gather information, or coach a student regarding their behavior. |
| Team Time-Out | Teachers on an instructional team collaborate to offer students a reflection or de-escalation space in their classrooms (with consideration for the individual student needs). If students begin to struggle with behavior in their classroom, they can take a time-out in the other teacher's classroom and attempt to resolve the issue of concern so they can remain in class without any or additional consequences. |



Grades K-3 Behavior Matrix

| Behavior Codes | | | | | Grades Pre K-3 | | | | |
|----------------|---------|---------|---------|---|--|---------|---------|---------|---------|
| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | Prior to choosing the level of consequence, administrators should consult Progressive Discipline procedures outlined on pages 20-21 | | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
| • | | | | Academic dishonesty/Plagiarism (results in academic consequence) (50) | Inappropriate use of technology | • | • | | |
| | | • | | Alcohol distribution (26) | Inappropriate use of a mobile device | • | | | |
| | | • | | Alcohol possession or use (34) | Intentionally throwing or releasing an object | • | • | | |
| | | • | | Arson (24) | ISS removal/walk-out | | • | • | |
| | • | • | | Assault I (18) II (8) | Leaving class without permission | • | • | | |
| | • | • | | Assault of a teacher (15) | Leaving school grounds/bus without permission | | • | • | |
| | | • | | Bomb Threat | Loitering on school grounds | • | | | |
| | • | • | | Bullying/Cyberbullying (29) | Marijuana possession or use (33) | | • | • | |
| | • | • | | Destruction of property (38) | Marijuana distribution (25) | | | • | |
| • | • | | | Disrespect (49) | Nonattendance to class/cutting class | • | • | | |
| • | | | | Disruptive conduct I (45), II (43) | Other I (53), II (44) | • | • | | |
| • | | | | Dress code violation (46) | Physical Aggression (39) | | • | • | |
| | • | • | | Drug/Alcohol distribution | Possession of a weapon (13) | | | • | |
| | • | | | Failure to attend detention | Profanity/Vulgarity | • | • | | |
| • | | | | Failure to cooperate (41) | Profanity/Vulgarity towards staff | | • | • | |
| • | • | | | False information to staff | Property misuse (51) | • | • | | |
| | • | • | | Falsely activating a fire alarm/safety equipment | Racial slurs/Hate speech towards staff/student | | • | • | |
| | • | • | | Fighting- student to student with major injury (19) | Refusal/Failure to attend ISS | | | • | |
| | • | • | | Fighting- student to student without major injury (31) | Robbery (14) | | • | • | |
| | | • | | Firearm (6) | Sexual abuse/Sexual assault (9) | | • | • | |
| | | • | | Fireworks/Explosive devices possession or use | Spitting | • | • | | |
| • | • | | | Forgery/counterfeiting | Talking out in class | • | • | | |
| | | • | | Gambling | Taunting, baiting, inciting a fight | • | • | | |
| | | • | | Gang intimidation or activity (27) | Terroristic Threatening | | • | • | |
| | • | • | | Harassment: Discriminatory (21) | Theft/Vandalism (36) | • | • | | |
| | • | • | | Harassment: Malicious (23) | Tobacco/Alternate nicotine/Vapor product distribution (35) | | • | • | |
| | • | • | | Harassment: Sexual (20) | Unexcused tardiness to class | • | • | | |
| • | • | | | Horseplay | Unintentional physical contact-staff | • | • | | |
| | • | • | | Illicit drug distribution (11) | Use possession of tobacco/alternative nicotine/vapor products (referral to treatment) (40) | | • | • | |
| | • | • | | Illicit drug possession or use (32) | Violation of personal electronic/telecommunication device policy | • | • | | |
| • | • | | | Inappropriate language | Weapons/Dangerous instruments | | • | • | |
| | • | • | | Inappropriate sexual behavior (42) | All other criminal offenses: kidnapping, extortion, etc. (law) | | | • | |

