

WEYERHAEUSER ELEMENTARY SCHOOL

Home of the Wildcats

The Guide to Success at Weyerhaeuser Elementary School

Student-Parent Handbook 2014-2015



“Putting our Best Paw Forward”

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Office Hours: Monday-Friday 7:30 am-3:00 pm

Eatonville School District #404 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. This holds true for all district employment and opportunities. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Title IX/Chapter 28A.640 RCW Officer: Denise Walters, Eatonville School District, 200 Lynch St. W, Eatonville, WA 98328 [\(360\) 879-1029](tel:3608791029) and Section 504/ADA Coordinator: Cristin Blaskowitz, Special Services, 200 Lynch St. W., Eatonville, WA 98328 [\(360\) 879-1800](tel:3608791800).

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A Message from Mrs. Sturdivant...

It is truly a great pleasure to greet you on behalf of the entire staff! As a staff, we are committed to providing an environment where all students are able to reach their potential. We pledge to do our best to meet the educational, social and emotional needs of every student that walks these halls in a safe, caring and inclusive school climate. Our desire is to have Weyerhaeuser feel like family and for you to feel the warmth and welcome.

Our mission is to inspire, allow innovation and create safe and strong academic opportunities that allow all students to realize success. We value curiosity, excellence, responsibility, character, equity, diversity and tradition. We are proud of the strong academic program we offer that meets a broad spectrum of learning needs.

It is important for you to be a BIG part of the entire process by staying in two-way communication with your child's teacher and supporting success at home by assisting with projects or homework. You are more than welcome to volunteer in the building or in the classroom. Please join and be an active part of our PTA. Everything they do is for the students!

This handbook should answer many of the questions you have about the operation and policies of Eatonville School District and Weyerhaeuser Elementary. However, if you have additional questions or concerns, please feel free to contact your child's teacher or our office at 879-1650.

Together, we commit to inspiring lifelong learners to create a better future.

Please review this handbook with your child, sign, and return the last page to your child's teacher by September 26, 2014.

FORWARD

The staffs at Weyerhaeuser Elementary School, Eatonville Elementary School, and Columbia Crest School are dedicated to providing an environment in which your child will find success. To help them find success and develop a love for learning, parental support and student effort are needed. We will work together to create and maintain a safe and positive atmosphere where students can achieve to the best of their ability.

School Hours

School Begins	8:00 a.m. (9:00 a.m. on Late-Start Wednesdays)
School Dismisses	2:30 p.m.

Quick Reference Guide

Weyerhaeuser Office	(360) 879-1650
Fax	(360) 879-1662
Eatonville School District Office	(360) 879-1000
Transportation	(360) 879-1900
Special Education Department	(360) 879-1800
Weyerhaeuser Website	http://eatonvillesd.schoolwires.net/Domain/11

Academic Success

Students who are prepared for school do better in school. Here are some of the things students can do to be ready to learn and allow other students to learn, too.

- Come to class prepared with school supplies, your homework, and an AR book.
- Follow adult directions and complete assignments on time.
- Come to school on time.

Arrival Procedures

The safety of our students is of utmost importance to us. Supervision will be provided from 7:45-8:00 (8:45-9:00 on Late-Starts) on our playground for your convenience. There is no playground supervision after school. When dropping students off, please drop them in the student drop-off area at the front of the building so students do not need to cross the parking lot. Otherwise, please park and escort your child(ren) into the building. Please help us keep all students safe!

Attendance

Regular attendance at school is essential to the learning process. At Weyerhaeuser Elementary we appreciate the support given by our parents/guardians in ensuring that their students attend school on a regular basis. State law and district policy contain provisions regarding mandatory attendance of students and excused absences. Further information is available in the Eatonville School Board Policy Manual online at www.eatonville.wednet.edu.

Please contact the school office by phone to notify us of your student's absence. If that is not possible, a written excuse must accompany the child upon his/her return to school. We encourage you to schedule doctor and/or

dental appointments during non-school hours whenever possible.

Students missing more than three days of school for vacation will need to receive prior approval from the principal.

Unexcused Absences

The school shall use the following procedure when a student is absent:

- A. Each unexcused absence shall be followed by telephone call or a letter sent home to the parent.
- B. When a student has two or more unexcused absences within any month, a conference shall be requested by a school official to discuss reasons for the unexcused absences, possible measures to alleviate the cause of absences, and corrective actions.
- C. Not later than the student's fifth unexcused absence in a month, the district shall attempt to enter into an Attendance Agreement with the student and parent(s)/guardian(s) that establishes attendance requirements.
- D. No later than the seventh unexcused absence within any month, or ten for the school year, the district must file a truancy petition and affidavit with the Juvenile Court alleging a violation of RCW 28A.225.010 by the student, or the parent, or parent and student.

Tardies

After 10 unexcused tardies the attendance officer will meet with parents to develop an Attendance Agreement to promote on time attendance.

Excused Absences

According to School Board Policy 3122, the following constitute legitimate reasons for an excused absence: participation in a district or school approved activity or instructional program; illness, health condition or medical appointment; family emergency; religious or cultural purpose; court or judicial proceeding; absence directly related to student's homeless status; absence from a disciplinary/corrective action; and Principal and Parent/Guardian mutually agreed upon approved activity. When students are absent due to illness, injury or medical appointment, parents are encouraged to acquire a doctor's note whenever possible and submit a copy to the Attendance Office.

When a student has 10 or more excused absences per semester, the district shall attempt to enter into an Attendance Agreement with the student and parent(s)/guardian(s) that establishes attendance requirements.

Here are a couple of other important guidelines regarding attendance:

- Students must sign in when arriving late.
- Parents must sign their students out in the office when picking their child up early from school.
- Assignments missed during absences must be made up. When requesting work for absent students, please give teachers 24 hours to gather and prepare materials.

Cell Phones

Students are discouraged from bringing cell phones to school. However, we do recognize that occasionally parents permit their students to have a cell phone for personal security

before and after school. We require students to turn cell phones off upon arrival at school and leave them in their backpack or bookbag until they leave campus. Cell phones are not to be in the student's possession during class, lunch or recess. At no time are cell phones to be used during the school day. We are happy to facilitate communication between students and parents through our office phones.

Childfind

The Eatonville School District provides programs for students with identified disabilities. The District conducts Childfind screenings to locate young people from birth to age 21 who are not currently enrolled in school and may need special education services. Screening services are available for those students with suspected disabilities in the areas of hearing, speech, language, health, learning development delay, behavior management, mental retardation, birth defects, orthopedic or spinal problems, or other disabilities. Preschool screenings for children 0-5 years of age are offered the first Friday of each month during the school year. Please call (360) 879-1811 to schedule an appointment. Parents or guardians who have concerns about their child in any of these areas are encouraged to contact one of the local schools listed below or the Special Services office.

Columbia Crest School	(360) 569-2567
Eatonville Elementary	(360) 879-1600
Eatonville High School	(360) 879-1200
Eatonville Middle School	(360) 879-1400
Weyerhaeuser Elementary	(360) 879-1650
Preschool	(360) 879-1811
Special Services	(360) 879-1800

Discipline

The Weyerhaeuser staff is dedicated to creating and maintaining a positive, productive environment for all students. Since student behavior and a quality learning climate are closely related, we believe it is worth the effort to encourage and reinforce cooperation and responsible behavior from our students.

The students at Weyerhaeuser Elementary School are expected to follow the rules. (Playground specific rules on page 20). The rules at school are:

- Be Safe
- Be Respectful
- Be Responsible

At the beginning of the school year, classroom teachers, specialists and playground supervisors will teach our school rules to students, discuss what they look like in every setting within our school (i.e. classroom, hallway, cafeteria, playground, etc.) and provide opportunities for practice.

