

2016 - 2017

Student/Parent Handbook



Arlington Elementary School

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Arlington Elementary School

Mission Statement: Arlington is dedicated to creating a safe community which enriches and inspires the academic, social, physical and emotional development of every child.

Vision Statement: Arlington students will develop skills and strategies essential to be productive, compassionate and responsible life-long learners in an every changing society.

Value Statement: Everyone is accepted and valued for their diversity.

Message from the Principal

Dear Parents/Guardians:

Welcome to Arlington Elementary, Home of the Tigers! We are excited to begin the 2016-2017 school year with our wonderful students.

Our daily focus is on student learning and creating a positive environment in which all of our students can grow academically, socially, and emotionally. With your strong partnership I know together we will make a difference in the lives of your children.

We believe all students can learn and be successful at Arlington. We also know that students come to us with many talents and interests, and we want all students to capitalize on those talents and interests by attending school each day and giving their personal best. We strive to develop well-rounded students who can collaborate, problem solve, analyze, become leaders, and team members—all skills that are required to be successful.

It is great to have you as a member of our school community, and we look forward to working with you very soon.

Sincerely,

Ms. Pye-Carter, Principal

Student Expectations

- Use a word! — STOP and think before you say or do.
- Respect everyone in the building.
- Keep your hands, feet, body, and objects to yourself.

Daily Schedule

8:35 a.m.	Breakfast served in lunchroom
8:50 a.m.	Students gather in the gymnasium for school
8:55 a.m.	First bell
9:00 a.m.	Tardy bell—School begins
3:30 p.m.	Dismissal for all grades

Visiting School

The entire staff at Arlington welcomes you to visit our school. **All visitors (parents and community) need to come to the office and sign in prior to visiting or volunteering in our building. You will receive a visitor's pass.** We ask you to do this for two very important reasons. First, the presence of an unexpected visitor is almost always disruptive to the teaching/learning process. If your visit is planned, you will not create a disruption and will be heartily welcomed. Secondly, because we care about the safety of your children, we cannot allow unauthorized people to be in our school or on school grounds. It takes just a minute to stop by the office and in doing so prevents the concern of having "strangers" in the building.

Health Information

Health Services

Our school has been assigned a registered nurse for one day per week. Our office staff has been trained to cover the health room when the nurse is not available. The health of your child is important to us. Illness adversely affects one's ability to learn.

Emergencies and First Aid

The first aid we can give your child here at school is limited by state law. In case your child becomes ill or receives an injury, you will be notified immediately. Because of limited facilities for the care of ill or injured children, it is important for the school to have up-to-date information about what parents would like us to do in case of an emergency. Please be sure we have an emergency telephone number where you, or a person you designate, may be reached and be at the school within 30 minutes.

Immunizations

Children under 18 years of age are required to be immunized against certain vaccine-preventable diseases as a condition for attending public and non-public elementary and secondary schools and licensed day care centers in Washington State.

Washington State Law, RCW 28A.31, WAC 248-100-163 requires that parents or guardians submit a Department of Social and Health Services' Certificate of Immunization Status Form to the school by the first day of attendance. Certificates are available in the school office. Children not in compliance with the law will not be allowed to enroll or participate in school until evidence of compliance is presented. Once proof of full immunization or proof of completion of an approved schedule has been presented, no further proof shall be required as a condition of attendance in Tacoma Public Schools.

Immunization

requirements:

4 or more doses of DPT/DT/TD vaccine

(last dose at or after age 4)

3 or more doses of polio vaccine

(last dose at or after age 4)

MMR x 2

• 1 dose of live measles vaccine after age 1

• 2 doses of mumps vaccine

• 1 dose of rubella vaccine after age 1

3 doses of Hepatitis B

2 doses of Varicella

For protection

against these diseases:

Diphtheria, tetanus (lock jaw),

pertussis (whooping cough)

Poliomyelitis

Measles (hard or 7-day)

Mumps

Rubella (3-day or German measles)

Chickenpox

Illness

If your child is ill to the extent that it will be difficult for him/her to participate in the activities of a normal school day, it is best to keep the child home. Students must be without a fever for at least 24 hours. We do not have adequate facilities to care for ill children. Space for students whose parents wish they be kept inside during recess is not available. Students who are well enough to attend school must also be able to participate fully in the normal class day, including recess and outdoor activities.

Medication

All medications should be given outside of school hours unless absolutely necessary. We are unable to give ANY medication at school without written permission from your doctor or dentist indicating that it is necessary for the child to receive medication during school hours. This applies to all over-the-counter medications, including aspirin, vitamins, cough drops, throat lozenges, etc., as well as prescription medications.

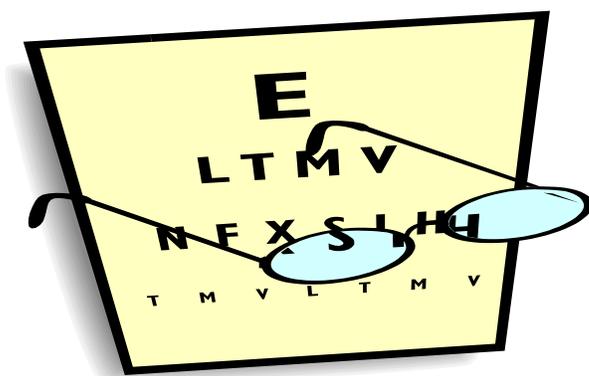
Forms for "Physician Orders for Medication at School and Parent Permission" are available in our school office. The office staff and/or nurse is responsible for giving medication as ordered. A record is kept of its administration.

Parents are required to bring medications to school in the original container with the child's name, date, doctor, and directions for administration. While the parent is present, medications are reviewed, counted and receipted. All medications will be kept in a locked area.

Health Screening

Please keep us informed of any change in your child's health status and activity restriction.

Screening tests are given to students throughout the year for speech, dental, hearing, and vision. Parents are advised if the results show a need for any follow-up. These are screening services only and do not take the place of regular examinations performed by your eye specialist, dentist or family physician. Physical examinations by a medical practitioner are recommended, but not required, for all students on initial entry into school and at grades three, five, seven, and ten.



Attendance Information



Attendance/Absences

Students are expected to be in attendance daily unless they have a valid excuse for their absences. Valid excuses include: personal illness, family emergency, doctor/dentist appointment, approved family vacation, funeral, or court appearance. Please send a note explaining your child's absence upon his/her return to school. Without a note absences will be considered unexcused. According to the Becca Bill (see the 3 Rs Handbook), **"If a student is absent without excuse five times within a month or ten times within a year, the school district will file a petition with the juvenile court alleging that the student and/or parent/guardian is not complying with the state's mandatory attendance law."**

As of July 1, 1999 the mandatory attendance law applies to children who are at least age 6 and enrolled in school.