Grades 4 - 5 Behavior Matrix

| Behavior Codes | | | | Grades 4-5 | | | |
|----------------|---------|---------|---------|---|--|---|---|
| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | Prior to choosing the level of consequence, administrators should consult Progressive Discipline procedures outlined on page 21 | | | |
| • | | | | Academic dishonesty/Plagiarism (results in academic consequence) (50) | Inappropriate use of technology | • | • |
| | | • | • | Alcohol distribution (26) | Inappropriate use of a mobile device | • | • |
| | | • | • | Alcohol possession or use (34) | Intentionally throwing or releasing an object | • | • |
| | | • | • | Arson (24) | ISAP removal/walk-out | | • |
| | | • | • | Assault I (18) II (8) | Leaving class without permission | • | • |
| | | • | • | Assault of a teacher (15) | Leaving school grounds/bus without permission | • | • |
| | | • | • | Bomb Threat | Loitering on school grounds | • | • |
| | • | • | • | Bullying/Cyberbullying (29) | Marijuana possession or use (33) | | • |
| | • | • | • | Destruction of property (38) | Marijuana distribution (25) | | • |
| • | • | | | Disrespect (49) | Nonattendance to class/cutting class | • | • |
| • | • | | | Disruptive conduct I (45), II (43) | Other I (53), II (44) | • | • |
| • | • | | | Dress code violation (46) | Physical Aggression (39) | • | • |
| | | • | • | Drug/Alcohol distribution | Possession of a weapon (13) | | • |
| • | • | | | Failure to attend detention | Profanity/Vulgarity | • | • |
| • | • | | | Failure to cooperate (41) | Profanity/Vulgarity towards staff | • | • |
| • | • | | | False information to staff | Property misuse (51) | • | • |
| | | • | • | Falsely activating a fire alarm/safety equipment | Racial slurs/Hate speech towards staff/student | | • |
| | | • | • | Fighting- student to student with major injury (19) | Refusal/Failure to attend ISAP | | • |
| | • | • | • | Fighting- student to student without major injury (31) | Robbery (14) | | • |
| | | | • | Firearm (6) | Sexual abuse/Sexual assault (9) | | • |
| | • | • | | Fireworks/Explosive devices possession or use | Spitting | • | • |
| • | • | | | Forgery/counterfeiting | Talking out in class | • | |
| • | • | | | Gambling | Taunting, baiting, inciting a fight | • | • |
| | | • | • | Gang Intimidation or activity (27) | Terroristic Threatening | | • |
| | • | • | • | Harassment: Discriminatory (21) | Theft/Vandalism (36) | | • |
| | • | • | | Harassment: Malicious (23) | Tobacco/Alternate nicotine/Vapor product distribution (35) | | • |
| | • | • | • | Harassment: Sexual (20) | Unexcused tardiness to class | • | • |
| • | • | | | Horseplay | Unintentional physical contact-staff | • | • |
| | | • | • | Illicit drug distribution (11) | Use possession of tobacco/alternative nicotine/vapor products (referral to treatment) (40) | • | • |
| | | • | • | Illicit drug possession or use (32) | Violation of personal electronic/telecommunication device policy | • | • |
| • | • | • | | Inappropriate language | Weapons/Dangerous instruments | | • |
| | • | • | | Inappropriate sexual behavior (42) | All other criminal offenses: kidnapping, extortion, etc. (law) | | • |

