



**BRIER TERRACE MIDDLE SCHOOL
STUDENT HANDBOOK
2018-2019**

“HOME OF THE BULLDOGS”
22200 Brier Road,
Brier, WA 98036
(425) 431-7834

The mission of Brier Terrace Middle School is to create a positive learning environment which enhances and nurtures the social, emotional, physical, and intellectual growth of young adolescents.

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THE BULLDOG WAY



Brier Terrace Middle School creates a proactive school environment through the identification of behaviors that promote academics and cooperative citizenship, and acknowledges those students who contribute toward that goal.

BULLDOG PRIDE

emPathy
gRit
integrItty
kinDness
rEsponsibility

Keys to Student Success:

Here is an excellent checklist students and parents can use to help make sure students are staying on a successful track in middle school:

- I attend school on time every day, unless I'm sick
- I get 8-10 hours of sleep each night
- I eat a healthy breakfast in the morning
- I pay attention in class
- I start my projects when I get them
- I complete my homework on time
- I check my teachers' websites (google, canvas) for assignment information
- I check my calendar for assignments for each class (and enter in my own calendar)
- I ask the teacher questions when I don't understand or need clarification

While no checklist is a guarantee of success, when students use this as a guide, and parents talk to them and support them in the effort, chances of success greatly improve.

School Calendar KEY DATES 2018-2019

TBD

Student Rights and Responsibilities

BACKPACKS/LOCKERS: To make our campus safer and our students more organized, we require students to leave their backpacks, purses, etc. in their lockers during the entire school day. Students may bring a “cinch bag” to hold their Chromebooks and classroom supplies to class.

Students are assigned to a hall locker for the entire year along with another student. Do not share your combination with anyone or change lockers. Decorations on the inside of the door should be able to be removed easily. If you have a locker problem, see Mrs. Whittles in the Counseling Office. It is not acceptable to place an additional lock on your locker.

GUM: in order to help keep our campus clean, BTMS does not allow gum at school.

ENERGY DRINKS: Energy Drinks are not allowed at school. Open beverage containers of any kind are not allowed outside of the cafeteria/lunch area.

PERSONAL PROPERTY AND DEVICES:

Personal Belongings - Students are encouraged to leave any and all items of monetary value at home. These items might include but are not limited to jewelry, money, electronic devices, cameras and electronic games. BRIER TERRACE assumes no liability for damaged, lost or stolen items.

7.

Cell Phones/Cameras/Personal Listening Devices /Video Games - Personal electronic devices are a disruption to the learning process and ARE NOT ALLOWED at school. They may be taken away from you and returned to parents only. Cell phones should not be visible or audible at any time during the school day, including study club and/or in school buildings at any school sponsored activities. This includes sending and receiving text messages. Those that are visible or audible may be confiscated and retained at the discretion of school administrators. In case of emergencies, parents are requested to contact the main office (425-431-7834) rather than the student or a classroom teacher.

Skateboards/Rollerblades/Scooters/Motorized Foot Scooters/Motorized Footboards - All of these items should be left at home since these activities are not allowed on district property.

Bicycles - Park and lock your bike in the racks provided by the main office doors.

Lasers - Objects that emit a laser light are not permitted at school. Students who bring/use these devices are subject to disciplinary action, including suspension from school. Students who violate this rule on the bus are also subject to a bus suspension. Consistent with a law passed in April 1999, laser lights pointed at a bus driver will result in a referral to the local police as well.

CLOTHING POLICY: Brier Terrace Middle School fosters developing respectful and compassionate young adults. We want students to respect themselves and others, so students are expected to behave appropriately toward others no matter what they are wearing. School is a place of work where we focus on learning, not on appearances. While we encourage individuality, our dress code aims to foster a positive and healthy environment. Students should dress casually and comfortably for school, while wearing clothing that is well-suited for a school environment.

Clothing will cover torso, shoulders, midriff and backside. Students should be able to reach up or bend down and remain covered.

Head and face will be uncovered. Appropriate head wear may be worn for warmth and protection outdoors, and inside for religious reasons or special circumstances.

Clothing, drawings, tattoos and accessories that display or promote negative messages are not permitted. Illegal, profane or suggestive content is not permitted. These include but are not limited to: violence, drug, gang, weapon, alcohol or tobacco-related information, obscenities, put-downs, stereotypes, sexual innuendo, offensive words or graphics.

A violation of the dress code will require a change of clothing.

Special circumstances will be considered on a case-by-case basis.

ANY ITEMS that are deemed disruptive to the educational process will not be allowed. Whether or not an item is disruptive is at the discretion of the staff member.

GANG ACTIVITY: Brier Terrace has a strict policy against gang involvement and gang activity. Clothing that advertises or indicates affiliation or gang involvement and “flashing gang signs” are prohibited. Immediate referral to administration will occur. Whether clothing or gestures are deemed gang related or affiliated is at the discretion of administration.

STUDENT SEARCH: Administrators may make general searches of all student lockers, desks, or storage areas without prior notice given to students. Narcotic detection dogs may be used to search unattended areas. An individual student and his/her property, including vehicles, may be searched by a school district employee if the search is reasonably related to the discovery of contraband or other evidence of a student’s violation of the law or school rules.

FIGHTING/ ROUGHHOUSING/ PLAY FIGHTING: Please note that “fighting” is a Level 3 Discipline Offense. Also note that “Dangerous to Others” is a Level 3 Discipline Offense. Play fighting and rough housing can be dangerous to self or others. “Fighting” Level 3’s result in a short-term suspension of 2-5 days on the 1st offense. Students who make verbal comments that may lead to a fight or who congregate at a fight are in violation of the fighting policy.

OFF-CAMPUS: Once students have arrived on campus, or adjacent campus areas, they may not leave until the end of the school day unless officially excused, in advance, by the attendance office. Going into the woods after arriving at school will result in an extended detention after school or removal from activities for a 1st offense.

TOBACCO: Use and/or possession of tobacco or tobacco paraphernalia is a Level 3 offense that will result in a suspension.

ALCOHOL, DRUGS AND ILLEGAL SUBSTANCES:

The Edmonds School District recognizes that the use/abuse and possession of alcohol, controlled, illegal, addictive, or harmful substance(s), including anabolic steroids, is a societal problem and may represent an impairment to the normal development, well-being, and academic performance of students. To ensure the safety, health, and well-being of all students, the district has developed programs that emphasize prevention, intervention, aftercare support, and necessary corrective actions. The district also recognizes the effects to the school, home, and community resulting from drug and alcohol use/abuse. While the primary obligation to seek assistance rests with the student and his/her parent(s)/guardian(s), school staff shall work with the home and community to develop and implement a comprehensive prevention and intervention program. Part of the responsibility of the school and school District is to inform students and parents each year of the District's policy on drugs/alcohol. This policy is as follows:

- It is unlawful for a student to sell, possess, use, or show evidence of being under the influence of alcohol or other illegal drugs while on school district property or at any school-sponsored event. Law enforcement shall be notified when this policy is violated.
- Any student who possesses, uses, or shows evidence of being under the influence of alcohol or other illegal drugs while on school district property or at a school-sponsored event shall be suspended for the remainder of the semester or 30 days, whichever is longer.
- For a first offense of *Possession, Use, or Paraphernalia*, the suspension can be reduced to a minimum of 3 days with the remainder of days held in abeyance if the student agrees to a drug and alcohol assessment, and if recommended by the drug treatment agency, complete counseling and treatment. The parent(s)/guardian(s) and student will be asked to sign a Release Form allowing a professional treatment center to confer with the school regarding the findings, recommendations, and follow-up program. In order to continue in school, the student and parent(s)/guardian(s) must agree to participate in any follow-up treatment recommended by the treatment center. Failure to comply with the recommendations will result in re-imposition of the Long Term Suspension. Subsequent offenses will result in a Long Term Suspension up to Expulsion as well as referrals to law enforcement.
- Students who sell, buy, or transfer drugs or alcohol at school, on school busses, using district-provided technology, or at school-related activities will face immediate long-term suspension of up to 30 days with no abeyance option and will also face criminal charges. All vehicles parked on school property are expected to be drug/alcohol free.

Note: For students involved in extra-curricular activities: Students will not be permitted to possess, traffic in, and/or use nonprescribed or illegal drugs, alcohol, or any form of tobacco, and may not be in the presence of, or remain in the vicinity of, the use of such substances prohibited by criminal law, or engage in behavior that enables others to illegally use such substances. The penalty for a violation shall be immediate ineligibility for extracurricular competition or performance for forty-five (45) calendar days (see athletic handbook for details).

CUMULATIVE VIOLATIONS: Students who repeatedly violate school rules, policies, or regulations will be subject to increasing lengths of suspension up to and including long-term suspension for the remainder of the semester or year regardless of the seriousness of the

violations accumulated (progressive discipline). In other words, the offenses may be of a minor nature, but too many of them may be the "last straw."

WEAPONS:

The staff and student body will not tolerate the possession of any weapons or other dangerous objects on campus. Edmonds School District Board Policy #8220 (Section III, Exceptional Misconduct), RCW 9.41.250, RCW 9.41.280 prohibit the possession of weapons or other dangerous objects, including toy or facsimile weapons, on school property.

"*Possession*" includes but it is not limited to having a weapon or dangerous object anywhere on school property **or** at any school sponsored event. The item could be located:

- (a) in a space assigned to a student (such as a locker or desk);
- (b) on the student's person or property (such as on the student's body, in his/her clothing, purse, backpack, gym bag or vehicle); or
- (c) under the student's control or accessible or available (such as hidden by the student).

Students in possession of a weapon or dangerous object will be suspended or expelled. Students using an object in a threatening manner will be suspended or expelled. In these cases, a student also may be guilty of a gross misdemeanor.

Students who choose to remain in the area of illicit or criminal activities involving weapons may be charged with possession if they have had a reasonable opportunity to withdraw or report even if they are not participating.

Any student who is determined to have carried a firearm onto school property or to a school sponsored event shall be expelled for no less than a year in accordance with RCW 28A.600.420.

Weapons and dangerous objects include, but are not limited to:

- Firearms
- Metal knuckles
- Air guns
- Weighted chains
- Firecrackers
- Baseball Bats
- Nun-chu-ka sticks
- Toy Weapons
- Knives
- Facsimile Weapons
- Water guns
- Tasers
- Box cutters
- Razors
- Lighters
- Paintball guns
- Clubs or pipes

- Stun Guns
- Sling Shots
- Sand Clubs

Academics

ACADEMIC HONESTY: Students are expected to complete their own work. Cheating, plagiarism*, and other forms of academic dishonesty will not be tolerated. Students who violate classroom academic policies are subject to progressive academic and disciplinary consequences.

STUDY SKILLS/NOTEBOOKS: The Brier Terrace staff is committed to helping students be successful in their academic endeavors. We place a strong emphasis on teaching study skills and need your assistance in this program. Teachers will ask students to document assignments in their planner (google account calendar), so this will be a place for you to check assignments that are due daily/weekly. Your support in regularly monitoring your student's calendar will help promote the completion of schoolwork.

HOMEWORK POLICY: Homework is an important extension of the learning that occurs during school each day. Documenting daily assignments in student calendars will help answer questions regarding homework assignments. Students are expected to keep their assignments current whether they are "hard copy" or "soft copy". Hard copies should be on file in their three-ring binder, and soft copies (electronic, such as Word, Google Slides, etc.) should be saved in their google accounts. Policies for accepting late work are determined by each teacher.

Parents may request homework assignments after the third day of an absence due to illness. Call the counseling office to make arrangements. Check with each teacher as soon as possible following an absence to make up any missed work.

STUDY CLUB: The staff at Brier Terrace provides an opportunity for students to stay after school in order to complete assignments and/or get extra help. From 2:35 – 3:30p.m. on Mondays, Tuesdays, and Thursdays students may stay for study club unless otherwise noted. Students may not be on campus unless participating in a supervised activity.

Teachers may require students to stay after school if they do not complete assignments in class on any given day. If a teacher makes such a request, we appreciate parent support in having students stay. Students must phone for permission to stay prior to 2:00 from the classroom. Parents may also initiate a request for their student to stay for Study Club (Contact the teacher or school counselor to arrange this).

* See Appendix I for English Department Tool Kit

** See Appendix II for Physical Education/Health Requirements and Makeup

Technology

COMPUTERS/CHROMEBOOKS: BTMS students will check out Chromebooks just like textbooks to keep during the school year. Students may also have access to regular computers. Students who abuse these items will lose the privilege of their use. This includes, but is not limited to, damaging disk drives, disabling the network, removing parts of the mouse, keyboard, monitor, printers. To maintain security, please help us emphasize that students must keep passwords secret and only share with their parent/guardian, not others.

**See Appendix III for Chromebook Loan Procedures*

INTERNET: The Internet is a valuable resource for our students and staff, providing current information, instructional materials, and ways to acquire research skills. This resource is available to all BTM students unless parents notify the school in writing that they do not wish their student to have Internet access at school. The privilege of Internet access will be revoked if a student uses the Internet inappropriately. Please refer to the District Acceptable Use Policy distributed to students at the start of the school year.

Student Services

COUNSELING OFFICE: The Counseling office is located next to the main office. If students would like to see a counselor about schedules, grades, teachers, getting along with others or personal concerns, they may make an appointment with the counseling office secretary. Appointments may be made before or after school, at lunch, or between classes. Students should only come to the counseling center with a permission slip from a counselor or a pass from a teacher.