Tardiness

All tardy students **MUST** check into the office for a tardy slip before going to their classroom. If you know your child is going to be late arriving at school, send a note with him/her explaining the reason for tardiness. The morning tardy bell rings at 9:00 a.m.

Early Release

Requests for early dismissal are a disruption to the entire classroom, and should be avoided as much as possible. Parents/guardians requesting to pick up their child prior to the end of the school day will be required to sign their child out from the office. The child will then be called from his/her classroom to meet the parent/guardian in the office area only. No child will be released by the teacher to a parent/guardian in the hallway.

Student Safety

Student safety is a key concern and gets regular attention. The building and grounds are inspected and monitored consistently for repair needs and safety conditions. In order to protect and ensure the safety of your child, we request that you review the following procedures.

Due to being housed at our temporary building this school year, the following two sections (Bicycles and Scooters and Roller Skates) are not applicable this school year:

Bicycles

Bicycles may be ridden to and from school as long as the following conditions are met:

- (1) a helmet must be worn,
- (2) students must use a bicycle lock,
- (3) students are to walk their bicycle on school walkways and blacktop play areas,
- (4) bicycles are to be left at the bike rack on the West end of the building, and
- (5) bicycles are never permitted in the bus area.

Students who fail to follow these guidelines will lose the privilege of riding their bicycle to and from school. The school is not responsible for lost, damaged, or stolen bicycles.

Scooters and Roller Skates

Scooters and roller skates may be used to get to and from school as long as the following conditions are met:

- (1) a helmet must be worn,
- (2) students are to fold up their scooters or take off their roller skates as soon as they arrive on school grounds,
- (3) scooters and roller skates are to be kept in the student's locker until dismissal at the end of the school day, and
- (4) scooters and roller skates are not to be used on school grounds.

Students who fail to follow these guidelines will lose the privilege of using their scooters or roller skates to get to and from school. The school is not responsible for lost, damaged, or stolen scooters or roller skates.

Heelies

Heelies (shoes with wheels in the soles) are not allowed at school. If, and ONLY if, these are the only shoes your child has to wear to school, the wheels must be completely removed and remain at home.

Weapons

Knives, guns, karate paraphernalia, and/or weapon look-a-likes are not allowed on the school grounds for any reason. If a weapon is brought to school, it will be taken and not returned to the owner. Students will be suspended from school for bringing such items. Rocks are considered a weapon when used to hit another person and may result in suspension.

Drugs

Tobacco, alcohol, and drugs are not allowed on school grounds at any time. This includes before and after school hours. Medications at school are only permissible when approved by a physician and the school is in possession of a medical release form. Suspension from school may result from any infraction of these rules.

Patrol Rules (Due to being housed in our temporary building, this section is not applicable.)

Students are expected to cross arterials only where crossing guards are stationed. These locations are at S. 72nd & Oakes Street, S. 74th & Oakes Street, S. 72nd & Pine Street and S. 72nd & Clement Street. Students should not reach arterials before 8:40 a.m. each morning to ensure a crossing guard is on duty. Students should show respect to all crossing guards at all times. They are school authorities.

School Supervision

Supervision is limited before and after school. We ask that if your child does not ride the bus, he/she not be dropped off at school until 8:35 a.m. or later. There is no supervision after 3:30 p.m. when school is dismissed each day.

Money, Valuables, Cell Phones and Electronics

Money, valuables, cell phones and other electronics should not be brought to school because of the danger of loss. Students are requested not to bring more money than is needed during the school day for lunch or milk, etc. Valuable jewelry and expensive items such as cameras, radios, and toys are not to be brought to school except with the teacher's permission. Personal items of any kind are brought at the student's own risk. If such items are brought to school with teacher permission, the items remain under the teacher's supervision. No such items will be allowed if the item becomes a disruption to normal school operations. **All pagers are prohibited.**

If a parent wants their child to carry a cell phone to and from school for safety reasons, **the parent must send a signed note to the office.** When the student arrives at school in the morning, he/she drops off the cell phone in the office and then picks it up from the office at the end of the school day. Cell phones are prohibited in classrooms and lockers, as well as at recess times during the school day.

Safety Drills

Safety drills are conducted throughout the school year to practice for emergencies such as fire, earthquake, intrusion, and bus exit. These drills are done for your child's safety and are intended to be taken seriously by staff and students.

School Closures for Inclement Weather

The decision to close schools due to inclement weather or bad road conditions is made by the superintendent as early as possible, usually around 5:30 a.m. The district will announce the decision to close schools in a variety of ways to help parents get the information quickly and accurately. These include:

- A large banner on the top of the district's Web site home page (tacomaschools.org)
- A post on the district's Facebook page (facebook.com/tacomaschools)
- A tweet to the district's Twitter followers (twitter.com/#tacomaschools)
- Recorded phone message sent to all households in the district
- An update posted on www.schoolreport.org. A recorded message left on the district information line at 253-571-1000 by 6 a.m.

While you will find inclement weather updates most quickly through those methods listed above, you also may see or hear the announcements on most television and radio news stations including:

KIRO Radio (97.3 FM)	KOMO Radio (1000 AM)	KIRO TV (Ch. 7)
KOMO TV (Ch. 4)	KCPQ TV (Ch.13)	KING 5 (CH. 5)

Please contact the main office at your child's school to ensure the school has your most current contact information so you will receive the district's recorded messages.

If you do not hear "Tacoma School District No. 10" listed in the media reports of closures, schools are operating on a normal schedule.

If you hear an announcement that "**schools will operate two hours late, normal bus routes,**" it means:

- AM ECEAP and special education preschool are canceled.
- PM ECEAP and special education preschool will continue on their normal schedules.
- Elementary JAWS, band, orchestra and Head Start are canceled.
- No out-of-district transportation.

If you hear an announcement that "**schools will operate two hours late, emergency bus routes,**" it means:

- AM ECEAP and special education preschool are canceled.
- PM ECEAP and special education preschool will continue on their normal schedules.
- Elementary JAWS, band, orchestra and Head Start are canceled.
- No out-of-district transportation.
- Emergency bus routes AM, normal bus routes PM.
- Special education students in full-day classes may receive bus service at main street corners and must be met at the stops after school instead of home stops.

If you hear an announcement that "**school is closed,**" it means:

- School is closed.
- All activities are canceled.
- Twelve-month employees should report to work or take appropriate leave.

If you hear an announcement that "**school is closed, district offices closed,**" it means:

- School is closed
- All activities are canceled
- All district offices are closed
- Employees do not report to work

If school is delayed, staff members are expected to report when it is safely possible so they can prepare for the arrival of students. Changing conditions may cause the district to alter the status of school.

For additional details on bus transportation during inclement weather, see "Emergency bus route information" in the Transportation section of this handbook.