Each classroom teacher will provide parents with a copy of their classroom discipline plan. Discipline plans are designed to bring about increased recognition and promotion of good behavior. Plans may include a referral to the office as a final step. Consequences will be progressive and may include time out, change of activity, change of location, loss of privileges, in-school suspension, out-of school suspension, or expulsion. Parents may be asked to conference with us and/or support us in developing an appropriate plan for greater success.

Dress Code

Dress and grooming should not interfere with the right to learn or teach. It must not endanger health or safety. The following rules are in keeping with the dress code for all students in Eatonville School District.

- Clothing should be neat, clean and in good repair.
- Students are required to wear shoes as required by state law.
- Clothing and/or accessories displaying or making reference to drug, alcohol, and/or tobacco or clothing displaying profane, vulgar, violent, discriminatory or sexual language or pictures shall not be worn.

- Apparel, accessories, or manner of grooming which indicates gang membership, affiliation, or promotion of gangs is prohibited.
- Hats and/or other headgear, (i.e. scarves, hoods on sweatshirts, bandanas, sunglasses (unless medically justified), etc.) shall not be worn in the school building during the school day.
- Attire which exposes the torso or shoulders (i.e. halter tops, tank tops with “spaghetti straps”, strapless shirts, see through clothing, and clothing that does not cover undergarments) is not appropriate school wear and are not allowed at school. Pants will be worn at waist level, even if a shirt covers the body.
- Jewelry and other accessories or clothing which may represent a safety hazard or danger to the welfare of the student or others shall not be worn (including wallet chains and spiked accessories).
- Shorts and skirts must be fingertip length (not running shorts or Spandex).
- Shirts and blouses must be free from holes and pants must not be cut or have holes above mid-thigh.

Drug Free Schools Policy

Federal law requires that the Eatonville School District notify students and parents about our School Board and District policy and procedure regarding the use and possession of controlled substances. The policy:

Students are prohibited from unlawfully manufacturing, distributing, dispensing, possessing, or using and narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, tobacco, or any other controlled substance or alcohol on or in the school premises, or at school-sponsored or approved activities. Any student who does will violate this policy.

The use of such drugs is illegal, wrong, and harmful. Alcohol, controlled substances or dangerous drugs and any other chemicals effect normal physical, social, emotional growth, well-being, and academic performance of our students, their families, and our community. The District has a list of caring resources available to students and families regarding referral, treatment, and aftercare services.

A student who violates the District's drug-free policy must be disciplined in accordance with the provisions of local, state, and federal law and board policy. Discipline may include expulsion, referral for criminal prosecution and/or a requirement that the offending student successfully complete an appropriate rehabilitation program.

If you have questions concerning your school's drug-free policy, or would like the list of support resources, please call your child's principal immediately.

Electronic Resources (Policy 2022 and 2022P)

Parents of students under the age of 18 may choose to have their students "opt out" of having access to the Network. This must be done by filling out Opt Out Form 2022-F or in writing to the school. See Appendix A for the full policy.

Emergency Drills & Procedures

We conduct regular fire, earthquake and lockdown drills to acquaint the children with emergency procedures. These drills are in accordance with state guidelines and the emergency plan coordinated throughout the school district.

In the event of an emergency or other unusual circumstance, it might be necessary to dismiss school early. School personnel will make every attempt to reach parents or emergency

contacts on file. The automated calling system will also be activated. Parents should formulate emergency plans in advance to make sure their child(ren) know what to do and where to go as it may not be possible to alert parents ahead of time. In some cases, students will be required to remain at school.

Exceptional Misconduct (Policy 3240P, 3241P)

Included in this handbook are board policies related to discipline and Exceptional Misconduct as well as the consequences that result from unsafe actions. In school wide discipline, the Exceptional Misconduct is considered the BIG problems. See Appendix A for the full policies.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. Please see Appendix A for the full FERPA policy

Health Emergencies/First Aid

State law limits the first aid we may give your child at school. In case your child becomes ill or receives a serious injury, you will be notified. If we are not available, we will attempt to reach an emergency contact person. If your child seems to be ill in the morning, please do not send him/her to school. **Please keep your phone numbers and emergency contacts current in our school files.** Please keep us advised of any health status, activity restrictions or other relevant information.

Lost and Found

Lost and found items will be hung in the cafeteria until claimed. Please check the lost and found regularly. We recommend that all belongings brought from home be labeled with your student's name, including clothing items and coats.

Lunch/Breakfast Program

Breakfast and lunch are served daily through our school lunch program. You may pay ahead for meals and we encourage you to do so. Any number of meals may be pre-purchased. Please make **checks payable to Weyerhaeuser Elementary** and write your child's name on the check. Lunch money is to be brought to the office in the morning before school starts.

Your child's hand will be stamped when their meal account gets low. You may also check your student's lunch account balance through Family Access. Please call our office with any questions regarding this process. As students are not able to charge for any meals, please keep accounts current.

A form is sent home at the beginning of the year to determine if your child's lunch/breakfast will be federally subsidized (free or reduced price). Forms are also available in the school office throughout the year. Please return forms as soon as possible.

Maintaining Professional Staff-Student Boundaries (Policy 5253)

The purpose of this policy is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults.

The Eatonville School Board of Directors expects all staff members to maintain the highest professional, moral and ethical

standards in their interaction with students. Please see Appendix A for the full policy.

Medication at School

Under normal circumstances, prescribed and over the counter medication should be dispensed before and/or after school hours under the supervision of the parent/guardian. However, state law permits the giving of oral medication to students during school hours provided proper authorization from physicians and parents is obtained. This also includes over the counter medications such as cough drops or Tylenol. The authorization form needed is available in our school office and all offices of Pierce County Health providers. Students are never to have unauthorized medications at school.

Information regarding immunizations required prior to school attendance is available in the office.

Money, Valuables & Toys

The school is not responsible for your lost or stolen items. You should not bring to school any items of value such as toys, radios, cassette or CD players, electronic games and equipment, and expensive clothing. Toys and other distractions negatively affect the learning process and are a temptation to other students.

Parent Communication

Parents can expect a bulletin to come home every other Monday. This bulletin will contain important information and upcoming events. Many teachers do periodical newsletters (some weekly, bi-weekly, monthly, etc.). Please refer to their classroom policy for this information. Please feel free to contact your child's teacher with questions at any time. Additionally, please visit our school website frequently, as it will be updated on a regular basis.
(<http://eatonvillesd.schoolwires.net/Domain/11>)

Parent/Teacher Association (PTA)

The PTA is an organization led by parents, consisting of parents, teachers, and community members that raise funds and provide field trips, supplies, equipment, and general support for students and teachers. Parent participation is encouraged. If you are interested in joining the PTA, contact our office.

Playground and Recess Rules

- Play only in designated areas.
- When the whistle blows once, stop playing immediately and begin the lap.
- Walk back to class.
- Keep your hands and feet to yourself.
- Demonstrate good sportsmanship and good conduct.
- Use appropriate language.
- Use ball equipment for its intended purpose and away from playground equipment.
- During recess, students must stay on the playground unless given specific permission to leave by one of the recess duties.
- Leave rocks, gravel, ice, sand, sticks, pinecones, snow, etc. on the ground.
- Keep skateboards, bikes, roller blades, scooters, and shoes with wheels off the playground.
- Rules applying to specific equipment will be covered by the playground supervisors.

Prohibition of Disability Discrimination and Retaliation (Policy 3208)

The Eatonville School District is committed to creating and maintaining an environment free of disability discrimination, harassment, and retaliation that is unlawful or prohibited by Section 504 of the Rehabilitation Act of 1973. The Eatonville School District prohibits

disability discrimination, including harassment and retaliation, by School District employees, students, contractors, or agents of the School District and by anyone participating in a School District sponsored activity prohibits retaliation as defined as intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any Section 504 right or privilege, or because the individual has made a complaint testified, assisted, or participated in any manner in a Section 504 related (disability discrimination) investigation, proceeding, or hearing. Please see Appendix A for the full policy.