CONFERENCES: If at any time during the year parents wish to arrange a teacher-parent conference, they may contact the counseling office at 425-431-7835.

VISITING SCHOOL: Parents are extended a cordial invitation to visit school. We request that all visitors check in with a secretary in the main office when entering the school grounds. We ask visitors to wear a visitor badge. This is necessary for the protection of our students and staff. If you desire to visit a classroom, please work with the principal to make arrangements with the teacher. Student visitors are not allowed at Brier Terrace Middle School.

BREAKFAST/LUNCHESES: A mini-breakfast is served in the cafeteria from 7:45 – 8:00 a.m. There are hot lunches and milk available in the cafeteria every day. The prices are published on the school menu. Parents can send cash or check with their students to the cafeteria or, pay on-line through Touch Base (go to Brier Terrace website for link). Students are responsible for keeping their lunch table and the lunch room clean.

SCHOOL NURSE: The health center is located in the main office. A nurse is assigned to BTM for one day/week. If students become ill at school, they will need a pass from a teacher to come to the health center. Students should stay home if they have had a fever of 100 degrees or

higher within the past 24 hours, or have vomited twice or more within the past 24 hours.

MEDICATION POLICY: It is preferable for medications to be dispensed before and/or after school hours under supervision of a parent/guardian.

In order for a student to receive medication at school the following procedures must be followed:

- Parent/guardian supplies a current and unexpired Authorization for administration of oral medications at school form that includes the name of the student, a signed health professional order, and signed parent/guardian permission. This is required for Over The Counter medication as well as prescription medication.
- Parent/guardian supplies medication (prescription and/or OTC) in a pharmaceutical or manufacturer's container. A "School Bottle" is typically provided on request at the pharmacy, at no cost to the family. The school cannot administer medication brought to school in a plastic bag or anything other than a pharmaceutical container. The bottle must include the name of the student, the medication and dosage schedule.
- If a tablet must be divided to obtain the correct dose, the pharmacist should be asked to divide the tablet when filling the prescription.
- It is recommended that the parent/guardian bring medications to school (rather than having the student bring in the medication). Except for students who self-administer medication.
- All medication received by the school is counted by school staff and parent/guardian or a designated adult when brought to school. The number of pills/capsules, or volume of medication will be recorded on a form and the form dated and signed by staff and parent/guardian.

Attendance Procedures and Expectations

PHILOSOPHY

It is the policy of the Edmonds School District that on-time daily attendance is essential to the academic achievement of each and every student. Students with poor attendance miss critical instruction in key concepts, quickly fall behind in school, and are less likely to achieve academic success. Accordingly, school attendance is mandatory, and unexcused absences and truancy are prohibited within the Edmonds School District.

Attendance policies apply to all students enrolled in the Edmonds School District, including district sponsored preschool programs through high school. Students with poor attendance in kindergarten and first grade are much less likely to meet critical math and reading benchmarks by the third grade. Third grade benchmarks are closely linked with future academic success and high school graduation rates.

To combat unexcused absences and truancy, all Edmonds Schools are committed to strengthening family engagement to support all aspects of their child's life, including the reduction of truancy.

Edmonds School District believes that school-based interventions allow schools to tailor interventions to specific student needs, and build capacity for families to become directly

involved in their child's school life. Centrally-based interventions act as an important supplement to school-based interventions when all school-based efforts to meet a student's needs have been exhausted. Generally, judicial action will be the final intervention utilized.

DEFINITIONS

Absence

Any time a student is not physically present in assigned class or at school, they are marked absent.

Excused Absence

The following are valid excuses for an absence:

1. Illness, health condition, medical appointment; (including but not limited to, medical, counseling, dental, optometry, pregnancy and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible for;
2. Family emergency, including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose, including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or serving on a jury;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless status or foster care/dependency status;
8. Absence related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absence due to suspensions, expulsions or emergency expulsions imposed to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absence due to student safety concerns, including absences related to threats, assaults, or bullying.
11. Absence due to a student's migrant status;
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.

Excessive Excused Absences

Due to legislation and state compulsory attendance laws (under section 3 of RCW 28A.225) **elementary schools** shall contact families to discuss excused absences when a student reaches five days of excused absences.

For all students, excessive absences are defined as ten days of excused absences. Absences exceeding ten days may lead to a conference with the school where it will be determined if absences will no longer be excused without a note from a physician. After ten days of excused absences the school may request a doctor's note stating a medical diagnosis and the impact the medical condition has on the student's ability to attend school.

Extended Illness or Health Condition

Students with chronic health conditions must provide medical documentation with a medical diagnosis and the impact the illness has on the student's ability to attend school. If the student or the family does not provide medical documentation then the absences may be coded as unexcused until the appropriate documentation is provided. Once the documentation has been provided a school team will determine if the student qualifies for modifications to their education.

Unexcused Absences

Any absence from a school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria for an excused absence and is not excused within two business days. (Please refer back to **Excused Absence**.)

Chronic Absenteeism

Chronic absenteeism is defined as a student missing 18 or more days of school within a school year.

Truancy

Truancy is defined as a student who is subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof.

Early Release

Students are expected to remain in class until the end of the class/day. An early release is an excused absence from school if the family member sends a written statement or makes phone contact, requesting an early dismissal including the date of the dismissal, a valid reason (please refer back to **Excused Absence**), and a phone number where the parent can be reached.

Family Vacations/Travel

Families should not schedule vacations while school is still in session. If a family vacation must occur while school is in session, it must be prearranged and approved. The pre-arranged absence form must be completed and turned in five school days prior to the absence. School staff shall review the request to determine whether the absence will adversely affect learning. It is the school building administrator's discretion whether to excuse the absence or not.

There is no expectation that teachers will provide homework when students miss school for family vacations.

Students who miss 20 consecutive days of school without administrator approval will be withdrawn per *WAC 392-121- 108*

Attendance Procedures/Expectations

Approval of Absences

School district policy allows for notification of absence/tardy **within two days** of the student returning to school. This can be done by phone call, note, email, or in person in the office. If the office does not receive notification within the two day window, the absence will be considered an unexcused absence.

An attendance phone line and email address is available for you to reach the school.

Attendance line: 425-431-4102 or email mcvaya@edmonds.wednet.edu

When notifying the school to excuse an absence, please include your child's name, grade, and the reason for the absence. If notification is not received, family members will receive an automated phone call notifying of the absence

Note: A large number of excused absences due to illness may require a doctor's note. Please consider scheduling medical, dental or other appointments before or after school.

As explained above in **Excessive Absences**, schools may contact families to schedule an attendance conference.

Interventions for Truancy/Unexcused Absences

Interventions may include:

- Detention
- In School Suspension
- Loss of credit on missed assignments or assessments
- Parent Conference
- Administrator Conference
- Community/School Service
- Saturday School (when provided by the school)
- Referral to Truancy Court

Students shall not be suspended out of school for truancy/unexcused absences.

Tardies

Secondary: A "tardy" at the secondary level will be defined as arriving up to 10 minutes late to class. Tardies may be excused or unexcused according to school rules/policies and district definitions. Unexcused tardies beyond ten minutes in middle and high school are considered unexcused absences.

Interventions for tardies will be determined at each school.

Interventions for Excessive Tardies

Interventions may include:

- Detention
- In School Suspension
- Parent Conference
- Administrator Conference
- Community/School Service
- Saturday School (when provided by the school)

PRE-ARRANGED ABSENCES

Absences should be pre-arranged by written request when families have advance knowledge of impending absences. The necessary form for a prearranged absences can be obtained from the attendance office

Procedures for requesting homework

When absent due to illness, our main concern is that our students regain their health. Students are encouraged to check Skyward, Canvas, teacher webpages and/or email individual teachers directly for homework assignments.

Students have the right to make up work due to an excused absence. Students have as many days as they missed to make-up work if the absence is excused. Teachers are not required to give the opportunity to make-up work if the absence has not been excused.

* Please refer to vacation/travel section for makeup work guidelines specific to vacations and travel

WHAT FAMILIES CAN DO TO HELP WITH GOOD ATTENDANCE

- Talk to your student about the importance of attendance.
- Stay on top of academic progress
- Check your student's attendance often
- Ask for help from the school if you're having trouble getting your student to school

WHAT DOES WASHINGTON STATE LAW SAY ABOUT ATTENDING SCHOOL?

Washington state compulsory law (RCW 28A. 225), states that all children under the age of seventeen (17) are required to attend school. The law does not require 6 and 7 year old children to be enrolled in school, but, if they are enrolled, the child's parent must ensure that the child attends the school, and that child has a duty to attend the school for the full time the school is in session. The "Becca Bill", is in place to support schools and families. Schools and families should work together as a team to ensure school attendance and student safety.

If a student has unexcused absences, the law requires that schools and school districts take the following action:

1. Inform parent of state and district attendance policy.
2. Notify parents of unexcused and excused absences.
3. After three (3) unexcused absences, the school can schedule a conference to meet with parent/guardian and student.
4. After five (5) unexcused absences, parents will be notified about the need to have a phone call or an "in person" meeting to problem solve. Interventions will be discussed and implemented. An attendance contract & agreement will be signed.
5. After seven (7) unexcused absence in a month or ten (10) unexcused absence in a year the district can file a petition with the courts.

The school office, assisted by the district if necessary, will investigate chronic absences or tardiness. Please work in partnership with the school by calling [425-431-4102](tel:425-431-4102) immediately when your child will be absent or tardy.

ATTENDANCE: Regular attendance has a positive effect on academic success as students are encouraged to be at school every day. District policy identifies the following reasons for excused absences or tardies: illness and injury, doctor or dental appointments, religious holidays, or other reasons deemed appropriate by the principal or designee. Other absences/tardies such as those resulting from leaving school prior to dismissal without authorization, oversleeping, skipping class(es) and truancy are unexcused.

Absent from school? Parents should call school at 431-7834 , ext. 1 or e-mail the attendance secretary at mcvaya@edmonds.wednet.edu early in the morning if you are absent. Bring a written note from home on your first day back and give it to the attendance secretary. If you have a medical appointment, please bring a note from that office.

Need to leave school early? First thing in the morning bring a note signed by your parent to the attendance office stating where you are going, when you will need to leave, and if you'll be returning to school the same day.

Late to school? Bring a written note signed by your parent to the attendance office before you go to class, stating why you are tardy. Reasons for excused tardies are listed above.

Tardy to class from prior class? Get a note from the teacher who kept you. The office does not issue late slips between classes.

Going on vacation? Students are discouraged from taking vacation while school is in session. However, if you need to be gone, please get a "Leave of Absence" form from the attendance secretary before you go.

ABSENCES & MAKE-UP WORK:

Learning, and the work that is done to gain it, is often sequential and scaffolded. When a segment of work is missed due to absence, it disrupts the sequence and weakens the scaffold. Work not made up in a timely manner when absent means that the work is done out of context,

which weakens its effectiveness as a learning experience. Therefore, it is important that students attempt to keep up even when absent and/or to make up missed work as soon as possible. It is the student's responsibility to make up missed work. There are several ways to find out what work was missed.

1. Check teachers' websites. Teachers post weekly schedules with activities and lessons for the week. In addition, classroom handouts can be found on the Documents page of the web site. Students and parents may access teacher websites through the Chromebook or links on the BTMS web page. www.edmonds.wednet.edu/btm
2. If a student is absent three or more days, parents may make a homework request through the counseling office (425-431-7835). Assignments will be collected from the student's teachers and be available for parents to pick up.
3. E-mail the teacher. All teachers have e-mail that may be reached through the school web page or the individual teacher's web page. Please remember that although many teachers are at school long after 3:05, you cannot always expect a same-day response to emails received later in the day.
4. Leave a message on the teacher's voice mail. Calls received after 3:05 may not always be returned until the following day.
5. Contact a classmate. It's a good idea to have one or two students in each class you can call to find out what happened in class when you were gone.
6. Contact your teachers and arrange a study club schedule.

Students who have excused absences due to illness or family emergencies generally have assignment due dates extended by the number of days they were absent. For prolonged absences, students need to make individual arrangements with each teacher.

*Refer to BTMS Absence Plan: Our Responsibilities (next two pages) for details. STUDENT RE-ENTRY PLAN

We are happy to welcome you back to school from your recent absence. We know that sometimes catching up with missed homework and missed learning can be stressful and difficult. The BTMS Absence Plan in your planner lists all the resources and procedures for making up an absence, some of which you have probably already started during your absence. Students who have excused absences due to illness or family emergency generally have assignment due dates extended by the number of days they were absent. For prolonged absences, students need to make individual arrangements with each teacher.

Sometimes a written plan helps you schedule your time and tasks more efficiently so that everything is done on time and you get the assistance you need from your classroom teachers to complete the work or the learning. To help you make your plan, we have created a form on which you can record your classes and the time(s) you will spend with each teacher to make up the work. You may pick up this form in the counseling center.

If you need to modify this plan in any way after you have made it, be sure to talk to the teacher(s) affected because they will have a copy of this plan and will need to agree to any

revisions. You are expected to keep track of this contract and to have it signed by your teachers when you have fulfilled your obligations to them. Put the completed contract in the front of your binder, and do not remove it until you are caught up and it is time for your teachers to sign off on it. When your teachers have signed off on this, please return it to the counseling office so they can sign off on it as well and release you from your obligations. Thanks for your commitment to academic excellence!