Food Services

It is each student's responsibility to have a lunch from home, a valid lunch number, or the appropriate money for lunch. Any student who does not have a lunch will be provided a sandwich and milk. Students are encouraged to eat all of their lunches. Trading of food items is discouraged. Please help your child learn the value of nutritious meals by planning for and preparing good lunches or by participating in our lunch program.

Breakfast

We will be offering breakfast every morning before school. Students that do not ride the bus to school must arrive at school no earlier than 8:35 a.m. and no later than 8:50 a.m. to receive a hot breakfast. If your child will be arriving any later than 8:50 a.m., please make sure he/she eats breakfast at home. For those students riding the bus, breakfast is available upon arrival at school.

Lunch

Hot lunches are served daily. Monthly menus are provided for each student. A count of lunches ordered is taken first thing each day. Students may choose the main entree or elect to have a sandwich or salad. Once a child has made his/her selection, however, he/she cannot change the order. If your child is going to be late, he/she will still be able to receive the hot lunch. Breakfast and lunch credits may be purchased on a weekly or monthly basis. Checks should be made payable to Tacoma Public Schools. Parents are encouraged to purchase school meals in advance, as this eliminates lost or forgotten lunch monies. You may purchase meals online at www.tacomaschools.com, 'Meals' then 'Lunch Money Now' or 'Meal App.' If you are sending cash, make sure it's in a sealed envelope with your child's name and teacher's name listed on the outside.

Free and Reduced Price Lunch Program

A new free and reduced price lunch application must be completed at the beginning of every school year. This will ensure processing in a timely manner. The food services department of Tacoma Public Schools will process all applications. You may reach the food service office by calling 253.571.3370. Food services will notify parents/guardians by letter of their qualification status.

If your student had free and reduced price lunch during the 2015-16 school year (in Tacoma Public Schools only), they will have a grace period available to them for breakfast and lunch. During this grace period your student will keep the same status they had the previous 2015-16 school year. As students go through the food line they only need to tell the cashier their status from last year (i.e., free or reduced price) by giving their name or using their student I.D. card. **This grace period expires October 18, 2016.**

After the grace period expires, if a new application has not been processed and approved, students will be required to pay full price for their meals, or bring a lunch from home. An emergency meal of peanut butter sandwich and milk in place of a school lunch is available for a limited time to students who are unable to pay for their meals.

Occasionally, a change in family income or size during the school year may qualify students who were not eligible earlier. Please contact the school office for a free or reduced price meal application if this should apply to your family during the regular school year. We encourage all families who might qualify to submit the application.

Expectations

Together with the Tacoma School District's publication, Rights, Responsibilities, Regulations, students and parents have in their possession sample guides and information for behavioral purposes. It is each teacher's right to expect cooperation from students and parents.

Regardless of where they are (classroom, hallways, playfield, specialist, etc.) all Arlington students are expected to know and follow six basic rules of behavior while at school:

1. We are always at the right place, at the right time, doing the right thing.
2. We always keep our hands and feet to ourselves.
3. We always use appropriate language.
4. We always treat others with kindness, cooperation and respect.
5. We always behave in a safe manner.
6. We always present ourselves in a positive way.

Parents and students may expect . . .

1. A positive school climate.
2. Respect for their individual differences.
3. A challenging and innovative curriculum.
4. A well-run classroom and building with a supportive staff.
5. A fair and just explanation for any disciplinary action.

Dress Code

Students should come to school dressed to learn. Inappropriate clothing includes: T-shirts with vulgar, drug, alcohol, or violence related sayings or pictures, loose fitting tank tops ("jersey" style may be worn only with a T-shirt underneath), hats, short-shorts, crop tops, bare midriffs, spaghetti straps, and "baggy" pants. Flip flops, sandals and open-toed shoes are highly discouraged as they pose an increased risk of injury, especially during recess times on the playground and PE classes.

Parents may be contacted to bring a change of clothing to school in the event that their child is inappropriately dressed.

Coats and hats are to be worn outside only. Please make sure your child's clothing is warm enough as to not necessitate wearing a coat in the building. Students are expected to wear clothing, including tennis shoes, which permits full participation in all physical activities on P.E. days.

Telephone Calls

Children are not permitted to make phone calls from school, except for school business or in unusual circumstances. In no case will we allow a child to call from school for permission to go with another child or to another child's home after school. Only emergency messages will be delivered to pupils, because constant interruptions interfere with classroom learning.

Please make alternate plans for your child before he/she comes to school should you not be home when your child is dismissed from school. Should this involve a child who rides the bus and the child must get off the bus at another stop other than his/her normal stop, the child must have a note signed by the parent and dated for that day. The note must also be approved by the school office.

Identification of Possessions

Your child's first AND last name should be plainly marked in a conspicuous place on all of his/her supplies, clothing, lunch sacks or boxes, etc. Items lost, especially lunches, are much more easily restored to their owner if they are properly marked.

All personal items such as sports equipment, toys, radios, computer games, etc., are to remain at home. We cannot be responsible for any such items that are lost or broken.

Money sent to school should be in a sealed envelope with your child's name and room number (or teacher's name) written on it.

Before and After School

- Upon arrival at school, students must be in the in the cafeteria for breakfast or in the gymnasium lined up with their classmates. This insures that students are not unattended prior to school beginning.
- There is no playing on the playground before school.
- After school, students are expected to go directly home either by bus or by parent pick up.
- Students must walk on designated pathways/sidewalks and cross at designated crossing areas only.

Lunchroom Rules

Students are to:

- use "indoor" voices.
- eat all food in the lunchroom.
- sit at their designated tables.
- clear and clean their own area when finished eating.

Hall Rules

Students are to:

- have a hall pass with them at all times, unless accompanied by a staff member.
- walk quietly down the right hand side of the hallways.
- keep hands and feet to themselves.
- go directly to their destinations.
- show respect for artwork, bulletin boards and displays.

Bathroom Rules

- Students may use bathrooms when given a bathroom pass by their teacher, at specified class times, and/or on the way to recess or lunch recess.
- Students are expected to flush the toilet and wash their hands each and every time they use the bathroom. Paper towels are to be thrown in the wastepaper baskets.
- Students are to return directly to their classroom.

Assembly Rules

- Students will enter the gym quietly and politely wait for the assembly to begin.
- Each assembly will begin with the students standing for the flag salute.
- Students should applaud appropriately to express "thank you's" during a performance.
- Students will show courtesy to their classmates and others by giving their attention to the presenters or performers.
- Students are to remain seated unless otherwise directed to do so.