Prohibition of Harassment, Intimidation, and Bullying (Policy 3207)

The District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons, that is free from harassment, intimidation or bullying. See Appendix A for the full school board policy.

Our school counselor, principal, teachers and playground staff all provide anti-bullying training to every student at Weyerhaeuser Elementary every year. Reporting problem behavior to school personnel is emphasized as the best defense against bullying. In addition, all students are encouraged to be kind, to recognize bullying when it is happening to them or others and to refuse to allow that behavior at our school. All students are encouraged to be “allies” and stand up for one another by telling other students to stop mean behavior or reporting it to the closest adult.

If it is determined that a student is purposefully engaging in bullying behavior, whether physical, social or verbal, he/she will be referred to the principal and appropriate consequences will be applied.

School Board Policies

All Eatonville School District Board Policies can be accessed on the Eatonville School District website at www.eatonville.wednet.edu.

Sexual Harassment (Policy 5011)

This district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities.

Sexual harassment occurs when:

1. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
2. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or
3. Unwelcome sexual or gender-directed conduct or communication that interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Please see Appendix A for the full policy.

Textbooks/Library Books

All books, especially Library and textbooks are a valuable resource. To ensure that our Library books and textbooks live a long life, we ask that all of our students take care of their assigned books. In order to be able to replace or restore damaged books, there are standardized fines for the Eatonville School District.

Ink marks	\$0.25
Pencil marks	erased or \$0.05 per page
Dog ears	undone or \$0.05 per page
Torn page	\$1.00 (if can be repaired)
Ripped cover	\$10.00 (has to be rebound)
Broken Back	\$10.00 (has to be rebound)
Loss or Damage beyond rebinding or repair	cost of Library/textbook

Please pay fines before the last day of school or the final report card will be held until fines are paid.

Volunteers and Visitors

Volunteers are always welcome! However, for the safety of our students, all visitors and volunteers must sign in at the office and wear a badge that is provided for identification purposes. Volunteers must be fingerprinted and receive training prior to working in the school. Field Trip chaperones must be fingerprinted a minimum of 48 hours in advance of a trip. Student visitors are not allowed. Please refer to School Board Policy 4200P for additional guidance regarding visitors at school.

Appendix A

School Board Policies

Electronic Resources (Policy 2022 & 2022P)

Student Conduct Expectations (Policy 3240P)

Exceptional Misconduct (Policy 3241P)

Family Educational Rights and Privacy Act (FERPA)

Maintaining Professional Staff/Student Boundaries (Policy 5253)

Prohibition of Disability Discrimination & Retaliation (Policy 3208)

Prohibition of Harassment, Intimidation & Bullying (Policy 3207)

Sexual Harassment (Policy 5011)

**Eatonville School District Harassment, Intimidation or Bullying (HIB)
Incident(s) Reporting Form**

Electronic Resources (Policy 2022 and 2022P)

K-20 Network Acceptable Use

Guidelines/Internet Safety Requirements

These procedures are written to support the Electronic Resources Policy of the board of directors and to promote positive and effective digital citizenship among students and staff. Digital citizenship represents more than technology literacy. Successful, technologically-fluent digital citizens live safely and civilly in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career. Expectations for student and staff behavior online are no different than face-to-face interactions.

Use of Personal Electronic Devices

In accordance with all district policies and procedures, students and staff may use personal electronic devices (e.g. laptops, mobile devices, flash drives and e-readers) to further the educational and research mission of the district. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day.

Network

The district network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The district reserves the right to prioritize the use of, and access to, the network. All use of the network must support education and research and be consistent with the mission of the district.

Parents of students under the age of 18 may choose to have their students "opt out" of having access to the Network. This must be done by filling out Opt Out Form 2022-F or in writing to the school.

Acceptable network use by district students and staff includes:

- Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research;
- Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and web pages that support education and research;
- (Unless parent chooses to opt out.) The online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;
- Staff use of the network for incidental personal use in accordance with all district policies and procedures;
- Connection of personal electronic devices (wired or wireless) including portable devices with network capabilities to the district network after checking with the building Principal who will check with the Network administrator to confirm that the device is equipped with up-to-date virus software, compatible network card and is configured properly. Connection of any personal electronic device is subject to all procedures in this document.

Unacceptable network use by district students and staff includes but is not limited to:

- Personal gain, commercial solicitation and compensation of any kind;
- Actions that result in liability or cost incurred by the district;
- Downloading, installing and use of games, audio files, video files, games or other applications (including shareware or freeware) without permission or approval from the Network Administrator;

- Support for or opposition to ballot measures, candidates and any other political activity;
- Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;
- Unauthorized access to other district computers, networks and information systems;
- Cyber bullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; and
- Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.

The district will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by his/her own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the district's computer network or the Internet.

Internet Safety

Personal Information and Inappropriate Content:

- Students and staff should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail or as content on any other electronic medium.
- Students and staff should not reveal personal information about another

individual on any electronic medium without first obtaining permission.

- No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy.
- If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

- Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves.
- Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content);
- E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district e-mail boxes;
- The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;

- Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and
- Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.

Internet Safety

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

- A. Age appropriate materials will be made available for use across grade levels.
- B. Training on online safety issues and materials implementation will be made available for administration, staff and families

Copyright

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes is permitted when such duplication and distribution falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

Ownership of Work

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such work has been paid for under a written agreement with the school system. If under an agreement with the district, the work will be considered the property of the District. Staff

members must obtain a student’s permission prior to distributing his/her work to parties outside the school.

Network Security and Privacy

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Students and staff are responsible for all activity on their account and must not share their account password.

The following procedures are designed to safeguard network user accounts:

- Change passwords according to district policy;
- Do not use another user’s account;
- Do not insert passwords into e-mail or other communications;
- If you write down your user account password, keep it in a secure location;
- Do not store passwords in a file without encryption;
- Do not use the “remember password” feature of Internet browsers; and
- Lock the screen or log off if leaving the computer.

Student Data is Confidential

District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

No Expectation of Privacy

The district provides the network system, e-mail and Internet access as a tool for education and research in support of the district’s mission. The district reserves the right to monitor, inspect, copy, review and store without prior notice information about the content and usage of:

- The network;
- User files and disk space utilization;

- User applications and bandwidth utilization;
- User document files, folders and electronic communications;
- E-mail;
- Internet access; and
- Any and all information transmitted or received in connection with network and e-mail use.

No student or staff user should have any expectation of privacy when using the district’s network. The district reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

Archive and Backup

Backup is made of all district e-mail correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up on district servers regularly. Refer to the district retention policy for specific records retention requirements.

Disciplinary Action

All users of the district’s electronic resources are required to comply with the district’s policy and procedures (and agree to abide by the provisions set forth in the district’s user agreement). Violation of any of the conditions of use explained in the (district’s user agreement), Electronic Resources policy or in these procedures could be cause for disciplinary action, including suspension or expulsion from school and suspension or revocation of network and computer access privileges.