ALL ABSENCES:

- E-mail teacher, check website, download and print necessary materials.
- If necessary, arrange due date extensions well ahead of time. The teacher may require you to honor the original due date of a long term assignment.
- Complete assignments and submit via website or have a parent deliver it to school. If the teacher requires you to stay for study club to make up work, honor the arrangements you have made. Make sure student has notebook, supplies, and library book.
- Check for work completion each day.
- Arrange transportation as necessary for study club. Provide materials for homework requests in a timely manner.

ILLNESS:

- If you are too sick to work at home, arrange to stay for study club with each teacher until work is caught up.
- Honor the arrangements you have made. Call school to report absence. Keep student at home until fever-free for 24 hours.
- Submit homework request for absences longer than three days.

SUSPENSION (INCLUDING ISS, SHORT TERM, AND LONG TERM):

- If you have been suspended, complete re-entry plan and comply with its terms.
- Complete work in a timely manner.
- Attend re-entry meeting and retain a copy of student's re-entry plan.
- Follow through on consequences as necessary. May opt to attend conference with parents, student, and administrator.
- May opt to provide input on re-entry plan. Check for completion of a quality re-entry plan.
- Ensure student understands expectations for makeup work, re-entry into class and consequences of further infractions.
- Follow through on progressive discipline as necessary.
- Submit homework request on student's behalf for long-term suspensions.

VACATION:

- Notify the Attendance Secretary two weeks prior to going on vacation with a written note stating the dates and reason. Paperwork will be issued to the student for teachers to sign off on and indicate make-up work. Help student craft a work-completion plan. Part of this plan is finding a way to get the student Internet access and time to do schoolwork each day.

Edmonds School District School Discipline Procedures

The board acknowledges that conduct and behavior is closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. The board requires that each student adhere to the rules of conduct and submit to corrective action

taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:

- a. Respect the rights, person and property of others;
- b. Pursue the required course of study
- c. Preserve the degree of order necessary for a positive climate for learning
- d. Comply with district rules and regulation
- e. Submit to the authority of staff and reasonable discipline imposed by school employees and respond accordingly.

The board also recognizes that schools must take reasonable steps so that students who fail to adhere to the district's rules and regulations and who receive discipline for such misconduct remain engaged or are effectively reengaged in their educational program.

SECTION I - Definitions

DEFINITIONS (WAC 392-400-205)

1. Discipline: Shall mean all forms of corrective action other than emergency removal from a class, subject, or activity. Suspension or expulsion shall include the exclusion of a student from a class or instructional activity by a teacher, administrator, or designee for a period of time not exceeding the balance of the immediate class, subject, or instructional activity period: PROVIDED, that the student is in the custody of a district employee for the balance of such period. Discipline shall also mean the exclusion of a student from any other type of activity conducted by or on behalf of the district.
2. Suspension: Shall mean a denial of attendance (other than for the balance of the immediate class, subject, or activity period for "discipline" purposes) for any single subject or class, or for any full schedule of subjects or classes, for a stated period of time. A suspension also may include a denial of admission to, or entry upon real and personal property that is owned, leased, rented, or controlled by the district.
3. Short-term suspension: Shall mean a suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days.
4. Long-term suspension: Shall mean a suspension that:
 - a. Exceeds ten (10) consecutive school days;
 - b. Cannot be imposed in such a manner that causes the student to lose academic grades or credit in excess of one semester or trimester during the same school year
 - c. Cannot be imposed beyond the school year in which the alleged misbehavior occurs
 - d. Has an end date of no more than the length of an academic term, as defined by the board. An academic term is defined by a semester.

5. Emergency expulsion: Shall mean a temporary emergency removal from school for up to, and not exceeding, ten (10) consecutive school days from the student's current school placement by the district superintendent or a designee of the superintendent. The superintendent or designee must have good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to other students or school staff or an immediate and continuing threat of substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten (10) school days from the date of the emergency removal from school.
6. Expulsion: Shall mean a denial of attendance for a period of time up to, but not longer than the length of a semester from the time a student is removed from his or her current school placement by the district superintendent or a designee of the superintendent per 2016 amendment to RCW 28A.600.020 (6). An exception may be made when a student brings a firearm onto school property, resulting in a longer expulsion. In this case, a student may be expelled for no less than an academic year per RCW 28A.600.420. An expulsion may also include a denial of admission to, or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
7. School business day: Shall mean any calendar day, exclusive of Saturdays, Sundays, and any federal and school holidays, upon which the office of the superintendent of the school district is open to the public for the conduct of business. A school business day shall be concluded or terminated upon the closure of said office for the calendar day.
8. School day: Shall mean a calendar day except school holidays on which students enrolled in the district are afforded the opportunity to be engaged in educational activity which is planned, supervised, and conducted by or under the supervision of the district certificated staff, and on which day all or any portion of the students enrolled in the program actually participate in such educational activity.
9. Re-engagement meetings: Shall mean a meeting held between the district and the student and the student's custodial family member(s) or guardian(s) to discuss the student's return to an educational setting after a long-term suspension or expulsion.
10. Re-engagement plan: Shall mean a written plan developed between the district and a student and the student's custodial family member(s) or guardian(s) designed to aid the student in taking the necessary steps to remedy the situation that led to the student's suspension or expulsion and return the student to the educational setting as soon as possible.
11. 11. Exceptional misconduct: Shall mean student misconduct other than absenteeism which (a) is of such frequent occurrence, despite past attempts of staff to address such misconduct through the use of other forms of corrective action; or (b) is so serious in

nature, or so serious in terms of the disruptive effect upon the operation of the school, as to warrant an immediate resort to a short-term or a long-term suspension or expulsion.

12. Discretionary discipline: Shall mean a disciplinary action taken by the district for student behavior that violates rules of student conduct adopted by the district Board of Directors under RCW 28A.600.010 and .015.

SECTION II – Student Rights and Responsibilities

STUDENT RESPONSIBILITIES AND DUTIES (WAC 392-400-210) Each student shall be responsible to pursue his or her course of studies, comply with written rules and regulations of the district which are adopted pursuant to and in compliance with state law, and submit to reasonable corrective action imposed by the district and its agents for violation(s) of such rules.

STUDENT RIGHTS (WAC 392-400-215) Each student served by or on behalf of the district shall possess the following substantive rights, and the district shall not limit these rights except for good and sufficient cause:

1. No student shall be unlawfully denied access to the educational opportunity offered in this district.
2. While students may be excluded from classrooms and other instructional or activity areas for the period of suspension or expulsion, students must be provided an opportunity to access educational services during this time. Educational services may be provided in alternate settings. If educational services are provided in an alternate setting, the alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline.
3. No student shall be unlawfully discriminated against because of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal. Any student who feels they have suffered discrimination on account of the above-mentioned may also use the district's equal educational opportunity grievance procedure.
4. No student with an IEP shall be subjected to suspensions or expulsions totaling more than ten (10) school days in a school year without a review and concurrence by the child study or multidisciplinary team. The purpose of the review is to determine whether or not the behavior resulting in the corrective action is caused by the student's disability. Below are more details on the rights of students who qualify for special education.

DISCIPLINE OF STUDENTS WHO QUALIFY FOR SPECIAL EDUCATION SERVICES

Students who qualify for special education services can be disciplined under the same rules as all students, with the modifications listed below as required by the Federal Individuals with Disabilities Education Act (IDEA) and relevant state laws.

1. Short-term suspensions or emergency expulsions: The general rules relating to schoolbased discipline or responses, short-term suspensions, or emergency expulsions

apply to students who qualify for special education services when the action taken or proposed does not exceed ten (10) consecutive school days, or when the action taken or proposed does not constitute a pattern of removal from the school.

2. Long term suspensions or expulsions: No student with an IEP shall be subjected to suspensions or expulsions totaling more than ten (10) school days in a school year without a review and concurrence by the child study or multidisciplinary team. The purpose of the review is to determine whether or not the behavior resulting in the corrective action was caused or had direct/substantial relationship to the student's disability.
3. Manifestation determination meeting: A manifestation determination meeting is held to determine whether the student's conduct is caused by or has a direct/substantial relationship to the student's disability or whether the student's conduct is the result of an inappropriate placement.
 - a. The student's regular Individual Education Plan (IEP) team members should participate in the meeting.
 - b. If the team determines that the behavior is a manifestation of the student's disability then the team calls a meeting to amend the services during discipline actions. If the conduct is not determined to be a manifestation of the student's disability and is not the result of an inappropriate placement, then the student may be disciplined like any other student. Discipline actions are not imposed at a manifestation determination meeting.
 - c. If the conduct is determined to be the result of an inappropriate placement, an IEP meeting must be held to discuss alternative placements for the student.
4. Behavior plans: A Behavior Intervention Plan (BIP) must be established for students whose behavior negatively impacts their ability to reach their educational goals. The plan should prescribe specific disciplinary procedures for the student and may include removal from school for specified amounts of time as part of the IEP. Either school personnel or the student's custodial family member(s) or guardian(s) may request a new IEP meeting and review of the BIP if either finds that the plan is not satisfactory or is in need of revision.
5. Educational obligations to a student pending hearing: From the time a custodial family member(s) or guardian(s) initiates a due process hearing through the appeal process, the district is required to provide educational services to a student who qualifies for special education, although those services may or may not be provided within the school setting.

SECTION III - Guidelines for Discipline Actions

When considering corrective actions, the district strives to keep students in school and in their classroom whenever possible. Disciplinary actions must be non-discriminatory, fair, ageappropriate, and correspond to the severity of the student's misbehavior.

ALTERNATIVES TO SUSPENSIONS Students who are suspended or expelled miss exposure to daily class work and instruction. District staff seek to find disciplinary responses that keep students in their classrooms in an effort to maximize instructional time. Below are some possible alternatives to suspensions available to administrators and teachers.

Alternatives to Suspension:

• Family conference • Student conference • Community service • Confiscation of inappropriate items • Collaborative (academic, attendance, behavior) • Detention • Intervention group • Meeting with school counselor • Mentoring • Peer mediation • Personal reflection • Positive behavior support plan • Privileges suspended • Reassignment to different class/programs • Restitution • Saturday School • Student verbal or written apology • Threat assessment • Time out/reset • Warning • Mediation • Other actions (consistent with other level 1 interventions)

Note: Some actions may not be available at all buildings

FACTORS TO CONSIDER WHEN IMPOSING A DISCIPLINE Mitigating factors specific to the violation may be taken into consideration per Washington State School Directors' Association policies when imposing disciplinary consequences. Administrators shall take into account the age and/or inability to understand potential consequences of the conduct. If extenuating circumstances warrant, a lesser or greater disciplinary consequence may be imposed. When considering extenuating circumstances for a consequence greater than recommended, administrators will discuss the details with the principal or district designee prior to issuing such discipline. Below you will find a list of mitigating and aggravating factors that may be used when imposing a discipline consequence.

Mitigating Factors: • No prior documented misconduct • Minimal damage • Little potential of harm • Student's intent or purpose • Student's age and/or ability to understand the consequences of the conduct • Admitted or self-reported conduct • Subsequent action taken by student to make amends • Impact on the learning environment

Aggravating Factors: • Significant damage • Potential of serious harm to others • Previous discipline record of student warranting progressive sanctions • Premeditated conduct • 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 motivated by actual or perceived gang affiliation • Part of pattern of similar misconduct • Evidence of sophistication or preplanning • Substantial disruption to learning of others caused by student's behavior • Student attempts to solicit or incite others to engage in behavior

IMPLEMENTING THE GUIDELINES FOR SANCTIONS

The acts identified in the "exceptional misconduct" list have been identified by the State of Washington. Administrators may exercise reasonable discretion in deciding which violation occurred. Administrators will determine the appropriate level of action to take for an attempted violation. The chart below lists actions that may be taken by school administration as the result of a violation.

It is presumed that school administrators will sanction a student for the following offenses within each listed standard range, and determine whether mitigating or aggravating factors warrant a sanction lower or higher 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 safety and take appropriate corrective action needed to address student misconduct.

The sanctions below do not prohibit administrators from applying 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.

EXCEPTIONAL MISCONDUCT There are categories of behavior that are considered to be exceptional student misconduct. School authority exists on school property, school bus stops, and during any school activity, function or event when held off the school grounds and/or when student misconduct is taken off campus and disrupts the educational process. Behaviors such as those described below, because of their impact on the school environment, may result in a suspension, emergency expulsion or expulsion.

To align with Senate Bill 5946 and House Bill 1541, the school district has created policies and procedures consistent with Washington State Schools Directors Association (WSSDA) Policy and Procedures 3240, Procedure Student Conduct Expectations and Reasonable Sanctions. The following procedure mirrors WSSDA sample policy on recommended sanctions with mitigating and aggravating factors.

Guide:

- Suspension refers to both in-school suspension and out-of-school suspension.
- Standard ranges means the full range of possible sanctions.
- Presumptive standard means a possible sanction for a first time offense. A sanction may be lower or higher after all factors have been taken into consideration.

