



**Student and Family
Handbook
2018-2019**

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Principal**

**Jen Brown
Assistant Principal**

**717 South Grant Avenue
Tacoma, WA 98405
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TACOMA SCHOOL DISTRICT POLICY AND REGULATIONS

- **Acceptable Use Policy for Digital Resources – Policy 6973**
- **Code of Prohibited Conduct – Regulation 3241R**
- **Compulsory Attendance - Policy 3121**
- **Excused and Unexcused Absences – Policy 3122**
- **Grading and Progress Reports – Policy 2420/Regulation 2420R**
- **Nondiscrimination – Policy 3210**
- **Notification of Threats of Violence or Harm – Policy 4314**
- **Prohibition of Harassment, Intimidation and Bullying – Policy 3207**
- **Promotion/Retention - Policy 2421**
- **Regulations of Dangerous Weapons on Campus – Policy 4210**
- **School Climate – Policy 3235**
- **Sexual Harassment – Policy 5266**
- **Student Uniforms and Dress Code – Regulation 3224R**
- **Transportation – Policy 6600**

**All district policies and regulation can be found on our District Website:
www.tacoma.k12.wa.us**

If you need a hard copy of a policy or regulation, please contact the school office.

Tacoma School District complies with all federal laws and regulations and does not discriminate on the basis of race, religion, color, national origin or ancestry, sex, gender identity, sexual orientation, age, marital or veteran status or disability. The district also prohibits the use of racial, ethnic, and/or sexual slurs, including sexual harassment. This holds true for all students who are interested in participating in educational programs and/or extra-curricular activities. Inquiries regarding the application of the above reference should be directed to the assistant to the superintendent, equity and diversity, P.O. Box 1357, Tacoma, WA 98401-1357; telephone 253.571.1292. Inquiries regarding the application of Section 504 of the Rehabilitation Act (concerning disabilities) should be directed to the director, comprehensive guidance programs, P.O. Box 1357, Tacoma, WA 98401-1357; telephone 253.571.1063.

Effective 5/11/04

**Bryant Montessori School
Student and Family Handbook**

Table of Contents

Key Contacts	5
Welcome Letter from the Staff.....	6
Bryant Montessori Mission / Vision / Values.....	7
What is Montessori Education?.....	8 – 10
Basic Concepts	
Goals of Montessori	
What makes Montessori unique?	
Montessori Lingo	
Student Perceptions of Montessori	
Unique Features of Bryant.....	11 – 14
Preschool Programs	
Full Day Kindergarten	
Multi-age Classes	
Site Council (SCDM)	
Volunteering	
Family Involvement Policy	
Parent Teacher Organization (PTO)	
Educational Information.....	14 – 16
Homework	
Identification Cards	
JAWS (Highly Capable Programs)	
Partnership Conferencing	
Special Education and Remedial Programs	
Standardized Testing	
Extended Learning Opportunities for Students.....	16
Band/Orchestra	
Intramural Sports	
Library Helpers	
Safety Patrol	
Student Council (ASB)	
Middle School Clubs and Sports	
School Procedures.....	18 – 24
Arrival and Dismissal (Regular and Late Start Days)	
Attendance	

Tardiness
 Leaving During School Hours
 Thursday Take Home Packets
 Textbooks
 Telephone Use
 Early Dismissal Days
 Early Release Days
 Lost and Found
 Locks and Lockers
 Visitors and Guests
 Breakfast and Lunch Program
 Fines and Obligations
 Health Room
 Student Immunization
 Alternative Transportation
 Field Trips and Field Studies
 Inclement Weather

Student Behavior Expectations.....	25 – 27
Discipline Philosophy	
Expected Behaviors (Restroom, Hallway, Cafeteria, etc.)	
Personal Items	
Animals at School	
Behavior at School Events	
Dress Code.....	28
School Wide Discipline Plan.....	28 – 30
Suspension	
Rubric	
Procedures	
Code of Prohibited Conduct.....	32-46

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September 2018

Dear Bryant families,

Welcome to Bryant Montessori School! We are excited about the upcoming school year and look forward to our continued pursuit of building community and learners that own the ability to care for themselves, each other, and this place.