Recess Rules

- At all times students will show respect for others and follow instructions given by playground supervisor.
- Students will remain outside at recesses, unless they have a "pass" giving permission to do otherwise.
- Students will play only in designated play areas. No one may leave the school grounds at any time during the school day without permission from the office.
- Students will take turns when using playground equipment.
- Students will SIT on the swings. There will be no standing, twisting or pushing while on the swings. No student is to "help a child go higher" by pushing the person on the swing. One person at a time on each swing. Students wait for their turn on a swing by standing off of the black asphalt swing area.
- Students are not permitted to stand on top of the horizontal bars or Big Toy. A "fly-away" dismount is not allowed.
- Only while under the direct supervision of an adult, will students be allowed to play touch football and/or soccer.
- There is to be no food, gum or candy taken/eaten out on the playground.
- Students will leave rocks, bark, sticks and other dangerous objects alone. Rock throwing is one of the most common offenses reported on the playground. It is also one of the most dangerous. Students are to leave ALL rocks and other items on the ground.
- **WHEN THE BELL RINGS STUDENTS ARE TO STOP PLAYING AND GO DIRECTLY TO THEIR DESIGNATED CLASS LINE.**

Bus Stop Guidelines

1. Students are to line up at the bus stop.
2. Students should arrive at their bus stop not more than 5 minutes early.
3. Safety is of utmost importance-students are to remain on the sidewalk while waiting for their bus.
4. Students will show respect for other people's property - littering and playing on neighborhood lawns are not permitted.
5. **PARENTS ARE ENCOURAGED TO MONITOR THEIR CHILD'S BUS STOP TO HELP ENSURE THEY REMAIN SAFE AND WELL BEHAVED.**

Bus Rules

1. The driver is in full charge of the vehicle and pupils. Students are to obey the driver promptly and willingly.
2. Students are expected to ride the bus to and from school each day. The only exception would be if the parent transports the student OR if the parent has sent a note to the office in the morning with specific details and signed permission.
3. Students will be permitted to leave the vehicle only at his/her regular stop, unless he/she has written permission by his/her parent or school authorities.
4. Students are expected to use ordinary conversation voices and talk only to those sitting close to them.
5. Students are to assist in keeping the vehicle clean by keeping their waste paper off the floor. Students are also to refrain from throwing refuse out the windows. Eating is not allowed on the buses.
6. No student will smoke or light matches inside a school vehicle.
7. No student will open a window on the school vehicle without first getting permission from the driver.
8. Students will keep his/her head, hands or arms inside the bus at all times, whether the school vehicle is in motion or standing still.
9. Students are to have nothing in their possession that may cause injury to another (i.e., sticks, breakable containers, any type of firearms, straps or pins extending from their clothing). No animals are permitted on the vehicle, except for "seeing eye" dogs.
10. Students are to keep conversations with the driver to a minimum.
11. Students are to remain seated when the vehicle is in motion, and are to get on or off only when the vehicle has come to a complete stop.
12. In the event of an actual emergency, emergency exit procedures, as established by the emergency exit drills, will be followed. Emergency drills will follow procedures set forth in WAC 392-145-040.
13. Students transported in school buses equipped with lap belts or similar safety devices shall be required to wear them whenever the bus is in motion.
14. Students are to cross the street only in front of the stationary school bus.

Homework

Purpose

Homework is designed to reinforce and practice skills learned in class. We greatly appreciate your support as you review your child's homework, listen to him/her read, practice spelling words, math facts, etc. This is an important part of the home and school partnership in our students' education.

Student Responsibilities

1. Understand the homework assignment(s) before leaving school and have all necessary materials at home.
2. Schedule time for homework that is compatible with family and/or after school activities.
3. Return completed homework.

Parental Involvement

1. Make a commitment to listen to your child talk about his/her school work and to give your child some time each day when he/she has your undivided attention.
2. Encourage your child to ask questions about the assignment at the time when it is made or before he/she leaves school.
3. Try to be patient and positive when working with your child.
4. Establish a quiet place and consistent routine for your child to complete assignments.
5. Help your child develop a system so that assignments will be completed and returned.
6. Contact your child's teacher if you have any questions regarding his/her assignments.
7. Provide your child the opportunity to go to the library and other resource areas in your community.

Disciplinary Procedures

Inappropriate Behavior

Inappropriate behavior at school generally falls into the following seven categories:

1. Inappropriate language
2. Defiance of authority
3. Fighting
4. Disrupting the learning of others
5. Verbal threats
6. Disrespect for property
7. Being in an inappropriate area

Staff intervention is generally a first step in the assigning of consequences for misconduct. A referral to the principal indicates the misbehavior is of a more serious nature. Substantial disruption occurs when speech, expression, or conduct results in the actual material disruption of learning activities or otherwise prevents the orderly operation to the school; School officials may also act to prevent student speech, expression, or conduct if they are

aware of the facts that produce a reasonable forecast of substantial disruption. This definition is based upon current statutes, regulations and case law, and may be subject to change dependent upon changes to the relevant laws and regulations.

Fighting/suspension — A students' participation in a fight could lead to suspension from school for a minimum of one day.

Strategies

The following two lists show strategies that will be used to prevent or correct inappropriate behavior. Rather than list minimum or maximum consequences, we have chosen to remain flexible, giving the staff the greatest leeway in handling individual situations. It is our goal to help students learn self-discipline.

Preventive Strategies — Morning Meetings

1. Conference with parents
2. Teach/reteach good behavior strategies
3. Reinforce/reward good behavior school wide
4. Teach children conflict management strategies, Zones of Regulation
5. Involve students in improvement suggestions
6. Solicit parents involvement in school
7. Promote a positive school climate
8. Provide incentives and/or motivational speakers
9. Develop enrichment activities for students (intramurals, etc.)
10. Help students develop a positive self-esteem

Intervention —

1. Private conference with student
2. Class discussions
3. Change classroom strategies
4. Response to intervention
5. Counselor intervention