Grades 6 - 12 Behavior Matrix

| Behavior Codes | | | | | | Grades 6-12 | | | |
|----------------|---------|---------|---------|---|--|-------------|---------|---------|---------|
| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | Prior to choosing the level of consequence, administrators should consult Progressive Discipline procedures outlined on page 21 | | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
| • | • | | | Academic dishonesty/Plagiarism (results in academic consequence) (50) | Inappropriate use of technology | • | • | | |
| | | • | • | Alcohol distribution (26) | Inappropriate use of a mobile device | • | • | | |
| | | • | • | Alcohol possession or use (34) | Intentionally throwing or releasing an object | • | • | | |
| | | • | • | Arson (24) | ISAP removal/walk-out | • | • | | |
| | | • | • | Assault I (18) II (8) | Leaving class without permission | • | • | | |
| | | • | • | Assault of a teacher (15) | Leaving school grounds/bus without permission | • | • | | |
| | | • | • | Bomb Threat | Loitering on school grounds | • | | | |
| | • | • | • | Bullying/Cyberbullying (29) | Marijuana possession or use (33) | | • | • | • |
| • | • | | | Destruction of property (38) | Marijuana distribution (25) | | | • | • |
| • | • | | | Disrespect (49) | Nonattendance to class/cutting class | • | • | | |
| • | • | | | Disruptive conduct I (45), II (43) | Other I (53), II (44) | • | • | • | |
| • | • | | | Dress code violation (46) | Physical Aggression (39) | | • | • | |
| | | • | • | Drug/Alcohol distribution | Possession of a weapon (13) | | | • | • |
| | • | | | Failure to attend detention | Profanity/Vulgarity | • | • | | |
| • | • | | | Failure to cooperate (41) | Profanity/Vulgarity towards staff | • | • | | |
| | • | • | | False information to staff | Property misuse (51) | • | • | | |
| | | • | • | Falsely activating a fire alarm/safety equipment | Racial slurs/Hate speech towards staff/student | | • | • | |
| | | • | • | Fighting- student to student with major injury (19) | Refusal/Failure to attend ISAP | | • | • | |
| | | • | | Fighting- student to student without major injury (31) | Robbery (14) | | • | • | |
| | | | | | Safety I (28) | | • | • | |
| | | | • | Firearm (6) | Sexual abuse/Sexual assault (9) | | | • | • |
| | • | • | | Fireworks/Explosive devices possession or use | Spitting | • | • | | |
| • | • | | | Forgery/counterfeiting | Talking out in class | • | • | | |
| • | • | | | Gambling | Taunting, baiting, inciting a fight | • | • | • | |
| | • | • | | Gang intimidation or activity (27) | Terroristic Threatening | | | • | • |
| | • | • | | Harassment: Discriminatory (21) | Theft/Vandalism (36) | | • | • | |
| | • | • | | Harassment: Malicious (23) | Tobacco/Alternate nicotine/Vapor product distribution (35) | | | • | • |
| | • | • | | Harassment: Sexual (20) | Unexcused tardiness to class | • | • | | |
| • | • | | | Horseplay | Unintentional physical contact- staff | • | • | | |
| | | • | • | Illicit drug distribution (11) | Use possession of tobacco/alternative nicotine/vapor products (referral to treatment) (40) | | • | • | |
| | | • | • | Illicit drug possession or use (32) | Violation of personal electronic/telecommunication device policy | • | • | | |
| • | • | | | Inappropriate language | Weapons/Dangerous instruments | | | • | • |
| | • | • | | Inappropriate sexual behavior (42) | All other criminal offenses: kidnapping, extortion, etc. (law) | | | • | • |