TO VIEW THE CHART REFERENCED Follow the link below

[https://www.edmonds.wednet.edu/UserFiles/Servers/Server_306670/File/About%20Us/School%20Board%20Policies%20&%20Procedures/Section%203000%20\(NEW\)/3240P%20Student%20Discipline%20Procedures%20FINAL.pdf](https://www.edmonds.wednet.edu/UserFiles/Servers/Server_306670/File/About%20Us/School%20Board%20Policies%20&%20Procedures/Section%203000%20(NEW)/3240P%20Student%20Discipline%20Procedures%20FINAL.pdf)

SECTION IV - Due Process

DISTRICT RULES DEFINING MISCONDUCT — DISTRIBUTION OF RULES (WAC 392-400-225)

1. The district shall adopt, publish, and make available on an annual basis to all students and families written rules which state with reasonable clarity the types of misconduct for which discipline, suspension, and expulsion may be imposed.
2. Rules that establish types of misconduct pursuant to this section must have a real and substantial relationship to the lawful maintenance and operation of the school district including, but not limited to, the preservation of the health and safety of students and

employees and the preservation of an educational process which is conducive to learning.

3. Any student who willfully performs or fails to perform any act which materially interferes with or is detrimental to the orderly operation of a school, a school-sponsored activity, or any other aspect of the educational process of the school district shall be subject to discipline, suspension, or expulsion by authorized school district authorities. The following acts or omissions by a student on school premises or in reasonable proximity thereto, on school provided transportation, or off school premises at any school-sponsored activity shall constitute sufficient cause for discipline, suspension, or expulsion:
 - a. "exceptional misconduct" as defined in Exceptional Misconduct section;
 - b. disruptive conduct;
 - c. disobedience of the reasonable instructions of school authorities;
 - d. immoral conduct;
 - e. vulgarity;
 - f. intimidation;
 - g. cheating;
 - h. plagiarism;
 - i. the commission of any criminal act as defined by law; or
 - j. violation of other school or district rules, regulations, or policies now or hereafter adopted.
4. The consequences of violations listed above shall be determined at the building level and shall be consistent with district policy and state and local law as applicable. The principal or their designee(s) shall have the responsibility to establish disciplinary standards appropriate to their particular school as they deem necessary in order to protect the health and safety of students and staff.

PERSONS AUTHORIZED TO IMPOSE DISCIPLINE, SUSPENSION, EXPULSION, OR EMERGENCY REMOVAL UPON STUDENTS (WAC 392-400-230)

1. Each certificated teacher, each school administrator, each school bus driver, and any other employee designated by the superintendent shall possess the authority to impose discipline upon a student for misconduct which violates rules of the district established pursuant to the "School District Rules Defining Misconduct," and to impose an emergency removal from a class, subject, or activity upon a student pursuant under "Emergency Removal from Class" and school board policy related to the district's "Rules and Regulations for Students Riding Buses."
2. Subject to the limitations set forth herewith in connection with the suspension or expulsion of students, the following district personnel are delegated the authority to suspend, expel, or order the emergency expulsion of students for any misconduct which violates the rules for student conduct: superintendent, assistant superintendent, principals, assistant principals, and any other district employee to whom such authority has been delegated by the superintendent. Each certificated teacher and each administrator shall possess the authority to recommend suspensions and expulsions for such misconduct which violates rules of the school district.

3. A student shall not be released from school on a discipline related incident without the proper notification to the student's custodial family member(s) or guardian(s). In addition, school staff may not withhold a student upon the arrival of the custodial family member(s) or guardian(s). In cases of emergency expulsion, evidence of reasonable effort to notify shall be deemed in compliance with this requirement in lieu of said notification.

DISCIPLINE — CONDITIONS AND LIMITATIONS (WAC 392-400-235) Discipline may be imposed upon any student for violation of the rules of the school district that have been established in the "District's Rules Defining Misconduct," subject to the following limitations and conditions and the grievance procedure set forth in the "Discipline - Grievance Procedures":

1. No form of discipline shall be enforced in such a manner as to prevent a student from accomplishing specific academic grade, subject, or graduation requirements.
2. A student's academic grade or credit in a particular subject or course may be adversely affected by reason of tardiness or absences only to the extent and upon the basis that the student's attendance and/or participation is related to and identified by the district-approved instructional objectives or goals of the particular subject or course as a basis for grading in whole or in part, or as provided in Policy 3122, "Student Attendance; Absences, Tardiness and Excuses".
3. Before a student is disciplined by removal from a teacher's class for the remainder of the class period or day, the teacher must have attempted one or more alternative forms of corrective action, except in emergency situations. A student may not return to class before the end of the class or activity period without the teacher's consent.
4. Building administrators shall have the responsibility of ensuring that written procedures for administering corrective action are developed for their schools. The district annually convenes the alternatives to suspension committee to review discipline data and review discipline policies and procedures. The committee is composed of families, students, staff, and community. The building administrator and staff shall meet at least annually to review building behavior standards and discuss uniform enforcement of those standards. All staff shall work cooperatively toward consistent enforcement of behavior standards. The procedures shall provide that every reasonable attempt be made to involve the student's custodial family member(s) or guardian(s) and the student in the resolution of behavior problems at an early stage.
5. Corporal punishment which is defined as any act which willfully inflicts or willfully causes the infliction of physical pain on a student is prohibited.
6. Corporal punishment does not include:
 - a. The use of reasonable physical force by a school administrator, teacher, school employee, or volunteer as necessary to maintain order or to prevent a student from harming him/herself, other students, and school staff or property.
 - b. Physical pain or discomfort resulting from or caused by training for or participating in athletic competition or recreational activity voluntarily engaged in by a student.
 - c. Physical exertion shared by all students in a teacher directed class activity, which may include but is not limited to, physical education exercise, field trips, or vocational education projects.

DISCIPLINE — GRIEVANCE PROCEDURE (WAC 392-400-240)

Any student, custodial family member(s), or guardian(s) who are aggrieved by the imposition of discipline shall have the right to an informal conference with the building principal or their designee for the purpose of resolving the grievance. The conference must be requested within three (3) school days of the time the student's custodial family member(s) or guardian(s) received notification by mail or in person. The employee whose action is being grieved shall be notified of the initiation of a grievance as soon as reasonably possible.

During such conference the student, custodial family member(s), or guardian(s) shall be subject to questioning by the building principal or their designee and shall be entitled to question school personnel involved in the matter being grieved. Subsequent to the building level grievance meeting, the student, custodial family member(s), or guardian(s), upon three (3) school business days' prior notice, shall have the right to present a written or oral grievance to the superintendent or the superintendent's designee.

If the grievance is not resolved, the student, custodial family member(s), or guardian(s), upon three (3) school business days' prior notice, shall have the right to present a written or oral grievance to the board of directors during the board's next regular meeting. The board shall notify the student, custodial family member(s), or guardian(s) of its response to the grievance within ten (10) school business days after the date of the meeting. The discipline action shall continue notwithstanding the implementation of the grievance procedure set forth in this section unless the principal or the principal's designee elects to postpone such action.

SHORT-TERM SUSPENSION — CONDITIONS AND LIMITATIONS (WAC 392-400-245)

1. A short-term suspension may be imposed upon a student for violation of school district rules adopted pursuant to WAC 392-400-225, subject to the following limitations or conditions, the prior informal conference procedures set forth in WAC 392-400-250, and the grievance procedures set forth in WAC 392-400-255:
 - a. the nature and circumstances of the violation must be considered and must reasonably warrant a short-term suspension and the length of the suspension imposed; and
 - b. other forms of corrective action reasonably calculated to modify the student's conduct have previously been imposed upon the student as a consequence of misconduct of the same nature; except that a short-term suspension may be imposed immediately in cases of "Exceptional Misconduct" as defined in the Codes of Conduct.
2. A student's academic grade or credit in a particular subject or course may be adversely affected by reason of tardiness or absence only to the extent upon the

basis that the student's attendance or participation is related to the instructional objectives or goals.

3. No student in grades kindergarten through grade four shall be subject to short-term suspensions for more than a total of ten (10) 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.
4. No student in grades five and above shall be subjected to short-term suspensions for more than a total of fifteen (15) school days during any single semester or ten (10) school days during any single trimester, as the case may be.
5. Any student subject to a short-term suspension shall be provided the opportunity upon their return to make up assignments and tests missed by reason of the short-term suspension if: i. Such assignments or tests have a substantial effect upon the student's semester or trimester grade or grades; or ii. Failure to complete such assignments or tests would preclude the student from receiving credit for the course or courses.
6. Any student, or custodial family member(s) or guardian(s) of any student, who has been suspended shall be allowed to make a written application to the superintendent for readmission at any time. Such application shall follow the procedures set forth in the "Application for Readmission for Long-Term Suspension or Expulsion."

SHORT-TERM SUSPENSION — PRIOR CONFERENCE REQUIRED — NOTICE TO FAMILY (WAC 392-400-255)

1. Prior to the short-term suspension of any student, a conference shall be conducted with the student as follows: a. an oral and written notice of the alleged misconduct and violation(s) of school district rules shall be provided to the student; b. an oral and written explanation of the evidence in support of the allegation(s) shall be provided to the student; c. an oral and written explanation of the corrective action which may be imposed shall be provided to the student; and d. the student shall be provided the opportunity to present the student's explanation.
2. In the event a short-term suspension is to exceed one (1) calendar day, the custodial family member(s) or guardian(s) of the student shall be notified of the reason for the student's suspension and the duration of the suspension orally and/or by letter deposited in the United States mail as soon as reasonably possible. The notice shall also inform the student's custodial family member(s) or guardian(s) of the right to an informal conference pursuant to the policy on "Short-Term Suspension Notification to Family."

3. All short-term suspensions and the reasons therefore shall be reported in writing to the superintendent or the superintendent's designee within twenty-four (24) hours after imposition of the suspension.

SHORT-TERM SUSPENSIONS — GRIEVANCE PROCEDURE (WAC 392-400-255)

1. The grievance procedure set forth under "Discipline Grievance Procedure" shall be followed with respect to short-term suspension grievances (substituting "short-term suspension" for "discipline" as applicable).
2. The short-term suspension shall continue regardless of the implementation of the grievance procedures set forth in this section unless the principal or the principal's designee elects to postpone such actions.

LONG-TERM SUSPENSION — CONDITIONS AND LIMITATIONS (WAC 392-400-260)

1. School districts must not use long-term suspension as a form of discretionary discipline. "Discretionary discipline" is a disciplinary action taken by a district for student behavior that violates the rules of student conduct, except for actions taken in response to (RCW 28A.600.015 (4)):
 - a. A violation of the prohibition against firearms on school premises, transportation, or facilities;
 - b. Certain violent offenses, sex offenses, offenses related to liquor, controlled substances, toxic inhalants, certain crimes related to firearms, assault, kidnapping, harassment, and arson;
 - c. Two (2) or more violations within a three (3) year period of criminal gang intimidation or other gang activity on school grounds, possessing dangerous weapons on school facilities, willfully disobeying school administrators or refusing to leave public property, or defacing or injuring school property; or
 - d. Behavior that adversely impacts the health or safety of other students or educational staff.
2. A long-term suspension may be imposed upon a student for violation of school district rules adopted pursuant to the "School District Rules Defining Misconduct," subject to the following limitations or conditions and the notice requirements under the "Long Term Suspension Notice of Hearing" and the hearing requirements under the "Long Term Suspension- Prehearing and Hearing Process" provided:
 - a. the nature and circumstances of the violation must be considered and must reasonably warrant a long-term suspension and the length of the suspension imposed;
 - and b. other forms of corrective action reasonably calculated to modify the student's conduct have previously been imposed upon the student as a consequence of misconduct; except that a long-term suspension may be imposed immediately in the case of "Exceptional Misconduct" as defined in the "Exceptional Misconduct" chart.

3. No student in grades kindergarten through grade four shall be subject to long-term suspensions and no loss of academic grades or credit shall be imposed by reason of the suspension of the student.

4. No single long-term suspension shall be imposed upon a student in grades five and above program in a manner which causes the student to lose academic grades or credit for in excess of one semester or trimester, as the case may be, during the same school year.

5. Any student who has been long-term suspended shall be allowed to make application for readmission at any time. Such application shall follow the procedures set forth in the "Application for Readmission from Long Term Suspension or Expulsion." A long-term suspension has an end date of no more than the length of an academic term, as defined by the board. In the district, an academic term is defined by a semester.

6. A re-engagement meeting with the student and custodial family member(s) or guardian(s) is required within twenty (20) days of a long-term suspension but no later than five (5) days before the student's re-entry or enrollment, regardless of whether an appeal or request for early reentry was made, to discuss a plan to re-engage the student in a school program. Administrators must consider shortening the suspension, imposing other forms of corrective action, and using supportive interventions. Re-engagement meetings are separate from petitions for readmission and are not intended to replace a petition for readmission.

7. In developing a re-engagement plan, the district should consider shortening the length of time that the student is suspended, other forms of corrective action, and supportive interventions that aid in the student's academic success and keep the student engaged and on track to graduate. The plan must be tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension, and aid the student in taking the necessary steps to remedy that situation that led to the student's long-term suspension.

8. All long-term suspensions and the reasons therefore shall be reported in writing to the superintendent or the superintendent's designee within twenty-four (24) hours after the imposition of the suspension.