The entire staff at Bryant Montessori is passionate in its belief in Montessori pedagogy, which has provided a “unity of purpose” for us in our work with children and each other. The professionalism and dedication of the faculty is extraordinary.

The basis of the Montessori Method of instruction is a combination of the prepared environment with specially selected materials and a teaching style that emphasizes observation and guidance rather than direct teaching and providing answers.

We teach three simple rules at Bryant. They govern all that we teach, expect and encourage in our students. The three rules are:

- Care for yourself.
- Care for each other.
- Care for this place.

In Montessori classrooms, the design facilitates independent learning and exploration. Typically, Montessori classrooms are bright, warm, and inviting; filled with plants, animals, art, music, and books. There are curriculum centers filled with intriguing learning materials, such as fascinating mathematical models, maps, botany charts, classified nomenclature booklets, and collections of natural specimens.

Students are found scattered around the classroom, working alone or with one or two others. They tend to become so involved in their work that visitors are immediately struck by the peaceful atmosphere. Students of different ages often work together on projects.

Montessori teachers have four principal obligations: to awaken the child’s spirit and imagination, to encourage the child’s normal desire for independence and high sense of self-esteem, to help the child develop the kindness, courtesy, and self-discipline that allows him to become a full member of society, and to help the child learn how to observe, question, and explore ideas independently. The teacher rarely presents a lesson to more than a handful of children at one time, and these lessons are limited to brief, efficient presentations. The goal is to give the children just enough to capture their attention and spark their interest, intriguing them enough that they will come back on their own to work with the materials.

We are proud to be Washington’s only PreK-8th grade public Montessori school and we invite you to become an active member of our community. We are all enriched by the experience of relating to and working with one another as we, as Dr. Montessori so eloquently stated, “Follow the children,” striving to create optimal learning experiences which assist our children in becoming self-actualized adults.

The Staff of Bryant Montessori School

Mission

To develop independent life-long learners who are compassionate, peaceful citizens who contribute to a global community. Using the Montessori philosophy, we provide a peaceful, enriched educational environment in which each child is personally encouraged to grow up to his or her fullest potential academically, socially and emotionally.

Vision

Using the Montessori philosophy, we provide a peaceful, rigorous educational environment in which each child is encouraged to grow to his/her fullest potential - academically, socially and emotionally.

Values

At Bryant Montessori School, we believe:

- *All children and families deserve a clean and welcoming environment celebrating the diversity of our community.*
- *As children and family members enter the school, they will be greeted by all administrators and staff members in a positive, caring way knowing that the families have entrusted their most loved children to a warm and loving Montessori environment.*
- *Children are given every opportunity to excel and be successful in the Montessori community using the Montessori Method of teaching and research-based best practices that are proven to increase learning for all children.*
- *Each child's individual talents will be celebrated, and the curriculum will respect and reflect the diversity of the child's experiences. Children should be able to relate personally to the curriculum.*
- *Teachers have the freedom to use teaching methods, activities, or materials to assist each child to meet Common Core State Standards. Teachers know that administration will support, coach, and suggest ways of improving teaching in a respectful, mentoring manner.*
- *Administration and staff will reach out to all parents and members of the Bryant Montessori community. Families are invited, encouraged and expected to participate in many aspects of the school. Opportunities include but are not limited to: PTO, classroom partners, parent teacher conferences, SCDM, fund-raising activities, "Late Start" planning/collaboration, and vision creation, so everyone feels ownership of the school and feels a vital part of the child's success.*
- *As children have opportunities to excel and achieve success in every classroom, they will discover that they will be given the tools needed to succeed beyond the classroom. They will be treated with respect, dignity, and given every chance to reach all of the goals that are set before them.*

WHAT IS MONTESSORI EDUCATION?