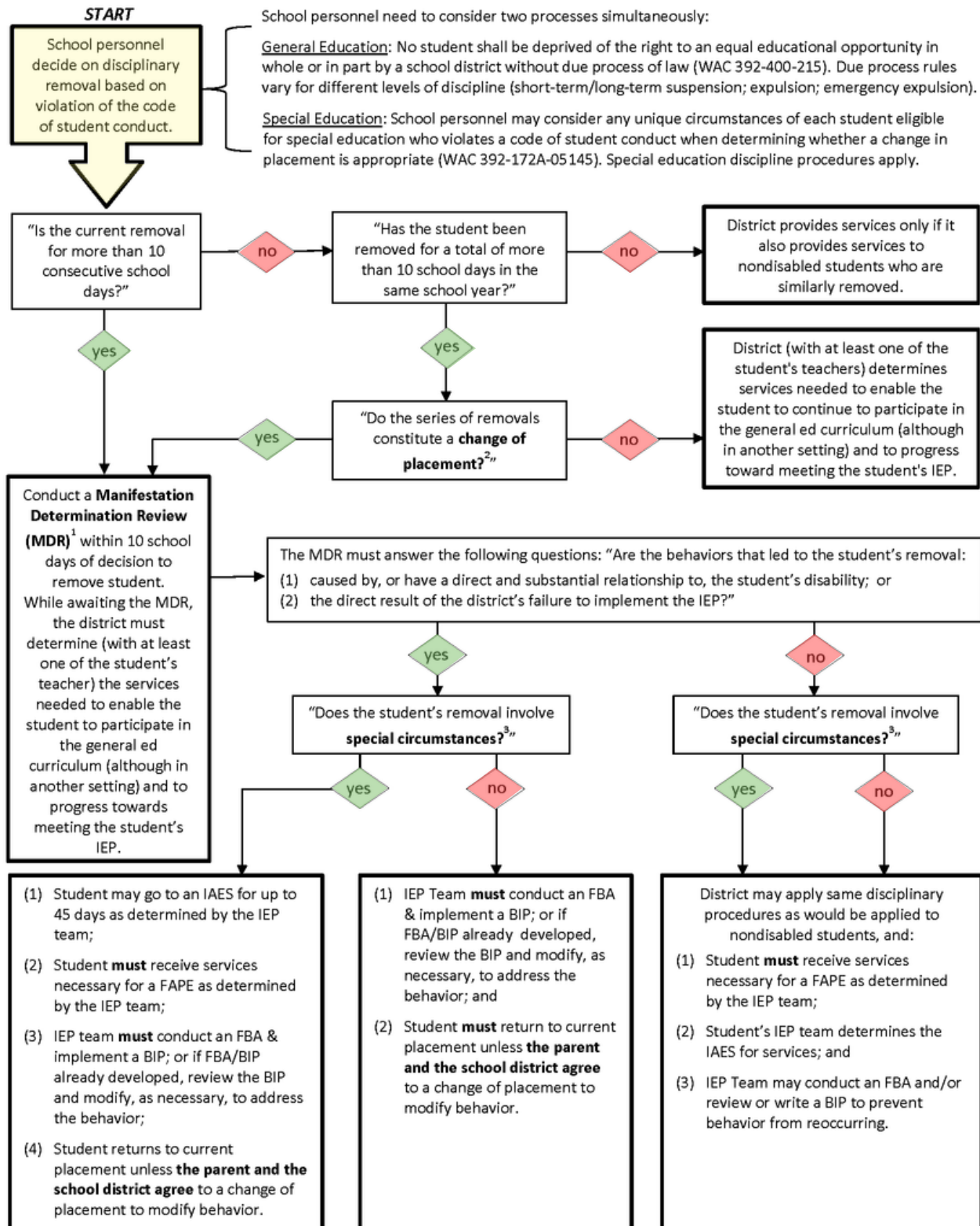
Behavior Code Definitions

| | |
|--|--|
| Academic dishonesty/Plagiarism (results in academic consequence) (50) | 50 "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. |
| Alcohol distribution (26) | 26 "Alcohol distribution" refers to behavioral violations involving the transportation, delivery, or distribution of alcohol in violation of district policy. |
| Alcohol possession or use (34) | 34 "Alcohol possession or use" refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy. |
| Arson (24) | 24 "Arson" refers to behavioral violations that meet the definition of an offense under RCW 9A.48.020 or RCW 9A.48.030. |
| Assault I (18) | 18 "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. |
| Assault 2 (8) | 8 "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. |
| Assault of a teacher (15) | 15 "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. |
| Bullying/Cyberbullying (29) | 29 "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. |
| Defiance (48) | 48 "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. |
| Destruction of property (38) | 38 "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. |
| Disrespect (49) | 49 "Disrespect" refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy. |
| Disruptive conduct I (45) | 45 "Disruptive conduct – I" refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy. |
| Disruptive conduct II (43) | 43 "Disruptive conduct – II" refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy. |
| Dress code violation (46) | 46 "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. |
| Failure to cooperate (41) | 41 "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. |
| Fighting- student to student with major injury (19) | 19 "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. |
| Fighting- student to student without major injury (31) | 31 "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). |
| Firearm (6) | 6 "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). |