LONG-TERM SUSPENSION — NOTICE OF HEARING — WAIVER OF HEARING (WAC 392-400-265)

1. Prior to the long-term suspension of a student, written notice of an opportunity for a hearing shall be delivered in person or by certified mail to the student and to their custodial family member(s) or guardian(s). This notice shall:

- a. be provided in the predominant language of the student and/or the custodial family member(s) or guardian(s) who predominantly speak a language other than English, in accordance with Title VI of the Civil Rights Act of 1964;
- b. specify the alleged misconduct and the school district rule(s) alleged to have been violated;
- c. set forth the corrective action proposed;
- d. set forth the right of the student and/or custodial family member(s) or guardian(s) to a hearing for the purpose of contesting the allegation(s); and
- e. set forth the facts that: i. a written or oral request for a hearing must be received by the school district employee designated, or by their office, on or before the expiration of the third (3rd) school business day after receipt of the notice of opportunity for a hearing; and ii. if such a request is not received within the prescribed period of time, then the right to a hearing is deemed to have been waived and the proposed long-term suspension will be imposed by the school district without any further opportunity for the student or their custodial family member(s) or guardian(s) to contest the matter.

2. The student and their custodial family member(s) or guardian(s) shall reply orally or in writing to the notice within three (3) school business days after the date of receipt of notice indicating whether a hearing is requested. A request for a hearing shall be provided to the district employee assigned to review hearing requests as specified in the notice of opportunity.

3. If a request for a hearing is not received within the required three (3) school business day period, the school district may deem the student and their custodial family member(s) or guardian(s) to have waived the right to a hearing and the proposed long-term suspension may be imposed.

LONG-TERM SUSPENSION — PREHEARING AND HEARING PROCESS (WAC 392-400-270)

1. If a request for a hearing is received pursuant to the “Long-Term Suspension - Notice of Hearing- Waiver of Hearing” within the required three (3) school business days, the district shall schedule a hearing to commence within three (3) school business days after the date upon which the request for a hearing was received.

2. The student and their custodial family member(s) or guardian(s) shall have the right to:

- a. inspect in advance of the hearing any documentary and other physical evidence which the district intends to introduce at the hearing;
- b. be represented by legal counsel;

c. question and confront witnesses, unless a school district witness does not appear and the nonappearance of the witness is excused by the person(s) hearing the case based upon evidence of good reason for doing so submitted by the district. The evidence submitted by the district must, at a minimum, establish either: (i) that the district made a reasonable effort to produce the witness and is unable to do so; or (ii) that it is not advisable for the witness to appear due to fear of retaliation.

d. present their explanation of the alleged misconduct;

e. make such relevant showings by way of witnesses and the introduction of documentary and other physical evidence as they desire;

f. the designee(s) of the school district assigned to present the district's case shall have the right to inspect, in advance of the hearing, any documentary and other physical evidence which the student and their custodial family member(s) or guardian(s) intend to introduce at the hearing.

3. The hearing shall be conducted by a hearing officer designated for such purposes by the superintendent. The person hearing the case shall not be a witness, and the final decision regarding the imposition of corrective action shall be determined solely on the basis of the evidence presented at the hearing.

4. Either an audio recording or verbatim record of the hearing shall be made.

5. A written decision setting forth the findings of fact, conclusions, and the nature and duration of the long-term suspension or lesser form of corrective action to be imposed, if any, shall be provided to the student and their custodial family member(s) or guardian(s) or to the student's legal counsel, if applicable.

EXPULSION - CONDITIONS AND LIMITATIONS (WAC 392-400-275)

1. School districts must not use expulsion as a form of discretionary discipline.

“Discretionary Discipline” is a disciplinary action taken by a district for student behavior that violates the rules of student conduct, except for actions taken in response to (RCW 28A.600.015 (4)):

a. A violation of the prohibition against firearms on school premises, transportation, or facilities;

b. Certain violent offenses, sex offenses, offenses related to liquor, controlled substances, toxic inhalants, certain crimes related to firearms, assault, kidnapping, harassment, and arson;

c. Two (2) or more violations within a three (3) year period of criminal gang intimidation or other gang activity on school grounds, possessing dangerous weapons in school facilities, willfully disobeying school administrators or refusing to leave public property, or defacing or injuring school property; or

d. Behavior that adversely impacts the health or safety of other students or educational staff.

2. A student may be expelled for violation of school district rules adopted pursuant to the "School District Rules Defining Misconduct - Distribution of Rules," subject to the following limitations or conditions, the notice requirements set forth under "Expulsions - Notice of Hearing – Waiver of Hearing," and the hearing requirements set forth under "Expulsion - Prehearing and Hearing Process," provided:

a. the nature and circumstances of the violation must reasonably warrant harshness of expulsion; and

b. other forms of corrective action reasonably calculated to modify the student's conduct have failed or unless there is good reason to believe that other forms of corrective action would fail if employed.

3. An expulsion may not be for an indefinite period of time. An expulsion may not exceed one (1) semester from the date of corrective action unless a student brings firearms onto school property. In this case, a student can be expelled for no less than one (1) year.

4. The district shall make reasonable efforts to assist students in returning to an educational setting prior to, and no later than, the end date of the corrective action. In addition, the school district must ensure that student's receive comparable education services during a temporary removal. The district must convene a meeting with the student and the student's custodial family member(s) or guardian(s) within twenty (20) days of the student's long-term suspension or expulsion, but no later than five (5) days before the student's enrollment, to discuss a plan to reengage the student in a school program. Families must have access to provide meaningful input and participate in a culturally sensitive and culturally responsive reengagement plan per RCW 28A.600.022.

5. Any students who carry onto or who possess on, school premises, school provided transportation, or areas of facilities while being used exclusively by public or private schools any firearm, other dangerous weapon, nun chuck sticks, air guns, or other projectiles shall be subject to expulsion. Students carrying or possessing a firearm shall be expelled for a period of no less than one (1) year. Law enforcement authorities shall be notified.

6. Once a student has been expelled in accordance with this procedure, the expulsion shall be brought to the attention of appropriate local and state authorities so authorities may address the student's educational needs.

7. Any student who has been expelled shall be allowed to make application for readmission at any time. Such application shall follow the procedures set forth under “Application for Readmission from Long Term Suspension or Expulsion.”

8. Re-engagement meeting: the process set forth under “Long-Term Suspension - Prior Conference Required” shall be followed with respect to expulsion (substituting "expulsion" for "long-term suspension" as applicable).

9. Re-engagement plan: the process set forth under “Long-Term Suspension - Prior Conference Required” shall be followed with respect to expulsion (substituting "expulsion" for "long-term suspension" as applicable).

10. All expulsions and the reasons therefore shall be reported in writing to the superintendent or the superintendent’s designee within twenty-four (24) hours after the imposition of the expulsion.

EXPULSION — NOTICE OF HEARING — WAIVER OF HEARING (WAC 392-400-280) Provisions set forth under “Long-Term Suspension - Notice of Hearing - Waiver of Hearing” shall apply with respect to expulsion (substituting "expulsion" for "long-term suspension" as applicable).

EXPULSION — PREHEARING AND HEARING PROCESS (WAC 392-400-285) The process set forth under “Long-Term Suspension - Prehearing and Hearing Process” shall be followed with respect to expulsion (substituting "expulsion" for "long-term suspension" as applicable).

EMERGENCY REMOVAL FROM A CLASS, SUBJECT, OR ACTIVITY (WAC 392-400-290)

1. Notwithstanding any other provision of this policy, a student may be removed immediately from a class, subject, or activity by any person designated under “Persons Authorized to Impose Discipline, Suspension, Expulsion, or Emergency Removal Upon Students” and sent to the building principal or a designated school authority:

PROVIDED, that the teacher or administrator has good and sufficient reason to believe that the student’s presence poses an immediate and continuing danger to the student, other students, or school staff or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process of the student’s school. The removal from classes, subjects, or activities, shall continue only until:

a. the danger or threat ceases; or b. the principal or designated school authority acts to impose corrective action.

2. The principal or school authority shall meet with the student as soon as reasonably possible following the student's removal and take or initiate appropriate corrective action. In no case shall the student's opportunity for such meeting be delayed beyond the commencement of the school day following the student's emergency removal from classes, subject, or activity. Prior to, or at the time any such student is returned to the class(es), subject(s), or activity(ies), the principal or school authority shall notify the teacher or administrator who removed the student therefrom of the action which has been taken or initiated.

EMERGENCY EXPULSION — LIMITATIONS (WAC 392-400-295) Notwithstanding any other provision of this policy, a student may be expelled immediately by the superintendent or a superintendent's designee in emergency situations: PROVIDED, that the superintendent or designee has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to students or school staff or poses an immediate and continuing threat of substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten (10) school days from the date of expulsion and the district must provide notice and due process rights if it converts the emergency expulsion to another form of corrective action.

EMERGENCY EXPULSION — NOTICE OF HEARING — WAIVER OF HEARING RIGHT (WAC 392-400-300)

1. The student and their custodial family member(s) or guardian(s) shall be notified of the emergency expulsion of the student and of their opportunity for a hearing either (a) by hand delivering written notice to the student's custodial family member(s) or guardian(s) within twenty-four (24) hours of the expulsion. The district must document delivery of the notice by obtaining the signature of the custodial family member(s) or guardian(s) acknowledging receipt or the written certification of the person making the delivery, or (b) by certified letter(s) deposited in the United States mail within twenty-four (24) hours of the expulsion. In addition, if the notice is by certified mail, reasonable attempts shall be made to notify the student and their custodial family member(s) or guardian(s) by telephone or in person as soon as reasonably possible. Such written and oral notice and shall comply with the provisions set forth under "Long-Term Suspension - Notice of Hearing - Waiver of Hearing" sections 1 and 2 (substituting "emergency expulsion" for "long-term suspension" as applicable). Such written and oral narratives shall:

a. Be provided in the predominant language of the student and/or custodial family member(s) or guardian(s) who predominantly speak a language other than English, in accordance with Title VI of the Civil Rights Act of 1964;

b. Specify the alleged reasons that the student's presence poses an immediate and continuing threat of substantial disruption of the educational process; c. Set forth the date on which the emergency expulsion began and will end; d. Set forth the right of the student and/or their custodial family member(s) or guardian(s) to a hearing for the purpose of contesting the allegations(s) as soon as reasonably possible.

2. If a request for a hearing is not received within the required three (3) school business day period, the school district will deem the student and their custodial family member(s) or guardian(s) to have waived the right to a hearing and the emergency expulsion will be continued as deemed necessary for up to ten (10) school days from the date of the student's emergency removal from school without any further opportunity for the student or their custodial family member(s) or guardian(s) to contest the matter.

EMERGENCY EXPULSION — PREHEARING AND HEARING PROCESS (WAC 392-400-305)

1. If a request for a hearing within the required three (3) school business days is received pursuant to “Emergency Expulsion - Notice of Hearing - Waiver of Hearing Right,” the district shall immediately schedule and give notice of a hearing to commence as soon as reasonably possible and in no case later than the second (2nd) school business day after receipt of the request for hearing.

2. The provisions under “Long-Term Suspension - Prehearing and Hearing Process,” tow (2) through five (5) shall apply with respect to emergency expulsions.

3. Within one (1) school business day after the date upon which the hearing concludes, the person hearing the case shall issue a decision regarding whether the emergency expulsion shall continue. The district shall provide notice of the decision to the student and the student's custodial family member(s) or guardian(s) and legal counsel, if any, by depositing a certified letter in the United States mail. The decision shall set forth the findings of fact, the conclusions including a conclusion as to whether the immediate and continuing danger to students, school staff, or immediate and continuing threat of substantial disruption of the educational process, giving rise to the emergency expulsion has terminated and whether the emergency expulsion shall be converted to another form of corrective action. In either case, the emergency expulsion can only be in force for a maximum of ten (10) school business days total.

APPEALS — LONG-TERM SUSPENSION AND EXPULSION (WAC 392-400-310)

Appeals from decisions rendered pursuant to sections “Long-term Suspension – Prehearing and Hearing Process,” “Expulsion – Prehearing and Hearing Process,” and

“Emergency Expulsion – Prehearing and Hearing Process,” which impose either a long-term suspension or an expulsion upon a student shall be governed as follows:

1. The student and their custodial family member(s) or guardian(s) shall have the right to appeal the decision to the Board of Directors. Notice indicating that the student or their custodial family member(s) or guardian(s) desire to appeal the decision shall be provided to either the office of the school district superintendent or to the office of the person who rendered the decision within three (3) school business days after the date of receipt of the decision.
2. If an appeal is not received within the required three (3) school business day period, the long-term suspension or expulsion decided upon will be imposed as of the calendar day following expiration of the three (3) school business day period.
3. If a timely appeal is received, the imposition of the long-term suspension or expulsion may be imposed during the appeal period subject to the following conditions and limitations:
 - a. after an initial hearing before a hearing officer, a long-term suspension or nonemergency expulsion may be imposed during the appeal period for no more than ten (10) consecutive school days or until the appeal is decided, whichever is the shortest period;
 - b. any days that a student is temporarily suspended or expelled before the appeal is decided shall be applied to the term of the student's suspension or expulsion and shall not limit or extend the term of the student's suspension or expulsion.
4. A decision of the school board may be appealed to the courts by any student or their custodial family member(s) or guardian(s) within thirty (30) days of the rendition of the board's decision. Whether or not the decision of the school board shall be postponed pending an appeal to a superior court shall be discretionary with the board except as ordered otherwise by a court.