Student Conduct Expectations (Policy 3240P)

Student Conduct Expectations and Sanctions for Violations

Student Conduct Expectations

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

Respect for the Law and the Rights of Others

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

Compliance with Rules

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

Student Rights

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

- High educational standards in a safe and sanitary building;
- Education consistent with stated district goals, as well as state and national standards;
- Equal educational opportunity and in all aspects of the educational process freedom from discrimination based on economic status, pregnancy, marital status, sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of trained dog guide or service animal by a person with a disability.;
- Access to their own education records at reasonable school times upon request;
- Fair and just treatment from school authorities and freedom from mistreatment and physical abuse;
- Freedom from unlawful interference in their pursuit of an education while in the custody of the district;
- Security against unreasonable searches and seizures;
- The substantive constitutional rights listed in WAC 392-400-215, subject to reasonable limitations upon the time, place, and manner of exercising such rights consistent with the maintenance of an orderly and efficient educational process within limitations set by law, including the right to:
 - freedom of speech and press,
 - peaceably assemble
 - petition the government and its representatives for a redress of grievances,
 - the free exercise of religion and to have their schools free from sectarian control or influence, and
- Participate in the development of rules and regulations to which they are subject and to be instructed on rules and regulations that affect them;
- Establish appropriate channels to voice their opinions in the development of curriculum;
- Representation on advisory committees affecting students and student rights;
- Present petitions, complaints, or grievances to school authorities and the right to prompt replies;
- Consult with teachers, counselors, administrators and other school personnel at reasonable times;
- Be involved in school activities, provided they meet the reasonable qualifications of the sponsoring organization;
- Free election of their peers in student government and the right to hold office;
- Know the requirements of the course of study, be informed about and know upon what basis grades will be determined;
- Citizenship privileges as determined by the United States and Washington State Constitution and its amendments; and,
- Annual information pertaining to the district's rules and regulations regarding students, discipline and rights.

Scope of District Authority

Students who involve themselves in acts that have a detrimental effect on the maintenance and operation of the school or the school

district; criminal acts; and/or violations of school rules and regulations, may be subject to disciplinary action by the school and prosecution under the law.

The rules will be enforced by school officials:

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

Disruptive Conduct

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

- Intentionally obstructing normal pedestrian or vehicular traffic on a school campus;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Causing a disturbance or disruption on school grounds, at school activities, or on district-provided transportation, including substantially interfering with any class or activity;
- Cheating, disclosure, forgery, or plagiarism of any school work or school related materials;
- Defiance of school personnel by

- disobedience of reasonable requests, instruction, and directives of school personnel;
- refusal to leave an area when instructed to do so by school personnel;
- refusing a reasonable request to identify oneself to district personnel (including law enforcement officers) while under the supervision of the school; and
- refusal to cease prohibited behavior;
- Disruptive use of motor vehicles or conduct on a school bus that endangers students;
- Gambling or encouraging other students to gamble;
- Inappropriate dress or appearance;
- Trespassing on school property or school transportation at a time or place the student's presence is not permitted;
- Occupying a school building or school grounds in order to deprive others of its use;
- Preventing students from attending class or school activities;
- Using any object in a dangerous manner;

Guidelines for disruptive behavior sanctions

DEFIANCE OF SCHOOL AUTHORITY

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

MITIGATING FACTORS:

- No prior documented misconduct
- Student’s age and/or inability to understand potential consequences of the conduct
- Subsequent action taken by student to make amends for misconduct with school personnel

AGGRAVATING FACTORS:

- Part of a pattern of similar misconduct
- Previous discipline record of student warranting progressive sanctions
- Substantial disruption to learning of others caused by student’s defiance
- Student attempts to solicit or incite others to engage in defiant behavior
- Use of lewd, obscene, or profane language directed towards supervising school personnel

Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of school personnel

LEWD, OBSCENE, OR PROFANE LANGUAGE, GESTURES OR MATERIALS

For purposes of school discipline, this includes, but is not limited to, lewd, obscene or profane language, gestures or materials that are unrelated to authorized school curriculum. Prohibited “materials” includes digital or electronic text, images, or sounds that are possessed, displayed, or transmitted while under the supervision of school authorities.

MITIGATING FACTORS:

- No prior documented misconduct
- Student’s age and/or inability to understand potential consequences of the conduct
- Subsequent action taken by student to make amends for misconduct

AGGRAVATING FACTORS:

- Part of a pattern of similar misconduct
- Previous discipline record of student warranting progressive sanctions
- Substantial disruption to learning of others caused by student’s defiance
- Student attempts to solicit or incite others to engage in behavior

Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of school personnel

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

Exceptional Misconduct

Exceptional misconduct is a violation of rules so serious in nature and/or so disruptive as to warrant an immediate short-term or long-term suspension, or expulsion. Refer to Eatonville School District Procedure 3241P for sanctions.

Exceptional misconduct includes the following:

- Actual or purported possession, use, sale, or delivery of illegal or controlled chemical substances, including tobacco or substances containing tobacco or nicotine, marijuana or substances containing marijuana, and alcoholic beverages, as well as possession of items reasonably determined to be paraphernalia as used or possessed;
- Actual or purported possession, use, sale, or delivery of medications, including prescription and over-the-counter, as well as possession of items reasonably determined to be drug paraphernalia as used or possessed;
- Arson;
- Assault
- Criminal Act: commission of any crime on school grounds, or the commission of a crime or other dangerous conduct anywhere that indicates the student's presence on school grounds poses a danger to other students or staff;
- Cumulative violations;
- Causing intentional, substantial damage or destruction to school property or the property of another on school grounds or at school activities, including but not limited to damage or destruction connected to school rivalries (vandalism);
- Dangerous use of motor vehicles on school grounds or at school activities, or endangering students on a school bus;
- Disruption of the school program by belligerent behavior, bomb scares, false fire alarms, firecrackers, etc.;
- Extortion, complicity, bribery, aiding, or abetting;
- Fighting;
Harassment/intimidation/bullying of others;
- Gang conduct;
- Inappropriate use of computer or electronic devices;
- Knowingly possessing stolen property;
- Presence on school property or at a school activity following the consumption or use elsewhere of an alcoholic beverage or a controlled substance, including marijuana (under the influence);
- Sexual misconduct on school grounds, at school activities, or on school provided transportation, including but not limited to indecent liberties, rape, sexual/mental assault, or molestation;
- Theft on school grounds, at school activities, on school provided transportation, or of school property at any time;
- Threats of violence to other students or staff
- Use or possession of dangerous weapons, including firearms, air guns, knives, nun-chu-ka sticks, throwing stars, stun guns, explosives and other weapons prohibited by state law.

Guidelines for Sanctions

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

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

In all cases where sanctions are imposed, a reasonable effort to contact parents or guardians will occur prior to, or contemporaneous with, the imposition of the sanction, in addition to any written notice required by law. When a school administrator determines that there is an immediate and continuing threat to the student or school staff, or an immediate and continuing threat of substantial disruption of the educational process, immediate emergency removal or emergency expulsion may be appropriate.

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

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

Implementing the Guidelines for Sanctions

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

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

ARSON*

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

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal damage
- Little potential of harm
- Student's intent or purpose
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Student attempted, but failed to or was prevented from, carrying out the conduct

AGGRAVATING FACTORS:

- Significant damage
- Potential of serious harm
- Intent or purpose in setting fire
- Previous discipline record of student warranting progressive sanctions
- The student's presence on campus is determined to be a threat to the safety of others.

ASSAULT*

For purposes of school discipline, "assault" means actual hitting, striking or other wrongful physical contact either directly or indirectly and involves injury to another, bodily fluids, or an object. For verbal threats, see Harassment, Intimidation, and Bullying.

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal injury or damage
- Student was primarily acting defensively, but facts do not support a conclusion that the student's conduct was clearly reasonable self-defense as set forth below
- Student's age and/or inability to understand potential consequences of the conduct

- Admitted or self-reported conduct

AGGRAVATING FACTORS:

- Serious actual or potential injury
- Use of an object or weapon
- Premeditated conduct
- Multiple students assaulting a single student
- Prior assault(s), threat(s), harassment, or bullying by the student against the same victim
- Exceptional severity or cruelty
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Conduct is motivated by actual or perceived gang rivalry or affiliation
- Previous discipline record of student warranting progressive sanctions

REASONABLE SELF-DEFENSE:

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

- a student who is being assaulted or witnesses another student being assaulted acts only in a manner that is defensive and protective of himself/herself or others;
- the student is acting in a manner that a building administrator determines is reasonable and necessary in light of the circumstances; and

- the student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault.