| | |
|---|---|
| Gang Intimidation or activity (27) | 27 "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. |
| Harassment: Discriminatory (21) | 21 "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. |
| Harassment: Malicious (23) | 23 "Malicious harassment" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.020(1). |
| Harassment: Sexual (20) | 20 "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. |
| Illicit drug distribution (11) | 11 "Illicit drug distribution" refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under Chapter 69.50 RCW. |
| Illicit drug possession or use (32) | 32 "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. |
| Inappropriate sexual behavior (42) | 42 "Sexually inappropriate conduct" refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy. |
| Inappropriate use of language (52) | 52 "Inappropriate language" refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy. |
| Marijuana possession or use (33) | 33 "Marijuana possession or use" refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under Chapter 69.50 RCW. |
| Other I (53) | 53 "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. Marysville School District #25. |
| Other II (44) | 44 "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. |
| Physical Aggression (39) | 39 "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. |
| Physical Contact (47) | 47 "Physical contact" refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy. |
| Possession of a weapon (13) | 13 "Possession of a weapon" refers to behavioral violations that meet the definition of an offense under RCW 9A.41.280. |
| Property misuse (51) | 51 "Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy. |
| Robbery (14) | 14 "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. |
| Safety I (28) | 28 "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. |
| Safety II (17) | 17 "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. |
| Sexual abuse/Sexual assault (9) | 9 "Sexual assault" refers to behavioral violations that meet the definition of certain sex offenses under RCW 9A.40.030(47). |
| Theft/Vandalism (36) | 36 "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. |
| Tobacco/Alternate nicotine/Vapor product distribution (35) | 35 "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. |
| Use/possession of tobacco/alternative nicotine/vapor products (referral to treatment) (40) | 40 "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. |

Special Education Discipline Flowchart

Overview of Discipline Procedures for Students Receiving Special Education Services*



Flowchart Definitions

Manifestation Determination Review (WAC 392-172A-05146): A meeting between the school district, the parent(s), and relevant members of the student's IEP team (as determined by the parent and the school district) to review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
2. If the conduct in question was the direct result of the school district's failure to implement the IEP.

The conduct must be determined to be a manifestation of the student's disability if the school district, the parent(s), and relevant members of the student's IEP team determines that one of the two above conditions was met.

Change of Placement (WAC 392-172A-05155): For disciplinary removals of a student eligible for special education, a change of placement occurs if:

1. The removal is for more than ten consecutive school days; or
2. The school district determines on a case-by-case basis that the student has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten school days in a school year;
 - b. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - c. There are additional factors such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

Special Circumstances (WAC 392-172A-05149): A school district may remove a student to an interim alternative educational setting (IAES) for not more than 45 school days, regardless of whether the behavior is determined to be a manifestation of the student's disability if the student:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a school district;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a school district; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a school district.

Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of subsection (g) of Section 930 of Title 18, United States Code.

Controlled substance means a drug or other substance identified under Schedules I, II, III, IV, or V in Section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)); *Illegal drug* means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under that act or under any other provision of federal law.

Serious bodily injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of Section 1365 of Title 18, United States Code.

* Updated as of January 2018. This document should be used as guidance and is not intended as legal advice. Additional information can be obtained by reading OSPI bulletins and related publications; guidance from the U.S. Department of Education; chapter 392-172A WAC; Part 300 of the federal regulations; and the Individuals with Disabilities Education Act (IDEA).

Athletic Discipline

ATHLETIC CODE OF CONDUCT

As members of a school team or WIAA-sponsored activity that represents Marysville School District, students are expected to make a strong personal commitment to the rules of training and Code of Conduct in order to maintain a strong, healthy body and represent their school in an exemplary fashion. To that end, the following rules apply to all students participating in interscholastic athletics/activities or attending a team-related activity such as out-of-season camps or tournaments. These rules will apply at all times throughout the school year, which is defined as beginning with fall tryouts to the last day of school, and includes any summer team-related activities. They will remain in effect for one calendar year from the date of signature.

CONDUCT AND DISCIPLINARY ACTION FOR ATHLETES

All students who participate in the athletic programs in Marysville School District will comply with the rules and regulations and will submit to the reasonable discipline of school authorities. Any athlete who willfully performs any act on school premises (reasonable proximity to), or off-school premises at a school-sponsored event, which interferes with or is detrimental to the orderly operation of a school's athletic program, shall be subject to athletic discipline, athletic suspension, or athletic expulsion.