APPEALS — HEARING BEFORE SCHOOL BOARD — PROCEDURES (WAC 392-400-315)

1. If an appeal to the Board of Directors is received pursuant under “Appeals Long-Term Suspension and Expulsion,” within the required three (3) school business days, the board shall schedule and hold an informal conference to review the matter within ten (10) school business days after the date of receipt of such appeal notice. The purpose of the meeting shall be to meet and confer with the parties in order to decide upon the most appropriate means of disposing of the appeal as provided for in this section. At that time the student, the student's custodial family member(s) or guardian(s) or legal

counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the board deems reasonable. The board shall agree to one of the following procedures prior to adjournment or recess:

- a. study the hearing record or other material submitted and render its decision within ten (10) school business days after the date of the informal conference;
- b. schedule and hold a meeting to hear further arguments based on the record before the board and render its decision within fifteen (15) school business days after the date of the informal conference;
- c. schedule and hold a meeting within ten (10) school business days after the date of the informal conference for the purpose of hearing the case anew.

2. In the event the Board of Directors elects to hear the appeal anew, the following rights and procedures shall govern the proceedings:

- a. The student and their custodial family member(s) or guardian(s) shall have the right to:
 - i. inspect in advance of the hearing any documentary and other physical evidence which the district intends to introduce at the hearing;
 - ii. question witnesses;
 - iii. present their explanation of the alleged misconduct; and
 - iv. make such relevant showings by way of witnesses and the introduction of documentary and other physical evidence as they desire.
- b. The designee(s) of the school district assigned to present the district's case shall have the right to question witnesses and to inspect in advance of the hearing any documentary and other physical evidence that the student and their custodial family member(s) or guardian(s) intend to introduce at the hearing; and
- c. Either an audio recording or verbatim record of the hearing shall be made.

SCHOOL BOARD DECISIONS Any decision by the district Board of Directors pursuant to this procedure to impose or to affirm, reverse, or modify the imposition of discipline, suspension, or expulsion upon a student shall be made:

- a. Only by those board members who have heard or read the evidence;
- b. Only by those board members who have not acted as a witness in the matter; and
- c. Only at a meeting at which a quorum of the board is present and by majority vote.

APPLICATION FOR READMISSION FROM LONG TERM SUSPENSION OR EXPULSION

1. Any student, or custodial family member(s) or guardian(s) of any student, who has been long term suspended or expelled, shall be allowed to make written application to the superintendent, or designee, for readmission at any time.

2. Application should state the reasons for the request and should include such assurances concerning the non-recurrence of the behavior which led to the suspension or expulsion.

3. The superintendent may designate an individual or committee to consider the application and make recommendations concerning such readmission.

4. The superintendent shall, in writing, advise the student and the student's custodial family member(s) or guardian(s) of the superintendent's decision within thirty (30) days of the receipt of such application.

5. The superintendent's determination may be appealed to the Board of Directors.

APPEAR FOR EXTENSION OF AN EXPULSION (WAC 392-400-410)

When warranted because of risk to public health and safety, the principal or the principal's designee may petition the district's superintendent for authorization to exceed the academic term limitation on an expulsion. The superintendent may exercise their discretion to grant petition in limited circumstances, on a case-by-case basis, so long as there is evidence that, if the student were to return at or before the length of an academic term, as defined by the school board, they would pose a risk to public health or safety. The petition to exceed the academic term limit shall include the following:

- a. A detailed description of the student's misconduct, the school rules which were violated, and the public health and/or safety concerns of the district;
- b. A detailed description of the student's academic, attendance, and disciplinary history, if any;
- c. A description of the lesser forms of corrective actions which were considered and reasons why rejected;
- d. A description of all of the alternative learning experiences, and/or vocational programs that may be available to the student;
- e. The proposed extended length of the expulsion;
- f. Identification of special education services or accommodations, if appropriate; and
- g. A proposed date for the reengagement meeting.

Adoption Date: 06.21.71 Edmonds School District Classification: Priority Revised
Dates: 05.15.72; 04.16.73; 02.21.78; 09.04.79; 09.02.80; 08.19.86; 06.21.88; 07.06.93;
11.16.93; 11.30.94; 09.11.95; 09.25.95; 10.01.96; 02.28.97; 02.28.00; 06.10.01;
02.02.04; 08.12.13; 08.23.14; 08.08.17; 03.15.1

Brier Terrace Discipline Plan and Procedures(To be updated 2018-2019)

PHILOSOPHY:

We believe our discipline policy at Brier Terrace promotes responsibility and self-management skills among our students. We promote a caring ethic that ensures the safety of people and property, provides a successful learning environment for all, establishes high, yet achievable expectations, allows for the opportunity for excellence, and encourages pleasure in learning.

DISCIPLINE PROCEDURES:

It is the teacher's responsibility for establishing classroom rules with students and enforcing those rules. Violations of classroom rules are effectively handled by interactions between the classroom teacher and the student. These include but are not limited to: modeling appropriate behaviors, planning ways to develop desired behaviors, and creating and using intervention strategies.

There are occasions when discipline problems cannot be resolved by using only the teacher's resources. Some problems may still exist even after student/teacher conferences and assistance from administrators, counselors, itinerant staff and parents. At this point, a referral to the Assistant Principal may be appropriate.

There are occasions where immediate intervention by an administrator may be appropriate. These are:

1. the student is a danger to him/herself or others;
2. teaching cannot take place because the student presents a substantial disruption to the learning environment.

THE TEACHER HAS THE RESPONSIBILITY TO:

1. Teach, model, review, post, and enforce the expectations of the school and individual classroom;
2. maintain a positive learning environment;
3. implement and document a minimum of one intervention action (which should include parent contact) such as having a problem-solving conference with students, assigning detentions, writing behavior plans, notifying parents, classroom consequences, staffing, referral to conflict managers*, and/or curriculum modification prior to writing an office referral except in extreme cases; and
4. maintain an alternative place in another classroom or hallway, where students can be "timed-out. A "time-out" will include a problem-solving component.

*conflict managers could be counselors, staff, students and support personnel.

REFERRALS THAT ADMINISTRATIVE STAFF WILL RESPOND TO:

1. Staff referrals, following required teacher interventions for continual classroom problems (i.e., defiance of authority and chronic rule violation, poor behavior choices in common areas)
2. Fighting, and/or assault**
3. Weapons, explosives, dangerous objects**
4. Serious or chronic threats or harassment of peers*
5. Skipping class or school (truancy)
6. Leaving campus without permission

7. Smoking or chewing tobacco**
8. Under the influence, use, transfer, sale, or possession of alcohol, drugs or drug paraphernalia**
9. Vandalism
10. Battery committed towards a staff member. If investigation shows a student committed battery upon a teacher and teacher so recommends, the student will not be returned to said teacher's classroom.**
11. Using abusive language or gestures directed toward a staff member**
12. Anything that the Edmonds School District deems as 'exceptional misconduct'
*the teacher has the option of removing the student from class immediately;
**the student should be immediately removed from the classroom and/or school until an investigation is conducted.

STUDENT INFRACTIONS & DISCIPLINE ACTIONS:

LEVEL ONE

Activity/assembly/hallway/classroom disruption
 Electronic Devices/heavy chains attached to clothing/open containers (and confiscated)
 In the hall without a pass during class or study club
 Inappropriate/overt display of affection
 Littering
 Loitering in the restrooms, parking lot, and off-limits areas
 Lunch room misconduct
 Profanity

LEVEL TWO

Cheating/forged notes
 Disrespect to staff
 Non-compliant
 Plagiarism
 Off campus/in unauthorized area
 Truancy/Excessive Tardy
 Cumulative Violations
 Profanity

LEVEL THREE

Dangerous to self and others, including congregating at a fight
 Inappropriate use of medication
 Dangerous objects possession (includes lighters, matches, laser pens)
 Intimidation/Harassment/Bullying
 Lewd conduct
 Drugs/Alcohol/Chemicals, use or possession
 Pepper spray
 Failure to identify self

Profanity
False Alarms
Theft/Possession of stolen property
Fighting/Assault (including verbal comments that may lead to a fight)
Tobacco (use or possession)
Gambling
Roughhousing
Gang Activity
Vandalism/property damage (requires restitution as a condition of return)
Cumulative Violations

LEVEL FOUR

Arson
Drugs/Alcohol/Chemicals, sale of
Drugs/Alcohol/Chemicals, use or possession
Inappropriate use of medication
Intimidation/Harassment
Pepper spray
Weapon possession (includes knives, guns, or any item that violates state law)
Cumulative Violations

STUDENT CONDUCT & DISCIPLINARY INFORMATION

Below is a list of consequences that may be given based upon the level of misbehavior. The intent is to provide the administrator with a "menu of options" providing consequences that are consistent, immediate, and applicable to life situations. Disciplinary action at BTMS is designed to promote responsible behavior in all students and provide a safe, respectful learning environment. Disciplinary consequences are progressive, meaning that repeated offenses within the same level will generally result in more severe consequences.

LEVEL 1

Lunch Detention
Extended Detention
In-School Suspension (ISS)/conference/intervention (2-4 days)
Short-Term Suspension with Re-Entry Conference
Long-Term Suspension for the rest of the semester/year

LEVEL 2

Extended Detention
In-School Suspension
Short-Term Suspension (5-10 days contingent upon offense) with Re-entry Conference
Long-Term Suspension for the rest of the semester/year

LEVEL 3

Short-Term Suspension (1-10 days) with Re-Entry Conference
Long-Term Suspension for the rest of the semester/year
Contact local police as appropriate

LEVEL 4

Long-Term Suspension or expulsion for the remainder of the semester/year
Contact local police as appropriate

IF DRUG- OR ALCOHOL-RELATED, ADMINISTRATOR MAY RECOMMEND STUDENT ENROLL, ATTEND, AND COMPLETE A CHEMICAL, DRUG, AND ALCOHOL PROGRAM APPROVED BY AN ADMINISTRATOR, IN ORDER TO BE CONSIDERED FOR READMITTANCE TO BTMS.

SUMMARY OF PROBABLE ACTION:

- | | | |
|--|---|---|
| Truancy | - | Extended Detention |
| Failure to complete detention | - | Doubled detention |
| Failure to complete doubled detention | - | Extended Detention |
| Failure to complete Extended Detention | - | 2-day In-School Suspension |
| Failure to complete In-School Suspension | - | 3-day out-of-school suspension |
| Dangerous to self-others/Fighting/Congregating | - | 2-5 day out-of-school suspension at a fight |
| 2nd Dangerous to self-others/Fighting | - | 5-10 days out-of-school suspension |
| 3rd Dangerous to self-others/Fighting | - | Long-term suspension for remainder of term |
| 1st off campus/in woods | - | Extended Detention |
| 2nd off campus/in woods | - | In-School Suspension |
| 3rd off campus/in woods | - | Short-term suspension |
| Drugs/Alcohol/Chemicals – Use or Possession | | |
| 1st Offense | - | 30 day out-of-school suspension w/Police and Drug & Alcohol referral. |
| 2nd Offense | - | Long term suspension w/Police & Drug & Alcohol referral |
| Tobacco Use/Possession | | |
| 1st offense | - | 2-5 day out-of-school suspension |
| 2nd offense | - | 5-10 day out-of-school suspension |
| 3rd offense | - | Long-term suspension |

STUDENT GRIEVANCE PROCEDURE:

1. Any or all students or parents/guardians wishing to petition for review or removal in the case of corrective action should refer to the grievance procedure section (pg. 7-8)

of the Students Rights and Responsibilities in the Policy Handbook of the Edmonds School District available on site at Brier Terrace Middle School and as part of Due Process as it pertains to Student Misconduct and Disciplinary Action.

2. District policy will be strictly followed regarding all grievance cases.

Transportation

BUSES: Transportation is provided for students living more than 1 mile from school. Buses are available in the morning and after school. Riders are issued bus passes that they will be asked to show the driver. Drivers will inform students of bus rules which they must follow in order to ride the bus. Please refer to additional information later in this handbook. Students wanting to ride a friend's bus home after school must bring a parent note to the office in the morning giving permission. Questions regarding buses can be directed to the Transportation Department at 425- 431-7230.

BUS RULES:

For your safety, we have established the following rules for riding the school bus. Please read them carefully. You are expected to follow these rules at ALL times. Students are also governed by the Student Responsibility and Rights Policies. You are reminded that school bus riding is a privilege; any infraction of the rules may result in discontinuation of riding privileges. Thank you for your cooperation.

PRIOR TO LOADING:

- Students are to be at their designated bus stop five minutes before pick-up time.
- At the bus stop, while waiting for the bus, students are to stay off the traveled portion of the roadway and respect private property.
- Students are to cross the street in front of the bus and not behind it.

WHILE ON THE BUS:

- Upon entering the bus, students are to go directly to their seats, sit down facing forward, with their feet out of the aisle, and remain seated. Seat assignments are at the discretion of the driver and/or the school administrator.
- Students are under the supervision of the bus driver and must obey the driver at all times.
- Students are to conduct themselves in a manner that will not distract the driver and not disturb other riders on the bus. Harassment (teasing, shouting, pushing, or fighting) is not acceptable and will not be allowed at any time.
- Students are to ride only their regularly assigned bus and leave the bus at their regular stop. To ride another bus or get off at a different stop requires the written permission of a parent or guardian
- Students should only open bus windows only if the driver gives permission. Hands, head, legs, etc. are to be kept inside the bus at all times. No objects are to be thrown or passed through open windows or doors.
- Items not allowed on the bus include all forms of animal life (except seeing eye dogs),

firearms, weapons (including, but not limited to, knives), breakable containers (glass bottles, aquariums, etc.), flammables, and all other articles that could adversely affect the safety of the bus and passengers, such as balloons and skateboards.