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

DEFACING OR DESTRUCTION OF PROPERTY
(VANDALISM)*

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

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal damage
- Student’s age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent remedial steps, including restitution to district or victim of misconduct

AGGRAVATING FACTORS:

- Significant damage in extent or cost
- Similar previous conduct
- Previous discipline record of student warranting progressive sanctions
- Property defaced with:
 - lewd or obscene words or imagery
 - words or imagery containing slurs or negative reference to the race, color, national origin, gender, sexual orientation,

gender expression, or disability of others

- gang words or imagery

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

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

DRUGS/ALCOHOL/TOBACCO
AND OTHER PROHIBITED CHEMICAL
SUBSTANCES*

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

- This section applies to any controlled substance, medication, stimulant, depressant, or mood altering compound, including simulated compounds intended to produce intoxication or euphoria, whether or not such compounds have been designated a controlled substance by state or federal law;
- This section applies to marijuana or substances containing marijuana;
- This section applies to tobacco or substances containing tobacco or nicotine;
- This section applies to legally-prescribed drugs or over-the-counter medications which a student is nevertheless not lawfully authorized to possess on school grounds, at school activities, or on district-provided transportation;
- This section applies to students who enter school grounds, school activities, or district-provided transportation following the unlawful use or consumption of drugs, alcohol, and other similar chemical substances, including students who appear to be under the influence of such substances; and
- This section applies equally to the possession or use of paraphernalia or other items used to possess, consume, store, or distribute drugs, alcohol, and/or other illegal chemical substances, including marijuana or substances containing marijuana.
- Student's age and/or inability to understand potential consequences of the conduct
- Momentary or transient handling of the item
- Admitted or self-reported conduct
- Student believed that he or she was authorized to possess a lawfully-prescribed drug on campus
- Evidence that there was no intent to use, consume, or distribute the substance on school grounds, district-provided transportation, or at school activities.

AGGRAVATING FACTORS:

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

MITIGATING FACTORS:

- Little or no prior documented misconduct
- A significantly small amount of substance

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

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

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

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

FIGHTING*

Fighting includes aggressive horseplay, instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where blows are exchanged is prohibited, regardless of who initiated the fight. This prohibition includes hitting slapping, pulling hair, biting, kicking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another.

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal injury or damage
- Student was primarily acting defensively, but facts do not support a

conclusion that the student's conduct was clearly reasonable self-defense.

- Student's age and/or ability to understand potential consequences of the conduct
- Admitted or self-reported

AGGRAVATING FACTORS:

- Serious actual or potential injury
- Use of an object or weapon
- Premeditated conduct
- Multiple students assaulting a single student
- Prior assault(s), threat(s), harassment, or bullying by the student against the same victim
- Exceptional severity or cruelty
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Conduct is motivated by actual or perceived gang rivalry or affiliation

GANG CONDUCT*

For school discipline purposes includes:

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

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

- apparel (including shoelaces, bandanas, belts, or hats) which by virtue of color, arrangement, trademark, symbol, or any

other attributes indicate or imply gang membership or affiliation

- displays of gang affiliation on personal belongings including clothing, school assignments, notebooks, body, etc.

MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent remedial steps, including restitution for property damaged or defaced with gang imagery, symbols, or language

AGGRAVATING FACTORS:

- Similar previous conduct
- Concerted action with other students or non-students
- Gang conduct in connection with other misconduct prohibited elsewhere by this procedure, including but not limited to assault, harassment, intimidation, bullying, theft, and the possession of weapons
- Previous discipline record of student warranting progressive sanctions

Expulsion or Long-term suspension for gang conduct alone, absent any other misconduct, may only occur under extraordinary circumstances following consultation with the Superintendent or Superintendent's designee.

HARASSMENT, INTIMIDATION OR BULLYING*

For school discipline purposes, "harassment, intimidation and bullying" includes:

- intentional hurtful, threatening, or intimidating verbal and/or physical conduct in violation of Eatonville School District policy 3207 and procedure 3207P;
- unsolicited or unwelcome verbal or physical conduct that is harassing or intimidating that can be of a sexual, religious, racial or ethnic nature, or based on disability;
- a threat to cause bodily injury, property damage, or to cause the physical confinement or restraint of the person threatened, or any other act causing substantial harm to the physical or mental health of the person threatened.

MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent action taken by student to make amends for misconduct with the victim

AGGRAVATING FACTORS:

- Threat of serious injury
- Use of an object or weapon
- Premeditated conduct
- Part of a pattern of similar misconduct against the same victim
- Prior assault(s) threat(s), harassment, or bullying by the student against the same victim
- Exceptional severity or cruelty

- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Conduct is motivated by actual or perceived gang rivalry or affiliation
- Previous discipline record of student warranting progressive sanctions

THEFT/STEALING*

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

MITIGATING FACTORS:

- No prior documented misconduct
- Property returned to victim
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent remedial steps, including restitution to district or victim of misconduct

AGGRAVATING FACTORS:

- Significant damage in extent or cost
- Similar previous conduct
- Previous discipline record of student warranting progressive sanctions
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Conduct is motivated by gang affiliation

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

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

TRUANCY

See Eatonville School District Policy and Procedure 3122.

WEAPONS*

This section addresses the possession or use of actual weapons in violation of Eatonville School District policy 4210 or RCWs 9A.41.280 and 28A.600.420, including firearms, dangerous weapons, and other items listed within that policy. This may include but is not limited to when a student acts with malice as defined under RCW 9A.04.110 and displays a device that appears to be a firearm. Objects and conduct that fall outside of that policy and laws should be addressed under other sections, as appropriate.

MITIGATING FACTORS:

- No prior documented misconduct
- No injury or damage caused
- No evidence that student intended to display or use the weapon
- The weapon is a small pocketknife with a blade 3 inches or less
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Student offers credible evidence that he or she had the weapon for legitimate purposes away from school and unintentionally brought the object to school

AGGRAVATING FACTORS:

- Previous discipline record of student warranting progressive sanctions
- Student used the weapon in furtherance of an assault, to intimidate another, cause injury, and/or to cause physical damage to property
- Student displayed, activated or discharged the weapon in a reckless manner

- Evidence of premeditation
- Display or use of the weapon was motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of a person intimidated or assaulted
- Conduct is motivated by actual or perceived gang rivalry or affiliation
- The weapon is an airgun or firearm.
- The object appears to be a firearm and the student displaying or using the object does so with malice

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

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

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

Date: 12.11;

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6-2014

Exceptional Misconduct (Policy 3241)

Corrective Actions or Punishment

The following guidelines are in effect to establish a range of corrective actions which may be imposed on a student as a consequence of exceptional misconduct. An ad hoc committee and/or PTA/PTO officers have met to define the areas of misconduct and the range of action to be taken. The appeal process for short and long-term suspensions shall remain in effect for short and long range suspensions imposed as a result of this procedure. Whenever a student's alleged misconduct is a criminal violation, it will be reported to the appropriate law enforcement agency. If a student's action damages or destroys school, a student's, or staff member's personal property, restitution shall be required.

Definitions (as edited from 3241)

1. Suspension: The exclusion from school or individual classes for a specific period of time after which the student has a right to return to school.
2. Expulsion: The exclusion from school or individual classes for an indefinite period of time.