Acknowledging Good Behavior -

Positive Notes/phone call home

Tiger tickets

Lunch with teacher

Pizza party for continuous effort

Fun Friday

Treasure box

Free choice

Popcorn party

Class positions

Verbal recognition

High five's

Stickers

Praise for positive behaviors

Class economy bucks

Raffle tickets

Praise, praise, praise

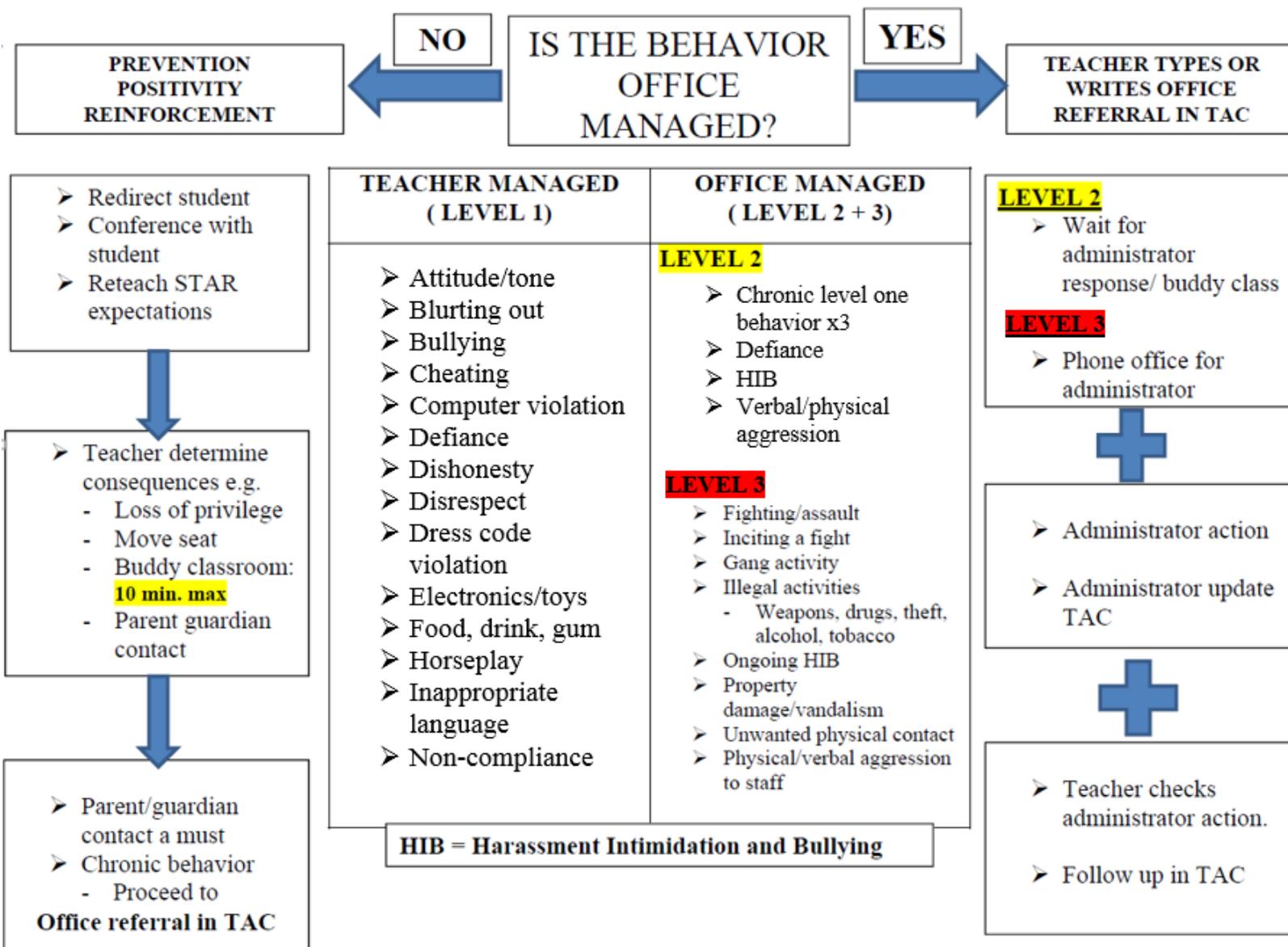
Stickers

Whole group praise

Arlington School-Wide Expectations - Behavior Matrix

School-wide Expectations	Recess	Cafeteria	Hallways	Restrooms	Bus	All Areas
Respectful & Kind	Voice Level: 4 Take turns Share Respect others' spaces Be a friend	Voice Level: 1-2 Take own card Stay in line Eat own food	Voice Level: 0 Wait your turn Silent wave	Voice Level: 1 Respect privacy of others Wait your turn	Voice Level: 1	Use Arlington manners
Responsible & Safe	Follow recess rules	Leave area clean Cemented in your seat Hands/feet/objects to yourself	Walk on the right Hands/feet to self Eyes forward	Leave area clean and dry Go-Flush-Wash-R return to Class Report any problem	Be on time Stay in line and seat	Keep hands/feet/objects to self Report any problems
Learner						Return to class immediately
Posters: 	Compromise Work it out with others	Leave area clean Use Arlington manners Number 1-2 voice level Cemented in your seat Hands/feet/objects to yourself	Look forward In control of hands/feet Number 0 voice Equipment/materials held Stay in personal space	Go Flush Wash Return to class	Be on time Use Arlington manners: Voice Level: 1 Stay in your line/seat	Voice Levels: 4: Outside 3: Presenter 2: Table Talk 1: Whisper 0: Zero Voice

PBIS DISCIPLINE FLOWCHART- ARLINGTON ELEMENTARY



Parent/Teacher Conference Tips

Tips for a Successful Conference

The following are some helpful tips of DOs and DON'Ts that you may find useful for a successful parent/teacher conference:

DOs

- Maintain a sense of humor.
- Be accepting of yourself and others.
- Demonstrate warmth and respect.
- Be positive.
- Be sincere.
- Listen.
- Communicate so that others can understand you.
- Reinforce each other when appropriate.

DON'Ts

- Don't attempt to have all the answers.
- Don't make premature judgements.
- Don't be overly critical.
- Don't threaten, ridicule, or blame each other.
- Avoid arguing.
- Avoid making promises you may not be able to keep.
- Don't patronize.
- Avoid making moralistic judgements.
- Don't minimize what the teacher has to say about your child.

Booster Club and Volunteers

Booster Club

The Arlington Booster Club would like to extend an invitation to all families to join in the many activities which they sponsor throughout the school year. If you would like more information regarding volunteering with our Booster Club, we encourage you to call school.

You are an important part of your child's education. Don't miss out. Volunteer and participate in your Booster Club!

Volunteers

At Arlington, parent and community involvement is both encouraged and appreciated. Volunteers are always needed to:

- listen to children read
- read to students
- supervise the playground
- help with class parties
- chaperone field trips
- assist with science and math activities

If you are willing to donate time whether it be an hour, a day or any amount of time, please come in to the office to complete Volunteer Washington State background check paperwork. Please bring some type of identification that includes your picture. Once the background check process is completed, usually 2-3 weeks, you will receive notice via US Mail. Thank you in advance for considering this valuable service for our children!



Title I Parent-Student-Teacher-School Compact

As a parent/guardian, I will:

- Recognize that I am my child's first teacher.
- Encourage my child to be independently responsible.
- Provide a home environment that encourages my child to learn.
- Listen to my child read, or read to my child every night.
- Communicate regularly with my child's teacher about their progress via phone, email, or the teacher's SWIFT site.
- Review my child's progress reports via the district Home Access Center (HAC). There is a parent computer kiosk with HAC access near Arlington's main office, in the hallway.
- Provide supplies for my child's work at school and home or request/communicate needs for supplies to the school.
- Seek educational opportunities for my child. (Example: S.E.S. after school tutoring program)
- If possible, volunteer in my child's school. (Watch D.O.G.S., Classroom tutors, Booster Club, etc.)
- Show respect for all school staff members.
- I will also _____.