Maria Montessori first designed Montessori Education over one hundred years ago in Italy. The methodologies she explored have proven themselves over time. Here is a brief overview of the principles of Montessori education.

Basic Concepts of Montessori Pedagogy:

1. *The small child is a lover of work-spontaneously chosen and carried with profound joy.*
2. *The child needs to learn by doing.* At each stage in a child's mental growth, corresponding physical occupations are provided by means of which they develop and refine their movements.
3. *Based on a profound respect for the children's personality, there is room to grow in biological independence.* The child is allowed a large measure of liberty (not license), which forms the basis of true self-discipline. This is a higher discipline, which originates with the children as they gain practice making their own decisions and exercising their own will. It is not a discipline, which is imposed from without and based on rewards and punishments.
4. *Since the children are freed from competition and they do not work for praise or rewards, learning becomes its own true reward, and the sharing of learning naturally follows.* Children help each other and learn from each other' they do not compete against each other. This results in a positive social community within the classroom.
5. *The Montessori Method develops the whole personality of the child, not merely their intellectual faculties, but also their powers of deliberation, initiative, creativity and independent choice.* The children are helped on both the emotional and intellectual levels to gain skills, confidence, and awareness in order that they will become the mentally, physically, and spiritually healthy and happy adults they are meant to be.

Goals of Montessori Education

1. *To develop a love of learning.* Children engage in tasks that appeal to them. They work at their own rate, repeating a task as often as he/she likes, thus experiencing a series of successful experiences.
2. *To help each child develop self-confidence.* Tasks are designed so that each new step is built upon what the child has mastered, thus removing the negative experience of frequent failure.

3. To assist each child in building a habit of concentration. Through a series of absorbing experiences, the child forms habits of extended attention, thus increasing his/her ability to concentrate.
4. To foster an abiding curiosity. By providing the child with opportunities to discover qualities, dimensions, and relationships amidst a rich variety of stimulating learning experiences, curiosity is developed.
5. To develop habits of initiative and persistence. By surrounding the child with appealing materials and learning activities geared to his/her needs, the child becomes accustomed to engaging in activities on his own. Gradually, this results in a habit of initiative. “Ground rules” call for completing a task once begun and gradually results in a habit of persistence and perseverance.
6. To foster inner security and sense of order in the child. Through a well ordered enriched, but simplified environment, the child’s need for order and security is intensely satisfied. This is noticed in the calming effect of the Montessori classroom, where every item has a place and the ground rules call for everything in its place.

What makes Montessori unique?

1. Whole child approach – A holistic curriculum allows each child to experience the joy of learning, at his/her own pace, allows the time to enjoy the process and ensures the development of self-esteem. It provides the experiences from which children create their own knowledge.
2. Prepared environment – In order for self-directed learning to take place, the whole learning environment-classroom, materials, and social setting/atmosphere- must be supportive to the child. The main curriculum areas in a Montessori classroom are Practical life (self-help), sensorial, Cosmic (science), Language and Math. All areas are interconnected and carefully sequenced, building each new skill on earlier success.
3. Montessori materials – Dr. Montessori’s observations of the kinds of things which children enjoy, and go back to repeatedly, led her to design a number of multi-sensory, sequential, and self-correcting materials to facilitate learning. These materials allow for concrete exploration and experience of concepts. The materials are kept in perfect condition and carefully displayed on low shelves.
4. The teacher’s role – The Montessori teacher functions as a designer of the environment, resource person, role model, demonstrator, record-keeper and observer of each child’s growth and behavior.

Montessori Lingo... Understanding the terminology used at Bryant

Absorbent Mind: Refers to the child's ability to learn, effortlessly, by virtually "absorbing" information through all her senses from the environment, much like a sponge.

Control of Error: Works are self-correcting. For example, if there aren't enough counters, then the child must have miscounted somewhere.