3. Emergency Expulsion: The exclusion of a student from school prior to a hearing without other forms of corrective action if the principal reasonably believes the student is an immediate and/or continuing danger to himself/herself, other students, staff, or administrators, or is a substantial disruption to the educational process of the district.
4. Long-Term Suspension: A suspension which exceeds ten (10) consecutive school days and is less than, or equal to ninety (90) consecutive school days.
5. Short-Term Suspension: A suspension for a period of ten (10) consecutive school days or less.
6. In-School Suspension: A student shall remain isolated for a specific period of time from other students throughout the school day and will be denied the opportunity of participating in any school activities.

<u>Exceptional Misconduct*</u>	<u>ISS</u>	<u>Short Term</u>	<u>Long Term</u>	<u>Expulsion</u>
<u>Arson</u>			X	
<u>Assault</u>		X		
<u>Criminal Act</u>				X

<u>Cumulative Violation</u>		X	
<u>Damage/destruction to property (vandalism)</u>		X	
<u>Dangerous use of motor vehicle</u>		X	
<u>Dangerous weapons (paraphernalia, purporting to possess, possession, or use of any weapons prohibited by state law)</u>			X
<u>Disruption of the school program (belligerent behavior, bomb scares, false fire alarms, firecracker)</u>		X	
<u>Extortion, complicity, bribery, aiding, or abetting</u>		X	
<u>Fighting (fighting, instigating, promoting, escalating, failure to disperse, dangerous/aggressive horseplay)</u>		X	
<u>Gang conduct</u>		X	
<u>Harassment, intimidation, bullying</u>		X	
<u>Illegal or controlled substances (paraphernalia, purported or actual possession, use, sale, or delivery)</u>		X	
<u>Inappropriate use of computer or electronics</u>		X	
<u>Prescribed or over-the-counter medications (actual or purported possession, use, sale, or delivery)</u>		X	
<u>Sexual misconduct</u>			X
<u>Stolen property (knowingly possessing)</u>		X	
<u>Theft</u>		X	
<u>Threats of violence</u>		X	
<u>Under the influence (on school property or at school activity)</u>		X	

*Key – (X) indicates the starting place for sanctions considering mitigating factors as listed in 3240P; the blacked-out bar indicates further possible action allowed factoring in aggravating factors as listed but not limited to 3240P.

*Refer to Eatonville School District Procedure 3240P for descriptions.

*Refer to Eatonville School District Procedure 2161P (p. 26-29) for information regarding students with disabilities.

Long Term Suspension or Expulsion Appeal Process

In the event a hearing is requested, the superintendent shall appoint the hearing officer, who may be any certificated staff member who is not involved in the incident giving rise to the hearing. The hearing officer shall:

- A. Schedule the hearing for a specified date, time, and place and may postpone the date and time and change the place for good cause or upon the mutual agreement of the parties;
- B. Give written notice of the date, time, and place of the hearing to the principal, and the parent/guardian and student;
- C. Answer any questions that the parent/guardian and student or counsel may have about the nature and conduct of the hearing;
- D. Conduct the hearing with full authority to control the conduct of all persons present, subject to the general directions of this procedural code, and to limit questioning that is unproductive or irrelevant. (The hearing officer may not provide testimony.)
- E. Write findings of fact and disposition of the case; and
- F. Transmit the written findings and disposition to the superintendent, the principal, and the parent/guardian and student within five (5) school days after the hearing.

The parent/guardian and student may request an open or closed hearing. A closed hearing may be attended only by the hearing officer, principal/designee, student, parent/guardian and counsel. Witnesses should be present only when they are giving information. At times

when the student's psychological or emotional problems are being discussed, the student may be excluded at the discretion of the hearing officer with the concurrence of the parent/guardian and/or counsel. In an open hearing only those persons designated as witnesses shall have the right to speak.

At least two (2) school business days before the hearing, the principal/designee shall make available in their office any exhibits, affidavits or the signed statements, which are the basis for the alleged misconduct and the penalty suggested by the principal/designee. These may be examined and copied by the parent/guardian and student or counsel. If the principal/designee later receives any further information that shall be employed at the hearing, they shall notify the parties involved and make copies available before the hearing. The principal/designee may request a similar opportunity to review exhibits or statements to be used by the parent/guardian and student or counsel.

Upon the request of the hearing officer, the parent/guardian and student or counsel, the principal/designee shall submit to the hearing officer the student cumulative record folder. If the principal/designee or the hearing officer deems it necessary, the information contained in such records shall be explained and interpreted to the officer by a person trained in their use and interpretation. When the hearing officer determines that the alleged act of misconduct has been committed, the hearing officer shall reach a disposition of the case. The disposition need not be the action recommended by the principal/designee but shall not exceed the penalty they recommend. The disposition should explain the reason for the particular decision. The decision shall be provided to the parent/guardian and the student or counsel.

If the student is under an emergency expulsion, the hearing officer shall render his/her decision within one (1) school business day of the conclusion of the hearing.

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

- A. A single hearing shall not likely result in confusion, and
- B. No student shall have their interest substantially prejudiced by a group hearing.

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

In-School Suspension /Procedure

Guidelines for the in-school suspension program are as follows:

- A. A student who is afforded the opportunity to be assigned to the in-school suspension program as an option to suspension shall agree to the conditions specified by the school principal/designee. (Unless the student is emancipated, parent/guardian contact is necessary).
- B. The in-school suspension program is designed to encourage learning. Students will be expected to work on their classroom assignments at all times.
- C. Any act of inappropriate conduct may result in denial of this

alternative to other corrective actions.

- D. An assignment to the in-school suspension program shall not exceed five (5) consecutive days. As such, the appeal process for a short-term suspension shall be in effect.
- E. The student may be required to develop a behavior contract while in the in-school suspension program. The student, their parent or guardian, and a staff member shall sign the contract which defines the expected future behavior of the student.
- F. After a student is placed back into the regular classroom(s), the principal/designee will monitor the student's progress on a daily basis. The student may be required to engage in follow-up discussions with the school counselor as a means of dealing with any problems that arise.
- G. The building principal shall develop specific rules and building procedures for ISS.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students". These rights are:

1. Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
2. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
3. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records , without consent, to the following parties or under the following conditions (34 CFR § 99.31)
 - a. School officials with legitimate educational interest;
 - b. Other schools to which a student is transferring
 - c. Specified officials for audit or evaluation purposes
 - d. Appropriate parties in connection with financial aid to a student
 - e. Organizations conducting certain studies for or on behalf of the school
 - f. Accrediting organizations
 - g. To comply with a judicial order or lawfully issued subpoena
 - h. Appropriate officials in cases of health and safety emergencies

- i. State a local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Maintaining Professional Staff-Student Boundaries (Policy 5253)

The purpose of this policy is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults.

The Eatonville School Board of Directors expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students. [Further, the Eatonville School Board expects its entire staff, its volunteers, and agency personnel, who work with or in Eatonville Schools to set examples for student in terms of appropriate conduct and behavior.](#) Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline, and established and [through well](#) maintained professional boundaries.

The interactions and relationships between staff members, [volunteers, or agency personnel](#) and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students [inside](#) and outside of the educational setting, and consistency with the educational mission of the [district](#).

Staff members, [volunteers, and agency personnel](#) will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve an educational, physical, mental and/or emotional health purpose. An educational purpose is one that relates to [specific duties of the staff member, volunteer, or agency personnel, as assigned by the district](#).

Staff members, [volunteers, and agency personnel](#) are expected to be sensitive to the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members [volunteers and agency personnel](#) will discuss issues with their building administrator or supervisor whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of this policy. [It is also expected that all professional school personnel will continue to meet their obligations as mandatory reporters of suspected child abuse, and report any suspected child abuse to either law enforcement or Child Protective Services in manner.](#)

The Eatonville School Board -supports the use of technology to communicate for educational purposes. However, district employees are prohibited from inappropriate [electronic socializing, with students and/](#) or from engaging in any conduct [online or through other electronic means](#) that violates the law, district policies or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination, consistent with the district's policies, acceptable use agreement

and collective bargaining agreements, as applicable.