Such acts shall include but not be limited to, those listed below:

- Theft
- Extortion or intimidation of a student or staff member
- Assault on a student or staff member
- Destruction or defacing of property
- Disobedience of reasonable instructions from an adult
- Commission of a criminal act as defined by law
- Disruptive conduct
- Unexcused absence from practice
- Cheating
- Immoral Conduct
- Vulgarity

The following acts by an athlete on or off of school premises during the time the athlete is participating in an athletic program shall constitute sufficient cause for athletic discipline, athletic suspension, or athletic expulsion:

- Use or possession of tobacco
- Use or possession of alcoholic beverages
- Use or possession of drugs or controlled substances
- Commission of a criminal act as defined by law
- The willful choice to remain at an off-campus event where alcohol, drugs, and/or controlled substances are evident.

ATHLETIC DISCIPLINE OVERVIEW

- Coaches may send athletes home for the remainder of a contest or turnout if their conduct is disruptive.
- In the event athletic probation is imposed, the coach will:
 - Inform the Building Athletic Coordinator of the proposed discipline and secure approval.
 - Inform the athlete of the deficiencies, how the athlete is to correct them and the number of days of probation; and
 - Send an athletic discipline letter to the parent/guardians with copies to the Building Athletic Coordinator, Principal, and District Athletic Director.
- Upon completion of the probationary period, and if the deficiency is:
 - Corrected, the athlete is removed from probation.
 - Not corrected, the probationary period is extended, or the athlete is recommended for suspension.

ATHLETIC SUSPENSION, AND ATHLETIC EXPULSION

- Prior to the suspension or expulsion of any athlete, a conference shall be conducted with the athlete as follows:
 - The head coach, through the building athletic coordinator, will present to the athlete an oral and/or written notice of the alleged misconduct and violation(s) of school district rules; the evidence of school district rules; the evidence in support of the allegations; and the corrective action or punishment to be recommended.
 - The athlete shall be provided the opportunity to present an explanation.
- Following the conference with the athlete, the head coach (through the athletic coordinator) may recommend athletic suspension or athletic expulsion to the principal or designee (athletic coordinator). If the principal or designee (athletic coordinator) imposes athletic suspension or athletic expulsion, the athlete shall be orally notified of the action taken. Promptly thereafter, written notice shall be sent by mail to the athlete's parent/guardian containing the following information:
 - The action taken (e.g., athletic suspension for ten calendar days, athletic expulsion, etc.);
 - The reason for such disciplinary action;
 - The right to an informal conference.

[View the Athletic Code of Conduct ►](#)



Due Process

Whenever a student is accused of committing a violation of the SSBIH, they have the right to due process. This means that they must:

1. Be given oral or written notice of the charge against them.
2. Be provided with an opportunity to present their side of the case, and
3. Be provided with an opportunity to appeal the decision.

Due-process procedures will be followed before any suspension unless the immediate suspension is necessary to protect persons or property or to avoid disruption of the ongoing educational process. In such cases, due process procedures shall be followed within three school days.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Discipline records will be kept by the administrator. Records are accessible to teachers, administrators, the student, and/or the parent/guardian as required by the Family Educational Rights and Privacy Act (FERPA).

RIGHT TO COUNSEL

Persons who are involved in any disciplinary process have the right to legal representation at their own expense.

Appeal Process

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

For more information about the Appeal Process, please reference Policy and [Procedure 3241](#)

Bus Safety

STUDENT CONDUCT ON BUSES

School bus behavior expectations are established to ensure that all students have a safe ride to and from school each day. Positive and proactive strategies will be implemented to foster appropriate behavior and productive relationships. The school bus is an extension of the classroom, and appropriate behavior is expected at all times. Students are expected to follow the same behavioral standards while riding the school bus as is expected on school property or at school functions, activities, and events. All school rules are in effect while a student is riding the bus or waiting at a designated bus stop.

Violations that occur involving the school bus and/or incidents that occur while students are on the way to school (bus stop/neighborhood) or returning from school (bus stop/neighborhood) may result in a consequence. This means that the school administrator can address a student's inappropriate behavior on a school bus, which may include suspension of bus privileges, in-school consequences, or suspension from school. MSD buses are equipped with video cameras. Video recordings may be used to document incidents and responsibility for inappropriate behavior on the school bus.