As a student, I will be a respectful, responsible, safe, kind learner, by:

- Showing respect for teachers, staff, classmates and family.
- Following school, classroom and bus rules.
- Coming to school prepared with homework and supplies.
- Doing my best in my work and my behavior.
- Reading or being read to every day.
- Requesting/communicating needs if I don't have access to supplies from home.
- Not accepting and reporting bullying (for a definition of bullying and harassment, see the Student Handbook).
- I will also _____.

As a teacher, I believe that each student can learn, and I will:

- Provide a safe and engaging learning environment.
- Model professional behavior and a positive attitude.
- Show respect for each child and his/her family.
- Recognize and celebrate the cultural diversity of students.
- Ensure fairness and equity in adherence to school, district and classroom rules.
- Help each child achieve his/her fullest potential.
- Maintain open lines of communication with students and parents.
- Post students data in the Home Access Center (HAC).
- Provide flexible scheduling for parent-teacher conferences/meetings.
- Ask for specific help from parents as needed throughout the year.
- I will also _____.

As the principal, I will:

- Ensure students are provided a climate conducive to learning with high quality curriculum, and monitor progress in efforts to enable students to meet Common Core State Standards.
- Hold all staff members accountable for school expectations and responsibilities.
- Allow parents/guardians reasonable access to staff and opportunities to volunteer.
- Review and revise this compact annually with Parents, Students and Arlington staff.

Arlington Elementary School

Parent Involvement Policy and Procedures

2016-2017

Arlington Elementary School is committed to the goal of providing quality education for every child in this school. To achieve this goal, we want to establish partnerships with parents and community. Everyone benefits when Arlington Elementary School and families work together to promote high achievement for our children. Parents play an extremely important role as children's first teachers. Support for children and school is critical to children's success every step along the way.

Arlington Elementary School recognizes that some students may need the extra assistance available through the Title I program to reach the high academic Common Core State Standards. Arlington Elementary School intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

PART I-SCHOOL PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS

- A. Arlington Elementary School will jointly develop/revise with parents the school parental involvement policy/procedures and distribute it to parents of participating children and make available the parent involvement policy/procedures to the local community.
 - Meet annually with parents to review, revise, and agree upon policies and procedures
 - Access to Title I Binder will be provided
 - Policies and procedures are in Student Handbooks, distributed annually
 - Policies will be posted on the school website

- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
 - Series of three meetings in January held in Arlington Library, 6-7 PM
 - Sign in and evaluations at every event

- C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, child care, or home visits, as such services related to parental involvement.
 - Translators provided upon request (IEP meetings, parent-teacher conferences, general and other important meetings)
 - Childcare provided to support attendance at meetings
 - Evening family involvement events

- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, school-wide under Section 1114, and the process of the school review and improvement under Section 1116.
- Parents are invited to Annual Title I Meeting at beginning of each school year which includes SBA scores and trends for review, current School Improvement Plan, Supplemental Education Services, and activities shared.
 - Parents are encouraged to give feedback and ask questions.
- E. Provide parents of participating children—
- a. Timely information about programs under this part.
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
 - Annual Title I Meeting
 - Open House in the Fall: inform of parental access to curriculum
 - Parent-Teacher Conferences
 - Report Cards sent home: December, March and June
- F. If school-wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.
- Parent evaluation forms are given to parents at every family involvement event
 - Annual District Climate Survey conducted each Spring
- G. Arlington Elementary School will inform parents and parental organizations of the purpose and existence of the Parental Information and Resources Center (PIRC) in Washington. The internet link is: www.wapirc.org

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- Conduct a parent/teacher conference in elementary schools, annually (conferences are held twice a year at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement.
- Provide frequent reports to parents on their child's progress.
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
- The Student-Parent-Teacher-Principal Compacts are discussed at Fall Conferences and signed annually.
- Annual Title I Parent Meeting to inform access to student progress as well as opportunities to volunteer.

- Report Cards are sent home December, March and June.

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and district under this part

- a. Shall provide assistance to the parents of children served by the school or district, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards. State and district assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - Links connecting to OSPI www.k12.wa.us/
 - Access to Common Core State Standards at each grade level in English Language Arts and Mathematics
 - Grade level academic expectations given to parents at Fall Conferences
- b. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
 - Access to educational websites: Think Central, ThinkThroughMath, MobyMax, Renaissance Place, etc.
 - Paw Print and Connect Ed to communicate information relevant to parents
 - Academically oriented family involvement evening events
- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- d. Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - Monthly Family Head Start meetings
 - Written documents are available in multiple languages
 - Connect Ed home messages
- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.
- f. Shall provide such other reasonable support for parental involvement activities under this part as parents may request.

- g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- h. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.
- i. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- j. May train parents to enhance the involvement of other parents.
- k. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
- l. May adopt and implement model approaches to improving parental involvement.
- m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- o.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children. This will include providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

- Translators are provided for all school meetings, when requested
- Childcare is provided, as needed

PART IV-ADOPTION

This Arlington Elementary School Parental Involvement Policy/Procedures have been developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes. The Parent Involvement Policy/Procedures were developed/revised by Arlington Elementary School on 01/26/2016 and will be in effect for the period of 2016-2017. The school will distribute these Parent Involvement Policy/Procedures to all parents of participating Title I children in our Student/Parent Handbook.

These parents were involved with the development of this document:
Shannon Ryan, Sean Ryan, Scarlett Humphrey, Allison Quaigg, Taleasha Jones

District Policies and Regulations

Policy 3207—Prohibition of Harassment, Intimidation and Bullying

The board of directors is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation or bullying. This environment stresses the prevention of harassment, intimidation or bullying by integrating prevention and intervention education into building and support sites through a coalition of students, staff and parents.

Harassment, intimidation or bullying means any intentional written, verbal or physical act, including, but not limited to, one shown to be motivated by any characteristic of race, color, religion, ancestry, national origin, gender, sexual orientation, mental or physical disability (RCW 9A.36.080(3)), or other distinguishing characteristic, when the intentional written, verbal or physical act:

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

"Other distinguishing characteristics" can include, but are not limited to, physical appearance, clothing or other apparel, socio-economic status, gender identity and marital status. Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, hazing or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

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

The goals of this policy include appropriate intervention, restoration of a positive climate, and support for victims and others impacted by the violation. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging harassment, intimidation or bullying that come to the attention of the district, either formally or informally. Depending upon the frequency and severity of the conduct, appropriate responses to violations of this policy may include intervention, counseling, correction, discipline and/or referral to law enforcement to remediate the impact on the victim and the climate, and to change the behavior of the perpetrator. Child abuse shall be reported to law enforcement or Child Protective Services, as required by law, and criminal misconduct will be reported to law enforcement. Students, staff, district contractors or volunteers who engage in harassment, intimidation or bullying will receive appropriate discipline, sanctions or other appropriate interventions. Other school visitors who engage in this conduct will have their access to school property and activities restricted, and their actions will be reported to the proper authorities, as appropriate.