- Standards for student conduct on buses shall be the same as standards for student conduct in all other school-sponsored activities.
- Eating, drinking, and/or smoking are NOT permitted. Place all litter in the trash can.
- When entering or exiting the bus, students must be in view of the driver. Always cross in front of the bus.
- Emergency exit procedure drills will apply in the event of an actual emergency.

VIOLATIONS/CONSEQUENCES:

- 1st Offense - one week off all buses
- 2nd Offense - two weeks off all buses
- 3rd Offense - off all buses for the rest of the year

Emergency Preparedness and School Safety

EMERGENCY PLAN:

We have a comprehensive emergency plan in place for foreseeable events. In case of an emergency, follow the direction of the nearest adult.

Beginning in the 2015-16 school year we have enhanced our lockdown procedures, specifically in response to the possibility of a violent intruder situation. The Edmonds School District has adopted the ALICE Institute program, whose foundation is the Federal “Run, Hide, Fight” model. A.L.I.C.E. stands for: Alert, Lockdown, Inform, Counter and Evacuate. The basis of this new response plan is to provide staff and students more options. The five steps of A.L.I.C.E. are not linear. They can be used by staff and students in any order, as the situation develops. The number one goal of A.L.I.C.E. is to keep students and staff safe and away from harm.

Through this change, we are empowering our staff and students with more safety options by ensuring that they are educated and prepared. Past tragedies have demonstrated that simply having students’ lockdown and attempt to hide is not always the most appropriate response. Your student will receive age-appropriate training during the school year. For more information on the Edmonds School District’s emergency preparedness plans, please visit www.edmonds.wednet.edu/emergencypreparedness

PESTICIDE USE: The Edmonds School district uses Integrated Pest Management (IPM) modeled after Environmental Protection Agency recommended guidelines for the control of structural and landscape pests. A notice will be posted in the main office 48 hours prior to the application of any biologic or chemical pesticide. It will provide the reason for application and the name of the product to be used. For individual notification, please contact your school’s main office. No notices will be sent when students do not occupy the school for at least two

consecutive days after application. These procedures do not apply to emergency applications to control pests that pose an immediate health threat (e.g. stinging insects). If application is postponed due to weather, the notification process will be repeated. For more information about the program, please contact Edmonds SD Maintenance Director, at 425-431-7244.

ASB

ASB & STUDENT ACTIVITIES: There are many activities in which you may choose to participate. After-school sports include: fast-pitch softball, volleyball, soccer, track, cross country, 8th grade football, basketball, and wrestling. Teamwork, sportsmanship and the desire to improve are emphasized at Brier Terrace. Other activities you may want to participate in are ASB and after-school clubs. Students who participate in athletics, Honor Society, after-school clubs and other activities funded by ASB are required to purchase an ASB Card.

HONOR SOCIETY: All students with a 3.4 scholastic average at the end of a semester become members of Honor Society and remain members as long as this standard is maintained. Students must take six classes and receive a letter grade in each class (not pass/fail). It is the responsibility of the student to notify their teachers that a letter grade is preferred.

Athletics Eligibility and Information

ATHLETIC SEASONS:

BTMS provides athletic opportunities during four seasons of inter-district competition:

- 1) Cross Country/8th grade Football/Fast-Pitch Softball – September to Mid-November
- 2) Boys' Basketball/Girls' Volleyball, Boys and Girls Soccer – November to January
- 3) Wrestling/Girls' Basketball – February and March
- 4) Track & Field – April and May

ELIGIBILITY:

Fill out Athletic paperwork on-line at www.RankOneSport.com. Physicals are required prior to participation in addition to a fee to play. Payment of this fee may be made to the Athletics Secretary on-line through Touch Base, or exact cash or check payable to the Edmonds School District. The amount will be determined before the start of school and posted on the District website.

1. ATHLETIC ELIGIBILITY INFORMATION BULLETIN form (AD-3)
Athletics Physical Examination Report (good for 24 months)
Parent Permission Slip (good for one full calendar year)
(Wrestling requires additional physician's weight permit.)

2. ATHLETIC CLEARANCE FOR SINGLE SPORT SEASON” (AD-1)

Eligibility Requirements:

- Student must be passing a minimum of 5 classes and maintaining a 2.0 grade point average. This eligibility must be maintained throughout the season.
- Student must have an ASB card
- Student must have no outstanding fines. Fines can be paid on-line through Touch Base or in the main office by check payable to Edmonds School District or cash in the exact amount of the fine.

Edmonds School District Procedures and Policies

NON-DISCRIMINATION NOTICE:

The Edmonds School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, creed, religion, color, national origin, age, sex, sexual orientation, marital status, disability, or physical, sensory or mental handicaps (see Board Policy 6005). This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to the District’s Title IX/RCW 28A.640 Compliance Officer, Debby Carter (425-431-7023); Section 504 Coordinator, Jean Mirabal (425-431-7186); or ADA Coordinator, Debby Carter (425-431-7023). Visit or mail: 20420 68th Ave. W, Lynnwood, WA 98036.

SPECIAL EDUCATION SERVICES:

Special Education services are provided to all qualified students ages birth to 21. To inquire about services for students currently enrolled in the district, contact the school psychologist at your local school. For students not currently enrolled, please call the Psychology and Counseling Services Office at 425-431-7208. District policies, procedures, and any required reports relating to special education are available to the public, upon request, through the district’s special education office.

Harassment, Intimidation and Bullying

Edmonds School District Notice to Parents and Students

It is the intent of the students and staff in the Edmonds School District to create an environment for learning and work that promotes and values respect, diversity and trust. Individuals have the right to be treated with respect and dignity, and have the responsibility to treat others the same way.

Definition

Harassment, intimidation, or bullying (HIB) is an intentional written, verbal, or physical act which:

- 1) Physically or emotionally harms a student or damages the student’s property; or
- 2) Has the effect of substantially interfering with a student’s education; or

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

Recognizing Harassment

The following behaviors are among those commonly identified as forms of HIB:

Written or Verbal Could Include:

- Remarks and / or suggestions that are unwanted / unwelcome.
- Comments about body
- Teasing, joking or making dehumanizing, derogatory, lewd remarks
- Ethnic/political/racial/religious/sexual slurs
- Hazing (initiation activities)
- Unwanted / unwelcome written, verbal or electronic messages
- Sexting (i.e. electronic transmission containing inappropriate sexual content)
- Exploiting a physical / mental disability
- Pressure for sexual activity
- Threats / acts of aggression
- Suggested favors to obtain preferential treatment
- Extortion
- Demanding compliance accompanied by implied / overt threats
- Making demeaning comments in front of others
- Spreading rumors
- Unwanted questions or comments of a highly personal nature

Physical Could Include:

- Unwanted / unwelcome touching / grabbing
- Impeding / blocking the free movement of another
- Staring / leering in a way that makes a person uncomfortable
- Displaying offensive graphics / drawings / graffiti / cartoons
- Intentional brushing against body
- Obscene/Threatening gestures
- Pranks
- Lewd conduct

Reporting Incidents of Harassment, Intimidation, Bullying

Students, parents and volunteers are encouraged to report incidents of harassment, intimidation or bullying to the appropriate school official. To report an incident, students, parents, and volunteers can report directly to school staff or they may use the **Harassment, Intimidation and Bullying Reporting Form** located [here](#). Disciplinary action will be taken to address the

behavior or the perpetrator. No school district employee, student, or volunteer may engage in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information about an act of harassment, intimidation, or bullying. False reports or retaliation will receive consequences.

Students who engage in harassment as defined above will be subject to school discipline including and up to suspension or expulsion from school.

Equal Educational Opportunity and Sexual Harassment

The Edmonds School District will maintain a learning and work environment that is free from sexual harassment. Sexual harassment is a form of discrimination which is prohibited under Title IX of the Civil Rights Act. Sexual harassment substantially compromises the attainment of educational excellence, and the District will not tolerate such behavior by staff or by students, or by parents, volunteers or contractors while on school district grounds or participating in school-sponsored events.

All such complaints will be promptly investigated and, where appropriate, immediate corrective action will be taken. To the highest degree possible, allowing for a fair investigation, all such complaints will be treated in a confidential manner.

The District prohibits retaliation against any employee, volunteer, parent, or student because he or she has made a report of alleged sexual harassment, or against any employee, volunteer, parent, or student, who has testified, assisted or participated in the investigation of a report. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or adverse pressure. Retaliation is itself a violation of law and will lead to disciplinary action against the offender.

Persons who knowingly report false allegations of sexual harassment or corroborate false allegations of sexual harassment will be subject to appropriate discipline or other sanctions.

Any District staff member (regardless of area of responsibility) who knows or has reason to believe that sexual harassment is or may be occurring must take immediate steps to see that the matter is addressed or reported. Such action must be taken whether or not the student(s), volunteer, or parent has reported the incident.

Sexual harassment is legally defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in which:

1. Submission to such conduct or communication is made either an explicit or implicit term or condition of success in school;
2. Submission to or rejection of such conduct or communication is used as a basis for educational decisions affecting that person; or

3. Such conduct or communication has the purpose or effect of substantially or unreasonably interfering with the individual's school performance, or of creating an intimidating hostile, or offensive educational environment.

An "intimidating, hostile or offensive educational environment" means an environment in which:

1. Unwelcome racially or sexually-oriented jokes, innuendoes, obscenities, pictures/posters or any action with sexual connotation makes a student feel uncomfortable; or
2. Any aggressive, harassing behavior in the school that affects learning, whether or not sexual in connotation, is directed toward an individual based on his/her sex or sexual orientation.

Sexual harassment includes, but is not limited to, the following behaviors:

1. Insulting or degrading sexual remarks, written material, or conduct directed to a student or staff member;
2. Threats, demands, or suggestions that a person's status is contingent upon his/her tolerance or acquiescence to advances;
3. Cornering or blocking of normal movements;
4. Displaying sexually suggestive pictures or objects in an educational/work environment;
5. Unwelcome sexual advances or requests for sexual favors, leering or staring, sexual flirtation or propositions, sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions, verbal comments about an individual's body, overly personal conversation of a sexual nature, sexual jokes, stories, drawings, pictures or gestures, spreading of sexual rumors, touching of an individual's body or clothes in a sexual way.

Reporting Incidents of Sexual Harassment

If any student, parent or community member experiences or witnesses discrimination or sexual harassment, they are encouraged to report it immediately to any school administrator with whom they feel comfortable. **Reports of such incidents may also be reported to the district Equity Officer, Debby Carter, 425 431-7012**

Students who engage in harassment as defined above will be subject to school discipline including and up to suspension or expulsion from school.

Legal References:

Washington State RCW 26.44.030, RCW9A.36.080 (3) and SHB 1444
Edmonds School District Policies #8200, 8205, 8206, 8207 and 8208

2/19/04

Appendix I- English Department Toolkit

Reading Strategies: What Good Readers Do

- Identify the most important ideas
- Know your purpose for reading
- Know what the author wants you to learn or remember

- Think about what you might retell in a short summary
- How would you take notes on this text?
- How would you organize or outline this information

6+1 Trait Writing

IDEAS: The main theme and details

- Topic is narrow and manageable
- Ideas are clear and make sense
- Details support the idea

WORD CHOICE: The use of rich, colorful, and precise language

- Specific and descriptive words used
- Uses fresh words and phrases
- Paints a picture with words

ORGANIZATION: The internal structure of a piece of writing

- Writing has a clear and inviting beginning
- Order of details makes sense
- Writing has a clear and meaningful end

SENTENCE FLUENCY: The rhythm of flow of language

- Sentences have different beginnings and patterns
- Sentences well-constructed
- Piece is easy to read aloud

VOICE: The writer coming through the words

- Writing matches purpose and audience
- Author cares about the writing
- Tone and style are engaging

CONVENTIONS: Mechanical correctness of piece

- Spelling correct
- Punctuation present and accurate
- Capitals used correctly
- Grammar and usage correct
- Logical paragraphing present

PRESENTATION: The visual and verbal elements

- Neatly written
- Typed following MLA guidelines
- Visual aids or illustrations add clarity
- Overall look is pleasing and readable

MLA MANUSCRIPT FORMAT:

Heading: (for all work done in English/Social Studies classes, whether handwritten or typed)

- Place in upper right corner
- First line: first and last name (on the same line)
- Second line: date
- Third line: subject/period
- Fourth line: teacher's last name
- Double space after heading and center title of paper on page (if title is required)

- Double space after heading and type the text of the paper. Do not quadruple space!

Margins:

- One inch on all sides
- Left-justified margin (do not justify right margin)

Font:

- Times New Roman, size 12 throughout (including heading and title). No italic, no bold

Punctuation and typing:

- Leave one space after words, commas, colons, and semi-colons and between the dots in ellipses
- Leave one space after periods, question marks, and exclamation points
- To form a dash, type two hyphens with no space between them. No space on either side of the dash
- For quotations longer than four typed lines of prose or three lines of verse, indent each line ten spaces from the left margin. Double-space between body of paper and quotation, and double-space between lines of a quotation.
- For quotations shorter than four typed lines of prose, put quotation marks around the quoted words and a period AFTER the in-text citation.