The superintendent or designee will develop staff protocols for reporting and investigating allegations and develop procedures and training to accompany this policy

Procedure

The purpose of this procedure is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults.

In a professional staff/student relationship, school employees maintain boundaries that are consistent with the legal and ethical duty of care that school personnel have for students.

A boundary invasion is an act or omission by a school employee that violates professional staff/student boundaries and has the potential to abuse the staff/student relationship.

An inappropriate boundary invasion means an act, omission, or pattern of such behavior by a school employee that does not have an educational purpose; and results in abuse of the staff/student professional relationship.

Unacceptable Conduct

Examples of inappropriate boundary invasions by staff members include but are not limited to the following:

- Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students; (Policies 5113 and 3207), Title IX of the Education amendments of 1972 (Title IX) or misconduct under WAC 181-88-060, or any conduct between staff and students that would constitute the staff member committing a violation of RCW Chapters 9A.44 or 9A.88;
- Showing pornography to a student;

- Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship;
- Socializing where students are consuming alcohol, drugs or tobacco, or providing alcohol, drugs, or tobacco to students;
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- Sending students on personal errands unrelated to any educational purpose;
- Banter, allusions, jokes or innuendos of a sexual nature with students;
- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- Addressing students, or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- Maintaining personal contact with a student outside of school by phone, email, text message, Instant Messenger or Internet chat rooms, social networking Web sites, or letters that do not address homework or other legitimate school business) particularly if the parent/guardian is not copied on the communication
Exchanging personal gifts, cards or letters with an individual student;
- Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events, except as participants in organized community activities;

- Giving a student a ride alone in a vehicle in a non-emergency situation; and/or
- Unnecessarily invading a student's privacy, (e.g. walking in on the student in the bathroom)

Appearances of Impropriety

The following activities are boundary invasions and can create an actual impropriety or the appearance of impropriety. Whenever possible, staff should avoid these situations. If unavoidable these activities should be pre-approved by the appropriate administrator. If not pre-approved, the staff person must report the occurrence, to the appropriate administrator, as soon as possible.

- Being alone with an individual student out of the view of others;
- Inviting or allowing individual students to visit the staff member's home;
- Visiting a student's home; and/or
- Social networking with students for non-educational purposes.

Reporting Violations

Students and their parents/guardians are strongly encouraged to notify the building principal or the supervisor of the employee suspected of engaging in inappropriate conduct that violates this policy.

Staff members are required to promptly notify the building principal or the supervisor of the employee suspected of engaging in inappropriate conduct that violates this policy.

The administrator to whom a boundary invasion concern is reported must document, in writing, the concern and provide a copy of the documentation to the assistant superintendent or director in charge of the district's human resources. The assistant superintendent or director of human resources will maintain a separate non-personnel file of all boundary invasion reports made to human resources.

Whenever boundary invasion concerns occur, the person in charge of human resources will review the full history of concerns relating to the person complained about and will provide a summary to the superintendent.

All professional school personnel who have reasonable cause to believe that a student has experienced sexual abuse by a staff member, volunteer, or agency personnel working in the school are required to make a report to Child Protective Services or law enforcement pursuant to board policy and procedure 3421, Child Abuse, Neglect and exploitation Prevention, and RCW 26.44. Reporting suspected abuse to the building principal or supervisor does not relieve professional school personnel from their reporting responsibilities and timelines.

Disciplinary Action

Staff violations of this policy may result in disciplinary action up to and including dismissal. The violation will also be reported to the state Office of Professional Practices. Violations involving sexual or other abuse will also result in referral to Child Protective Services and/or law enforcement in accordance with the board's policy on Reporting Child Abuse and Neglect.

Training

All new employees and volunteers will receive training on appropriate staff /student boundaries within three months of employment. Continuing employees will receive training every three years.

Dissemination of Policy and Reporting

Protocols

This policy and procedure shall be included on the district Web site and in all employee, student and volunteer handbooks. Annually, all administrators and staff will receive copies of the district's reporting protocol.

Prohibition of Disability Discrimination and Retaliation (Policy 3208)

The Eatonville School District is committed to creating and maintaining an environment free of disability discrimination, harassment, and retaliation that is unlawful or prohibited by Section 504 of the Rehabilitation Act of 1973. The Eatonville School District prohibits disability discrimination, including harassment and retaliation, by School District employees, students, contractors, or agents of the School District and by anyone participating in a School District sponsored activity prohibits retaliation as defined as intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any Section 504 right or privilege, or because the individual has made a complaint testified, assisted, or participated in any manner in a Section 504 related (disability discrimination) investigation, proceeding, or hearing.

The Eatonville School District will take prompt, appropriate, and effective action to: (1) thoroughly investigate complaints under this policy; and (2) prevent it from recurring; and when it occurs, (3) provide appropriate remedies to victims of the disability discrimination, harassment and/or retaliation, and if necessary, (4) discipline individuals who engage in behavior that violates this policy in accordance with School District policies. All members of the Eatonville School District community are responsible for participating in creating a campus/work environment free from all forms of prohibited disability discrimination, including harassment and retaliation, and for cooperating with School District officials who investigate allegations of policy violations.

PROCEDURE FOR RESOLVING EQUAL EDUCATIONAL OPPORTUNITY AND EQUAL ACCESS GRIEVANCES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

These procedures have been developed for the resolution of equal educational opportunity, and equal access grievances against Eatonville School District 404. To ensure fairness and consistency, they are to be used to address grievances covered by federal equal education opportunity as required by Section 504 of the Rehabilitation Act of 1973. No student shall be adversely affected in any way because of the utilization of these procedures. The District's Section 504 Compliance Officer, or designee, shall investigate allegation of disability discrimination, harassment, retaliation, or noncompliance. Grievances covered by special education laws shall be processed under special education procedures as outlined in policy 2161.

All Grievances shall be filed with Eatonville School District's 504 Officer, Cristin Blaskowitz, Director of Special Services, PO Box 698, 211 Rainier Ave., Eatonville, WA. Phone 360-879-1800, Fax 360-879-1812.

PROCEDURES

Level 1: Informal Resolution (Voluntary)

The parties should cooperate to resolve any issues under Section 504 through an informal dialogue prior to implementing the formal procedures outlined in Level II. A grievance is to be filed only in the event there is a complaint of disability discrimination, harassment, retaliation, or noncompliance after a request for accommodation had been made.

Level 2: Formal Resolution (Appendix A in 504 manual)

- A. Grievances shall be within 60 days of knowledge of incident
 - 1. Be in writing
 - 2. Be signed by the grievant
 - 3. Set forth specific acts, condition or circumstance alleged to be in violation of the District's obligations in regard to disability discrimination, harassment, retaliation, or

noncompliance, inaccessibility, and/or failure to make accommodation.

- B. Upon receipt of a grievance, the 504 Compliance Officer or designee shall investigate the allegations set forth and shall coordinate reasonable procedures to effect a prompt resolution of the grievance. The investigation shall be thorough and impartial and afford the complainant an opportunity to present witnesses and other evidence.
- C. If an informal resolution is reached, the 504 Compliance Officer will write a formal memorandum of agreement, to be signed by all affected parties.
- D. Upon completion of the investigation, but not later than thirty (30) days after filing of the complaint, the 504 Compliance Officer will provide the complainant and the Superintendent with a full written report of the results of the investigation and any recommendations of corrective actions.
- E. If the district finds non-compliance, corrective actions will include actions needed to remedy the non-compliance and prevent its recurrence.
- F. In cases where no mutually agreed upon resolution is reached, the Superintendent will respond in writing to the grievant, within seven (7) days of receipt of the investigative report.
- G. Corrective measures deemed necessary shall be instituted as expeditiously as possible.