SAFETY EXPECTATIONS FOR BUS RIDERS

| | |
|----------|---|
| B | <h3>Be Responsible</h3> <ul style="list-style-type: none"> • Be on your best behavior. • Obey the driver's instructions. The driver of a school bus is in complete charge of their passengers. • Eating, drinking, and smoking are not permitted on the school bus. • Keep the bus clean. Do not throw trash on the floor. • Do not mar or deface the bus. Seat covers must not be damaged in any manner. Anyone caught damaging the equipment will be subject to consequences and/or to making restitution. • Pets and animals are not allowed on the bus at any time. |
| U | <h3>Use Respect</h3> <ul style="list-style-type: none"> • The driver has the authority to assign seats. • Use your inside voice. • Do not wave or shout at pedestrians or occupants, or other vehicles. Do not throw objects out of the bus windows. • Know that using profanity and making obscene gestures on the school bus are prohibited. • Keep hands, feet, and objects to yourself. • Do not fight or scuffle on the bus or create any loud disturbances. • Refrain from talking to the driver, except in an emergency. |
| S | <h3>Stay Safe</h3> <ul style="list-style-type: none"> • Be seated immediately, and remain seated while the bus is in motion. If a seat is not available, alert the bus driver. • Keep your head, hands, and feet inside the bus. • Students may not stand in the stairwell while the bus is in motion. • Books and backpacks should remain in your lap and not be placed in the aisleway. Instruments and large objects will be allowed on the bus only if they can be held on the lap. • Do not tamper with the emergency door, fire extinguisher, or other equipment on the bus. |

Technology

Marysville School District provides a wide range of technology resources to its students and staff for the purpose of advancing the educational mission of the District. As users of District computers, students are expected to review and understand the [MSD Telecommunications Policy 3245](#). In addition, as a condition of connecting personal equipment to the district's networks, the district reserves the right to gain access to the device for analysis to resolve any identified issues or threats.

RESPONSIBLE USE, SAFETY & DAMAGE AGREEMENT

Marysville School District (MSD) provides and assigns students in grades K-12 a Chromebook or laptop computer for use at school. Students in grades 6-12 use the Chromebook at school and at home as a means to promote achievement and provide equitable learning opportunities. The Responsible Use, Safety & Damage Agreement document provides guidelines and information about expectations for students who are being issued these devices. The use of district-provided technology also requires students to abide by the Student Code of Conduct and all MSD policies related to technology-acceptable use. Our expectation is that all students will responsibly use district technology and network resources. We also expect all students will keep their district-issued devices safe, secure, and in good working order. Click [HERE](#) to view the full agreement.

CODE OF CONDUCT

- Exercise good judgment and respect district property by demonstrating responsible use of technology;
- Protect your account and computing privileges. Never share your login and password information with other students. Never use others' login or password. Do not destroy, modify or abuse computer hardware or software in any way;
- Do not delete or add software or peripheral equipment to district computers without advance permission;
- Do not use personal wireless hotspot devices while at school;
- Do not utilize peripheral devices that act as computers or local area networks, such as thumb drives with processing capability;
- Do not attempt to tunnel or VPN to another computer through the district network;
- Do not use USB to run executable (.exe) files;
- Do not use district-provided storage for games, executable files, or inappropriate content;
- Do not use the district's network resources on personal devices such as smartphones or personal computers without advance permission.;
- Keep food and beverages away from laptops and desktops at all times.
- Computer lab use --
 - Use only when a staff member is present;
 - Ensure lab desktops are cleared upon leaving, the user is logged off, and monitors and other peripherals are not altered in any way.

NOTICE: Students are responsible for the devices they bring to school. The District shall not be responsible for loss, theft, or destruction of devices brought onto school property, including those that have been confiscated.

BE A GOOD DIGITAL CITIZEN

- Use district computers for educational purposes only. No personal, commercial, or political activity is allowed;
- Do not use district computers for illegal, harassing, vandalizing, inappropriate or indecent purposes;
- Students should leave games, other non-district software, entertainment, and social networking at home;
- Do not use the Internet to access or process pornographic or otherwise inappropriate material.;
- Be ethical and courteous. Do not send hate, harassing, or obscene mail; text or images; libelous, scandalous, or discriminatory remarks; or demonstrate other antisocial behaviors. Such communications may be subject to school discipline, legal action, and/or police contact;
- District computers may not be used to interfere with or disrupt other users, services or equipment, including distribution of unsolicited advertising (spam), propagation of viruses, or distribution of large quantities of information (chain letters, network games or broadcasting messages);
- Do not attempt to hide windows, close laptop lids, clear desktops, or turn off computers when staff approach.
- Never attempt to hack into another student's or staff member's account;
- Do not attempt to circumvent or disrupt district network and software resources such as firewalls, network traffic monitoring services, or web filters;