Pagination:

- Use Arabic numerals
- Number all pages (except page one) in the upper right corner in the header of the paper
- Put your last name before each page number

Title Page:

- Use only when required

What is Plagiarism?

When you use someone else's words or ideas without giving them proper credit, whether accidentally or purposely, you are plagiarizing!

This includes:

- Copying directly, word-for-word from any source, including books, the internet, letters, e-mail, or lecture notes (even if you use quotation marks) without a citation.
- Changing or rearranging words from a source.
- Using someone else's words and ideas as if they were your own through paraphrasing or without citations. Students most often commit this kind of accidental plagiarism. If the ideas are not your own, you must give the author credit for them, even if you express those ideas in your own words!
- Using graphs, charts, maps, pictures (copied and pasted, traced, or hand-copied) without citing the source.
- Using a clever turn of phrase directly from a source, even if it is only a few words.
- Copying or using so many words or ideas from a source that they make up the majority of your paper (even if you give credit to the source)

REMEMBER, ACCIDENTAL PLAGIARISM IS STILL PLAGIARISM AND WILL BE CONSIDERED CHEATING!

You must give credit to your source by providing a correct in-text citation, quotation marks where necessary, and an entry for that source on a correctly-formatted Works Cited page.

Parenthetical Documentation: In-Text Citation:

Words taken directly from a source must be placed within quotation marks and followed by an in-text citation BEFORE the end punctuation. Follow quotation marks with the author's last name and the page number from which the information or quote came in parentheses. For example: "To be great is to be misunderstood" (Emerson 123).

Paraphrased information is not placed in quotation marks, but the source must still be cited. The information must be followed by the author's name and the page number from which the information came in parentheses before the period. For example: The cost of the project was reported to be six million dollars (Elliott 56).

If you use the author's name in the paraphrase or when introducing the quotation, do not place it in the citation. For example: Emerson noted that "to be great is to be misunderstood" (123).

When there are two authors for any work, state both last names separated by "and;" for example: (Graham and Ledbetter 46).

When there is no author, place the name of the source and page number within parentheses. For example, (Academic American Encyclopedia 99).

When citing a website, use the author's name or the website name, NOT the URL. For example, (Medieval Herbs Online).

Notice: Do not use any punctuation between the author and page number. Do not use the words page, pages, or the abbreviations p. or pp. in an in-text citation. Simply put a space between the author and the number.

Works Cited

- A works cited page is a list of the sources (books, website or encyclopedia articles, etc.) that you used in a research paper or project. It is the last page of your paper, a separate document. Format matters!

Works cited page guidelines:

- Begin entries at the left margin, and indent subsequent lines of each entry five spaces (called a hanging indent in Microsoft Word).
- Double-space both within and between entries.
- Alphabetize entries by the first word in the works cited entry (often the author's last name).
- Do not number entries or categorize them by the type of source.

How to format common works cited entries in MLA:

- For instructions on formatting other sources, a good resource is <http://owl.english.purdue.edu/>.

Appendix II- Physical Education/Health Requirements/Makeup

Students can earn 10 points per day for participation in Physical Education. When a student is

absent or does not participate in class due to an injury or illness (no doctor's note) they will earn a “zero” for the day until a make-up is done.

To make up a missed day of Physical Education you must read an article on health or fitness and type a summary using the writing prompts provided below. Your article can be from any source but www.teenhealth.org is a great on-line resource. Please use 14 point font when typing your PE make-up.

Use these writing prompts when doing a PE make-up:

- I read an article called...
- It was written by...
- I found the article...
- The article was about... (minimum 5 sentence summary)
- In conclusion, I learned that...

During Health students earn 10 points per day for taking notes and being engaged in class activities and discussions. If you are absent during Health you need to show your teacher the notes for the day that you missed in order to make up your absence. You can ask a trusted classmate or check your teacher’s website to get the notes you missed if you are absent during Health.

Appendix III - Chromebook Loan Procedures 2017-2018

The Edmonds School District will be issuing a computer to every student at our school next year. This 1:1 model will allow our teaching staff to use technology and online resources in powerful new ways within classroom instruction and will further support collaboration between students.

1) Receiving Your Chromebook

Chromebook Distribution To Students—Any student enrolled at our school will be able to pick up their Chromebook on or after the designated deployment days. Any transfer/new student will be able to pick up their Chromebook from the Para Tech as part of the registration process. Responsibility for the Chromebook begins at the time the student receives the device. Parents/Guardians must complete the Chromebook Loan Agreement and Chromebook Damage/Loss Application forms prior to receiving the device.

2) Returning Your Chromebook

At the end of the school year, students will turn in their Chromebooks. If a student transfer out of or withdraws from school, he/she must turn in their Chromebook in good working condition to the Para Tech on their last day of attendance.

Failure to turn in your assigned Chromebook in good working condition may result in the student being charged the full \$305.00 replacement cost. The District may also file a report of stolen

property with the local law enforcement agency. If it is not possible to pay this fine, school board administrative procedure 8440 R1 - Procedures for Student Fees, Fines and Charges will be followed.

3) Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebook they have been issued by the Edmonds School District. Students should never leave their Chromebooks unattended except locked in their hallway locker or PE locker.

A) Repair

Chromebooks that are broken or fail to work properly must be taken to the designated Tech Support Area so that they can be taken care of properly. District-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance.

Chromebooks being repaired

- Loaner Chromebooks may be issued to students when they leave their school-issued Chromebook for repair in the Tech Support Area.
- A student borrowing a Chromebook must sign a loaner agreement and will be responsible for any damage to or loss of the loaned device.
- The school's Para Tech will contact a student when his/her device is repaired and available to be picked up. The loaner should be turned back in at that time.

B) General Precautions

- No food or drink should be next to Chromebooks.
- Cords, cables, and removable storage devices must be inserted carefully into Chromebooks.
- Chromebooks should not be used with the power cord plugged in when the cord may be a tripping hazard.
- Chromebooks must remain free of any writing, drawing, stickers and labels.
- Heavy objects should never be placed on top of Chromebooks.
- Chromebooks should not be used or stored near pets.

C) Carrying Chromebooks

- Never lift Chromebooks by the screen.
- Never carry Chromebooks with the screen open.

D) Screen Care

The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screen is particularly sensitive to damage from excessive pressure.

- Do not put pressure on the top of a Chromebook when it is closed.
- Do not store a Chromebook with the screen open.
- Make sure there is nothing on the keyboard before closing the lid (e.g. papers, pens, pencils)
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth (like for a cell phone).

E) Asset Tag / Label

- All Chromebooks will be labeled with a District asset tag/label.
- Asset tags are not to be modified or tampered with in any way.
- Students may be charged up to the full replacement cost of a Chromebook for tampering with a District asset tag/label or turning in a Chromebook without a District asset tag/label.

4) Using Your Chromebook At School

Students are expected to bring a fully charged Chromebook to school every day and bring their Chromebook to all classes unless specifically advised not to do so by their teacher.

If a student does not bring his/her Chromebook to school, a loaner will not be issued and the student might not be able to participate in or complete their classrooms assignments.

Charging Chromebooks

- Students must charge their Chromebook at home every evening. They must be brought to school each day with a full charge.
- There will be a limited number of charging stations available to students in the school.

Backgrounds and Themes

- Students may alter the desktop background of their Chromebook with school-appropriate media.
- The school may override student desktop backgrounds as necessary. Any guidelines or information that is posted to Chromebook desktop backgrounds must be read by students as soon as possible.

Sound

- Sound must be muted at all times unless permission is obtained from a teacher.
- Headphones may be used at the discretion of the teacher.
- Students should have their own personal set of headphones for sanitary reasons.

Printing

- Students will be encouraged to digitally publish and share their work with their teachers and peers when appropriate.
- Students will be able to print to selected school printers and will be assigned a printing account with a small credit. Once the free printing credit is exceeded, students can elect to pay a fee to the Front Office to increase their printing account.

Logging into a Chromebook

- Students will log into their Chromebooks using their school issued Google Apps for Education account.
- Students should never share their account passwords with others, except for their parents/guardians.

Managing and Saving Your Digital Work With a Chromebook

- The majority of student work will be stored in Internet/cloud based applications (Google

Drive, Google Classroom, Canvas, etc.) and can be accessed from any computer with an Internet connection and most mobile Internet devices.

- Some files may be stored on the Chromebook's hard drive.
- The school district will not be responsible for the loss of any student work.

5) Using Your Chromebook Outside of School

Students are encouraged to use their Chromebooks at home and other locations outside of school. A Wi-Fi Internet connection will be required for the majority of Chromebook use; however, some applications can be used while not connected to the Internet. Students are bound by the Edmonds School District Administrative Procedure 7396 R-1 Electronic Information Systems (Network) Acceptable Use Procedures and Guidelines, and all other guidelines in this document wherever they use their school-issued Chromebooks. For information on where free Wi-Fi internet connections are available in our community, please check with the Foundation for Edmonds School District.

6) Operating System and Security

Students may not use or install any operating system on their Chromebook other than the current version of Chrome OS that is supported and managed by the school district.

Updates

- The Chromebook operating system, Chrome OS, updates itself automatically. Students do not need to manually update their Chromebooks. Students should reboot once a month to ensure updates take effect.

Virus Protection

- There is no need for additional virus protection, as this is built into Chrome OS.

7) Content Filter

The school district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks, regardless of physical location (in or out of school) will have all Internet activity protected and monitored by the school district. If a website is blocked in school, then it will be blocked out of school. If an educationally valuable site is blocked, student needs to contact their teachers to request the site be unblocked. From time to time there may be errors in the filtering system where appropriate sites get blocked or inappropriate sites don't.

- Students may not use any method to bypass the filtering system.
- Parental supervision is strongly recommended
- If an inappropriate site is encountered, it should be reported to the school Para Tech.

8) Software

Google Apps for Education

- Chromebooks integrate with the Google Apps for Education suite of productivity and collaboration tools. This suite includes Google Docs (word processing), Spreadsheets,

Presentations, Drawings, Forms and Email.

- All work is stored in the cloud.
- This version of Google Apps is different from what is available to the general public. There are no advertisements. Google does not scan the contents for marketing purposes. Students have unlimited file storage.
- Students will be able to send and receive email messages from anyone. Teachers will have access to read all email messages that students send and receive.

If parents want to monitor the contents of their students email and files, they should direct their student to provide them with student's username and password.

Chrome Web Apps and Extensions

- Students are allowed to install Chrome web apps from the Chrome Web Store that have been approved by the school district.
- Some web apps will be available to use when the Chromebook is not connected to the Internet. (e.g. graphing calculator)
- If an educationally valuable app is blocked, student needs to contact their teachers to request the app be unblocked.

9) Chromebook Identification

Records: The school district will maintain an inventory of all Chromebooks that includes the serial number, asset label ID, student name, and student ID number for each device.

Users: Each student will be assigned the same Chromebook for the duration of his/her time at the school.

10) Repairing / Replacing Your Chromebook

All Chromebooks in need of repair should be brought to the designated Tech Support Area.

- The District will repair or replace damaged equipment resulting from normal use at no cost to the student/family.
- If the parent/guardian elected to participate in the voluntary Chromebook Damage/Loss program, repairs due to accidental damage or vandalism caused by others will be done at no cost to the student/family. All other breakages such as through user negligence, vandalism, or intentional damage caused by the user will be the responsibility of the student/family to pay for.
- The District will make its best attempt to purchase replacement parts at the best possible price.
- District-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance.

Estimated Costs (subject to change)

The following are estimated costs of the Chromebook parts and replacement:

- Total replacement of Chromebook \$ 305.00

- Replacing Screen \$ 70.00
- Replacing Keyboard/touchpad \$125.00
- Replacing Power cord \$ 25.00
- Hinges \$45.00
- Removal of bar code labels \$10.00
- Removal of name label \$5.00

11) No Expectation of Privacy

Students should have no expectation of confidentiality or privacy with respect to any usage of a District Chromebook or District Google Apps for Education account, regardless of whether that use is for district-related or personal purposes, other than as specifically provided by law. The school district may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student Chromebooks at any time for any reason. By using a District Chromebook, students agree to such access, monitoring, and recording of their use.

Monitoring Software

Teachers, school administrators, and the technology department staff may use monitoring software that allows them to view the screens and activity on student-issued Chromebooks while on school property. Chromebook cameras will not be remotely viewed by district staff except when reported as missing, stolen, etc.

12) Appropriate Use and Digital Citizenship

As a reminder, as stated in School Board Policy 7396 Electronic Information Systems (Network), District Chromebooks should be used for educational purposes. While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following:

- 1) Respect Yourself. I will show respect for myself through my actions. I will select online names that are appropriate. I will use caution with the information, images and other media that I post online. I will carefully consider what personal information about my life, experiences, or relationships I post. I will not be obscene. I will act with integrity.
- 2) Protect Yourself. I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.
- 3) Respect Others. I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or stalk people. I will show respect for other people in my choice of websites. I will not visit sites that are degrading to others, pornographic, racist, or inappropriate. I will not enter other people's private spaces or areas.
- 4) Protect Others. I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations. I will not misrepresent others on the system in accordance with Board Policy 7396 R1.
- 5) Respect Intellectual Property. I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information.
- 6) Protect Intellectual Property. I will request to use the software and media others

produce. I will purchase, license, and register all software or use available free and open source alternatives rather than pirating software. I will purchase my music and media and refrain from distributing these in a manner that violates their licenses.