False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy. Coercion, discrimination or reprisals taken against persons filing complaints or persons acting as witnesses to complaints shall result in appropriate disciplinary action or sanctions according to district policy or other applicable laws or regulations. Persons who knowingly file false allegations or report or corroborate false allegations shall also be subject to appropriate disciplinary action or sanctions according to district policy or other applicable laws or regulations.

In accordance with applicable laws and regulations, students, parents, staff, volunteers and other interested parties shall be informed of this policy and the accompanying regulation pertaining to the filing of complaints. The policy shall be posted in each district building and information regarding it will be provided in student, staff, volunteer and parent handbooks. District employees and volunteers will be provided with appropriate information on the recognition and prevention of harassment, intimidation and bullying and their rights and responsibilities under this policy.

Annually, for the first three years after adoption of this policy, the superintendent or designee shall convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and regulation. The superintendent's designated compliance officer will be included in the committee. The superintendent shall make an annual report to the board reviewing the use and efficacy of this policy and related regulations. This report will include recommendations for changes to the policy and regulation, if applicable. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

Cross-references:	Policy 3200	Student Rights and Responsibilities
	Policy 3205	Safety & Civility in Schools
	Policy 3210	Nondiscrimination
	Policy 3240	Student Conduct
	Policy 3241	Classroom Management, Corrective Action or Punishment
	Policy 5265	Nondiscrimination
	Policy 5266	Sexual Harassment

Legal Reference:	RCW 28A.300.285	Harassment, intimidation, and bullying prevention policies
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Adoption Date: 4/24/03

Regulation 3207R—Prohibition of Harassment, Intimidation and Bullying

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation or bullying even if the alleged perpetrator is unknown at the time. While it is not required, complainants are encouraged to attempt informal procedures with the guidance of appropriate staff members prior to filing a formal complaint. At the building level, programs may be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, and staff shall always inform complainants of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complainants to an appropriate staff member who can explain the informal and formal complaint processes and what a complainant can expect. Staff members shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation or bullying, especially when the complaint is beyond their training to resolve alleged serious misconduct.

Informal remedies include, but are not limited to, an opportunity for the complainant to explain to the alleged perpetrator that the conduct is unwelcome, disruptive or inappropriate, either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district harassment, intimidation and bullying policy without identifying the complainant. Informal complaints may become formal complaints at the request of the complainant, parent or guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process

Anyone may initiate a formal complaint of harassment, intimidation or bullying, even if the informal complaint process is being used. Complainants should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearings may result. Efforts should be made to increase the confidence and trust of the person

making the complaint. The district will fully implement the anti-retaliation provisions of the policy to protect complainant(s) and witness(es). The building principal or designee may conclude that the district needs to conduct an investigation based on information in his/her possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed pertaining to formal complaints:

- A. All complaints, whether written or verbal, shall be filed with the site or program administrator. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying.
- B. Regardless of the complainant's interest in filing a formal complaint, the building or program administrator or the district's compliance officer may conclude that the district needs to investigate the matter as if a formal complaint had been filed based upon information in his/her possession.
- C. The site or program administrator or designee shall investigate all formal complaints of harassment, intimidation or bullying, and other information in the principal's possession that the site or program administrator believes requires further investigation. The site or program administrator or designee is to investigate student-to-student harassment, intimidation or bullying complaints and take appropriate action. The investigation of harassment, intimidation or bullying complaints involving employees shall be referred to the district's compliance officer who shall consult to coordinate the investigatory efforts.
- D. Within thirty (30) calendar days of the filing of the complaint, the investigator shall respond in writing to the complainant stating:
 1. that the district intends to take corrective action; or
 2. that the investigation is incomplete to date and will be continuing; or
 3. that the district does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.
- E. Corrective measures deemed necessary will be instituted as quickly as possible taking into consideration due process and other lawful rights of the accused.

Appeal process

If a complainant wishes to appeal the conclusions of the investigator, he/she may file a written appeal with the superintendent's designee within 10 working days of the receipt of the investigator's written response.

Within fifteen (15) working days after receipt of the grievance, the superintendent or designee shall meet with the complainant in an effort to resolve the matter. Within thirty (30) working days after the meeting, the decision of the superintendent or his/her designee shall be rendered in writing and mailed to the complainant. Should the complainant determine the decision is unsatisfactory, he or she has ten (10) working days after receipt of the written response to proceed with an appeal to the school board.

An appeal to the school board shall be submitted in writing to the president of the board. The board shall review the complaint and may establish a hearing to review the case. The board has thirty (30) working days to render a decision. The complainant will be notified in writing of the board's decision. At any time in the process, the complainant may file a complaint with an appropriate external agency.

Policy 4314—Notification of Threats of Violence or Harm

Individual-directed threats of violence or harm are communications that create fear of physical harm to a specific individual or individuals, communicated directly or indirectly by any means.

Building-directed threats of violence or harm are direct or indirect communications by any means of the intent to cause damage to a school building or school property (e.g., bomb threats), or to harm students, employees, volunteers, patrons or visitors.

The district will address threats of violence or harm in a manner consistent with the district's safety policies and comprehensive safe-school plans.

Students and school employees who are subjects of threats of violence or harm shall be notified of the threats in a timely manner. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act (FERPA), other legal limitations and the circumstances.

Persons found to have made threats of violence or harm against district property, students, employees or others will be subject to relevant district discipline policies and will be referred to appropriate community agencies which may include law enforcement and mental health services. District staff shall work with in-district and community-based professionals and services in all relevant disciplines to address threats of violence or harm, those threatened and those making the threats. Necessary information about the person making the threat shall be communicated by the principal to teachers and staff, including security personnel.

State law provides the district, school district directors and district staff with immunity from liability for providing notice of threats in good faith. Persons who knowingly make a false notification of a threat are subject to appropriate district discipline policies and may be referred for prosecution.

Cross References:	Policy 3200	Student Rights and Responsibilities
	Policy 3205	Safety and Civility in Schools
	Policy 3210	Nondiscrimination
	Policy 3240	Student Conduct
	Policy 3241	Classroom Management, Corrective Actions or Punishment
	Policy 5281	Disciplinary Action or Discharge
Policy 6513	Workplace Violence Prevention	
Legal References:	RCW 28A.320.128	Notice and disclosure policies—Threats of violence—student conduct—Immunity for good faith notice—Penalty
	RCW 28A.300.285	Harassment, Intimidation, and Bullying prevention policies
	WAC 180-40	Pupils
	20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
	34 C.F.R. Part 99	FERPA Regulations

Adopted: 5/22/03

Regulation 4314R—Notification of Threats of Violence or Harm

Staff, students, volunteers and others involved in school activities have the responsibility to report any threats of violence or harm to designated school officials. Based on the significance and credibility of the threat, it shall be reported to law enforcement. Staff shall involve in-district multi-disciplinary professionals in evaluating the threat. Consultation with, or referrals to, community-based professionals and services is encouraged where appropriate.