Level 3: Appeal to the Board of Directors

- A. In the event a grievant remains aggrieved following a written response from the Superintendent, the grievant may appeal to the District’s Board of Director by filing a written notice of appeal with the Secretary of the School Board on or before the tenth (10th) calendar day following the date upon which the grievant received the Superintendent’s written response.
- B. Upon receipt of the appeal, the Board of Directors shall schedule a hearing to commence on or before the twentieth (20th) calendar day following the filing of a written notice of appeal.
 1. Both Parties shall be allowed to present such witnesses and testimony as the Board of Directors deem relevant and material.
 2. The Board of Directors shall render a written decision on or before the tenth (10th) calendar day following the termination of the hearing and shall provide a copy to all parties involved.

NOTE: At any time, the parent(s), or guardians or adult student may file a complaint by writing to: U.S. Department of Education, Office of Civil Rights 915 Second Avenue, Room 3310, Seattle, WA 98174-1099 or (206) 607-1600 or www.ed.gov/ocr

Prohibition of Harassment, Intimidation, and Bullying (Policy 3207)

The District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons, that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentional written message or image, including those that are electronically transmitted, a verbal, or

physical act, including but not limited to one shown to be motivated by (race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability) or other distinguishing characteristics, when an act:

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

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

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

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

Behaviors/Expressions

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

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

policies or building, classroom, or program rules.

Training

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

Prevention

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

Interventions

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

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

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying. It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

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

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

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

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics. Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

A. Definitions

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

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

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

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

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

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

www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx.

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

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

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

B. Relationship to Other Laws

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

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

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

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

Prevention

1. Dissemination

In each school and on the district's website the district will prominently post information on reporting harassment, intimidation and bullying; the name and contact information for

making a report to a school administrator; and the name and contact information for the district compliance officer. The district's policy and procedure will be available in each school in a language that families can understand.

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

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

2. Education

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

3. Training

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

4. Prevention Strategies

The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches. Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

Compliance Officer

The district compliance officer will:

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

Staff Intervention

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

Filing an Incident Reporting Form

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

Addressing Bullying – Reports

Step 1: Filing an Incident Reporting Form

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

Status of Reporter

a. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident

Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

b. Confidential

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report.

(Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

c. Non-confidential

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

Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation or

bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation or bullying, no further action may be necessary under this procedure.

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

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

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

- a. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
- b. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the

classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

- c. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
- d. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
- e. The investigation shall include, at a minimum:
 - An interview with the complainant;
 - An interview with the alleged aggressor;
 - A review of any previous complaints involving either the complainant or the alleged aggressor; and
 - Interviews with other students or staff members who may have knowledge of the alleged incident.
- f. The principal or designee may determine that other steps must be taken before the investigation is complete.

- g. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
- h. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
 - The results of the investigation;
 - Whether the allegations were found to be factual;
 - Whether there was a violation of policy; and
 - The process for the complainant to file an appeal if the complainant disagrees with results.

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

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for

reporting suspected cases to Child Protective Services.

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

Step 4: Corrective Measures for the Aggressor

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

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

Step 5: Targeted Student's Right to Appeal

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

2. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and shall provide a copy to all parties involved. The board or council's decision will be the final district decision.

Step 6: Discipline/Corrective Action

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

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

If the conduct was of a public nature or involved groups of students or bystanders,

the district should strongly consider schoolwide training or other activities to address the incident.

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

Step 7: Support for the Targeted Student

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

Immunity/Retaliation

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

Other Resources

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

complaint may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office
360.725.6162
Email: equity@k12.wa.us
www.k12.wa.us/Equity/default.aspx
- Washington State Human Rights Commission
800.233.3247
www.hum.wa.gov/index.html
- Office for Civil Rights, U.S. Department of Education, Region IX
206.607.1600
Email: OCR.Seattle@ed.gov
www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
877.292.3804
www.justice.gov/crt/
- Office of the Education Ombudsman
866.297-2597
Email: OEOinfo@gov.wa.gov
www.governor.wa.gov/oeo/default.asp
- OSPI Safety Center
360.725-6044
www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

Other District Policies and Procedures

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

Sexual Harassment (Policy 5011)

This district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities.

Sexual harassment occurs when:

4. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
5. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or
6. Unwelcome sexual or gender-directed conduct or communication that interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur: adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.

The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of this district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse will be reported to law enforcement or Child Protective Services. Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment shall be reviewed and remedied, as appropriate.

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

The district will take appropriate actions to protect involved persons from retaliation. Retaliation against any person who makes or is

a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline.

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

The superintendent shall develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy. All staff is responsible for receiving informal complaints and reports of sexual harassment, then informing appropriate district personnel of the complaint or report for investigation or resolution. All staff is also responsible for directing complainants to the formal complaint process.

The superintendent shall develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy shall be available at the district office and in the main office of each school and department. The policy shall be reproduced in each student, staff, volunteer and parent handbook.

The superintendent shall make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, shall be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

**Eatonville School District Harassment, Intimidation or Bullying (HIB)
Incident(s) Reporting Form**

****Status of Report:** **Anonymous** **Confidential** **Non-Confidential**
(See Explanation on Back of Form)

Reporting person (optional): _____

Targeted student: _____

Your email address (optional): _____

Your phone number (optional): _____ **Today's date:** _____

Name of school adult you've already contacted (if any): _____

Name(s) of bullies (if known):

On what dates did the incident(s) happen (if known):

Where did the incident happen? Circle all that apply.

- | | | | | | | |
|----------------------|--------------------------------------|----------|------------|--------------------------|-----------|-------------|
| Classroom | Hallway | Restroom | Playground | Locker room | Lunchroom | Sport field |
| Parking lot property | School bus On the way to/from school | Internet | Cell phone | During a school activity | | Off school |

Other (Please describe.) _____

IF the incident(s) happened outside of school, what effects if any did it have in school? (Can use back of form)

Please check the box that best describes what the bully did. Please choose all that apply.

- Hitting, kicking, shoving, spitting, hair pulling or throwing something at the student
- Getting another person to hit or harm the student
- Teasing, name calling, making critical remarks or threatening in person, by phone, by e-mail, etc.
- Putting the student down and making the student a target of jokes
- Making rude and/or threatening gestures
- Excluding or rejecting the student
- Making the student fearful, demanding money or exploiting
- Spreading harmful rumors or gossip
- Cyber bullying (bullying by calling, texting, emailing, web posting, etc.)
- Other _____ **If you select other, please describe** _____
(If you need more space please use back of page)

****Status of Reporter**

a. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report.

b. Confidential

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report.

c. Non-confidential

Individuals may agree to file a report non-confidentially. If the complaint is made non-confidential the district may need to release the information to any individual involved in the incident. In addition discipline may be imposed as a result of a non-confidential complaint.

Additional Space for Reporting

Why do you think the harassment, intimidation or bullying occurred?

Were there any witnesses? Yes No If yes, please provide their names:

Did a physical injury result from this incident? If yes, please describe.

Was the target absent from school as a result of the incident? Yes No Not Sure If yes, please describe

Is there any additional information that the school should know?

Thank you for reporting!

-----For Office Use-----

Received by: _____

Date received: _____

Action taken: _____

Parent/guardian contacted: _____

Circle one: Resolved Unresolved

Referred to: _____

Parents: We ask that you please complete the following information indicating that you have read and understand our Student-Parent Handbook. We recommend that you discuss the information with your student and keep the handbook at home for your reference.

I have read and understand the Student-Parent Handbook. I understand that these expectations are in effect for the 2014-2015 school year.

Printed Name of Student

Grade

Signature of Student

Date

Signature of Parent/Guardian

Date

***Please return this page to your child's teacher by
September 26, 2014.***