KNOW THE GUIDELINES AND PURPOSES OF YOUR DISTRICT-PROVIDED CHROMEBOOK

Chromebooks are laptop computers designed to work with Google Apps for Education, which is something all of our students have. Google Apps can be used to create documents, spreadsheets, presentations, blogs, and a host of other functions, including built-in collaboration tools.

Be academically honest. Don't assume that if it is on the Internet that it is legal to copy.

Chromebooks will be treated in much the same fashion as a textbook assigned to a student for use during the school year.

PRACTICE RESPONSIBLE ELECTRONIC AND CELL PHONE USE: POLICY 3245

Students in possession of electronic devices (electronic devices include but are not limited to cellphones, MP3 players, games, and headsets) shall observe the following conditions:

- Electronic devices shall not be on or out during class. Electronic devices may be turned on and operated only during non-class time unless an emergency situation exists that involves imminent physical danger or a school staff person authorizes the students to do otherwise;
- Devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating the confidentiality or privacy rights of another individual, or promoting violence;
- Devices shall not be used to threaten, harass or intimidate: Violators are subject to both school and legal consequences;
- Devices are used with the permission by the teacher, including Chromebooks and headsets;
- Misuse of devices and cell phones will result in confiscation in any classroom, including distraction to the learning environment;
- Teachers may confiscate students' cell phones and return them at the end of the period or turn them into the office for students to retrieve at the end of the day. In this case security and/or administration will send an email home to parents reminding them of the policy;
- If a student continues to violate the policy, their devices (including cell phone) will be confiscated and may only be retrieved by the parent/guardian at the end of the day;
- If students have an emergency and need to use a phone, they may come to the Main Office to do so.

UNDERSTAND THE CONSEQUENCES OF CHOOSING NOT TO ADHERE TO THE RESPONSIBLE USE OF ELECTRONIC DEVICES

First Offense: Students who "forget" are warned the first time;

Second Offense: The teacher will confiscate the device and return it at the end of the period;

Third Offense: The device will be taken to the front office for the remainder of the day and may be picked up when a student is ready to leave school;

Fourth Offense: The device will be taken to the front office and must be picked up by a parent/guardian;

After the fourth offense, the device will be taken to the front office, and a meeting will be set up, which may result in the device being required to be left in the front office daily;

- Students who do not follow teacher directives will be acting in defiance, which could result in a disciplinary referral;
- Students who violate this policy will be subject to disciplinary action, including confiscation and losing the privilege of bringing the device onto school property.
- After repeat offenses, the device may only be returned to the student's parent/guardian.

Non-Discrimination Statement

Marysville School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

The following Marysville School District employees/departments are designated to address questions and complaints of discrimination:

- Civil Rights: Executive Director of Equity and Family Engagement
- Gender Inclusivity: Executive Director of Equity and Family Engagement
- Harassment, Intimidation, & Bullying
 - Employees: Executive Director of Human Resources
 - Students: Director of Student Safety and Security
- Title IX: Executive Director of Human Resources
- Section 504 and ADA: Executive Director of Special Education and Student Services

Discrimination and discriminatory harassment may be reported to any school staff member or the district employee/department listed above by phone at (360) 965-0000. You also have the right to file a written complaint. Address: 4220 80th Street NE, Marysville, WA 98270.

Policies that address these issues are 3210 “Non-Discrimination,” 5010 “Non-Discrimination and Affirmative Action,” 3205 “Sexual Harassment of Students Prohibited,” 3207 “Prohibition of Harassment Intimidation and Bullying,” 3211 “Gender-Inclusive Schools” and 2162 “Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973”. These Policies are available online at www.ms25.org at your school or the District’s Educational Service Center at 4220 80th Street NE, Marysville, WA, 98270.



Marysville
School District