Under the Family Educational Rights and Privacy (FERPA), the district may only release student records, including those involving threats of violence or harm, with parent(s)/guardian(s) or adult student permission, or under limited conditions. For that

reason, the district will not identify students who have made threats of violence or harm when notifying the subjects of the threats, except under the following conditions:

1. The parent(s)/guardian(s) or adult student has given permission to disclose the student's identity or other information to the subject of the student's threat.
2. The identity of the student and the details of the threat are being disclosed to relevant district staff who have been determined to have legitimate educational interest in the information.
3. The identity of the student or the details of the threat are being released because the release of the information is necessary to protect the health or safety of the student or other individuals. This exemption is to be strictly construed pursuant to federal regulations.
4. The district is responding to a court order or subpoena. Generally the district must make a reasonable effort to notify the parent(s)/guardian(s) of the student or adult student of the subpoena in advance of complying, so that the family can seek protective action.

Relevant information about the threat that does not improperly identify a student shall be provided to the subject of the threat, and the subject shall be advised that if law enforcement has been involved in the matter, that agency may have more information that can be shared with the subject.

To ensure the safety of all concerned, the principal shall determine if classroom teachers, school staff, school security and others working with the student(s) involved in the threat circumstance should be notified. Subject to the confidentiality provisions cited above, principals shall consider all available information when determining the types of information to be shared, including prior disciplinary records, official juvenile court records and documented history of violence of the person who made the threat.

When considering the appropriate discipline for a student who has made a threat of violence or harm, the student's prior disciplinary records shall be taken into account. Emergency expulsion shall be considered, based on the credibility and significance of the threat. Discipline shall be imposed on students with disabilities consistent with policy and the legal requirements applicable to them.

Discipline of district staff for making threats of violence or harm shall be consistent with district policy and procedure regarding staff discipline and any relevant collective bargaining requirements.

Policy 5266—Sexual Harassment

It is the policy of Tacoma School District No. 10 to maintain a working and learning environment for all its employees, students, parents, volunteers and others involved in school district activities which provides for fair and equitable treatment, including freedom from sexual harassment. This policy also covers anyone else who engages in sexual harassment on school property or at school activities.

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

- submission to the conduct or communication is either explicitly or implicitly made a term or condition of an individual's employment, grades, work opportunity or other benefit;
- submission to or rejection of the conduct or communication is used as a factor for employment/grade decisions or other school-related decisions affecting an individual; and/or
- such conduct or communication has the purpose or effect of substantially interfering with an individual's work or school performance or creates an intimidating, hostile or offensive working/school environment.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, female to male, male to female, female to female, and male to male. The district will take prompt, equitable and remedial action on reports and complaints that come to its attention, either through formal or informal channels. Allegations of criminal misconduct will be reported to the appropriate law enforcement agency and suspected child abuse will be reported to law enforcement or Child Protective Services. Individuals found to have been subjected to sexual harassment will have reasonable and appropriate school district services made available to them and adverse consequences of the harassment shall be reviewed and remedied, if appropriate. Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, and contractors. Anyone else engaging in sexual harassment on school property or at school activities will have access to school property and activities restricted, as appropriate.

Retaliation against any person who makes a complaint or is a witness under this policy is prohibited and will be subject to appropriate disciplinary action. Individuals who knowingly report false allegations of sexual harassment or corroborate false allegations will be subject to appropriate disciplinary action.

All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for informing complainants of the formal complaint process. Staff members who fail to take prompt action to report allegations or violation of this policy shall be subject to appropriate discipline. Administrators, managers and/or supervisors who fail to take prompt action upon receiving an allegation of sexual harassment shall be subject to disciplinary action up to and including termination. The process for responding to allegations is outlined in Regulation 5265R - Discrimination Complaint Procedure.

Information regarding this policy will be provided in student, staff and volunteer orientation. All students will receive information relative to this policy during the first semester of each school year. Each school shall develop a process for discussing the district's sexual harassment policy. The process shall ensure the discussion addresses the definition of sexual harassment and issues covered in this policy.

This policy shall be reproduced in each student, staff, volunteer and parent handbook. All parents will receive copies of this policy as a part of the Student Rights, Responsibilities and Regulations Handbook. This policy shall be posted in each district building in a place available to staff, parents, volunteers and visitors. A copy of the policy shall appear in any publication of the school or school district setting for the rules, regulations, procedures, and standards of conduct for the school or school district.

The superintendent shall make an annual report to the board reviewing the use and efficacy of these policies and related procedures. Recommendations for changes to these policies, if applicable, shall be included in the report. All administrators, managers, and supervisors shall receive training in these policies. Such training shall be conducted no less than every three years. New administrators shall receive training within ninety (90) days of their first day of work in the new position.

Questions concerning the application of these policies are to be referred to the Equity and Diversity Office, P.O. Box 1357, Tacoma, Washington 98401-1357, telephone 253.571.1292. Questions regarding Section 504 of the Rehabilitation Act of 1973 are to be referred to the Coordinator, Comprehensive Guidance Services, P.O. Box 1357, Tacoma, Washington 98401-1357, telephone 253.571.1182.

Individuals with complaints or concerns regarding application of this policy are encouraged to first contact the Equity and Diversity Office. For complaints or concerns regarding Section 504 of the Rehabilitation Act of 1973, contact the Coordinator, Comprehensive Guidance Programs, P.O. Box 1357, Tacoma, Washington 98401-1357. Complaints will be resolved in accordance with Regulation 5265. An individual may also contact the U.S. Department of Education, Office for Civil Rights (OCR); Equal Employment Opportunity Commission (EEOC), Region X, Seattle; Washington State Human Rights Commission (HRC), Olympia; or seek private legal advice.

Cross References: Board Policy

<i>3210</i>	<i>Nondiscrimination</i>
<i>3240</i>	<i>Student Conduct</i>
<i>3421</i>	<i>Child Abuse and Neglect</i>
<i>5265</i>	<i>Nondiscrimination</i>
<i>5255</i>	<i>Disciplinary Action and Discharge</i>

Legal References: RCW *28A.640.020* *Regulations, guidelines to eliminate discrimination—Scope*
WAC *392-190-056 through 058* *Sexual Harassment*

Adoption Date: 7/27/00

Revised: 1/10/85; 10/23/86; 10/13/88; 11/8/90; 6/22/95

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Insert District Information and News

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Insert Board of Directors

Translation Box

Compliance Statement