Golden Beads: A 501-C3 nonprofit organization dedicated to preserving and enhancing opportunities for students to access a Montessori education within the public schools.

Match: When a child is involved in a work that is meaningful and at his point in development, we say that we have made the match.

Normalized Child: A child who is capable of organizing her world and successfully choosing appropriate learning experiences. This child is calm and at peace with herself. She is personally able to embody order, concentration, coordination and independence.

Overview: The act of observing and knowing what is happening in the whole environment. It is an active awareness of the actions of the whole group. The person doing overview is either sitting or quietly moving around the class, keenly aware of what all the children are doing, while the second adult is giving lessons to individuals or small groups of children.

Planes of Development: Dr. Montessori defined 4 stages of development and labeled them as the 4 planes of development, noting that within these stages, the development is intense at the beginning, consolidates and then tapers to the next. The 1st and 3rd planes are periods of intense creation, while the 2nd and 4th planes are the calm periods of consolidation. Key to all the planes of development is the individual's need for independence. This is expressed differently throughout the planes. Each plane is approximately 6 years and has its own special characteristics as follows:

First Plane – Age 0 - 6 – Early Childhood (Individual Creation of the Person):

Characterized by the "Absorbent Mind" in which the child's mind is like a sponge, absorbing all that is in the environment. At age 0-3 this is unconscious, at age 3-6 this is conscious. Characterized by "sensitive periods" which include the intense need for: order, language, refinement of the senses, movement. Characterized by concrete thinking, construction of the physical person, fundamental formation of the character, physical independence – "*I can do it myself!*" The child wants to be free to work independently within a structured environment doing real activities with an intelligent purpose.

Second Plane – Age 6 – 12 – Childhood (Construction of the Intelligence):

Characterized by reasoning with imagination and logic, intense thirst for knowledge which is so great that if allowed, the child will seek exposure to many things that have been left to high school and college in the past. “Cosmic Education” – the child wants to know about the world and his/her place within it and can appreciate the interconnectedness of all things and people, the transition from concrete to abstract thinking, interested in learning about the universe – what is outside of the prepared environment. Intellectual independence – *“I can “think it” myself*

Third Plane – Ages 12 – 18 Adolescence (Construction of Social Self):

Characterized by self-concern and self-assessment, critical thinking and re-evaluation. This is a transition period both physically and mentally, beginning to try to find a place in this world. Characterized by construction of social and moral values. “Erd Kinder” or “Children of the Land” – Dr. Montessori envisioned the child practicing for life in society by working together in a sort of hostel. Cultural development which has been ongoing is solidified in this plane. Financial Independence – *“I can get it myself”*.

Fourth Plane – Ages 18 – 24+ Adulthood (Construction of Self Understanding):

Characterized by construction of the spiritual, conscious discernment of right and wrong, seeking to know one’s own place within the world, emotional independence – *“I can stand on my own”*.

Prepared Environment: The environment made ready for the child. It is carefully designed to assist and encourage the natural development of the child.

Sensitive Periods: The point in time at which a child will receive maximum benefit from a learning experience. The individual developmental “clock” that leads each child to the appropriate asks to fulfill an inner need. There is a sensitive period for example, for writing, or learning colors, etc. It isn’t the only time a task can be learned, but it is the most natural and “perfect time.”

Three Period Lesson: Is the manner used in the presentation of materials or new information

1st Period: The information is given. (Ex: “This is red.”)

2nd Period: The information is retrieved with a clue given. (Ex.: “Can you show me red?”)

3rd Period: No clue is given. Information is fully learned and can be successfully applied to the environment or situation. (Ex.: “What is this?”)

UNIQUE FEATURES OF BRYANT MONTESSORI

Preschool Programs

Tuition based Montessori preschool is available to students who are three or four years old by midnight on August 31 and are completely toilet trained. The program is full day from 8:55-3:40, and tuition is \$650/month for ten months (September – June).

Full Day Kindergarten

We firmly believe in the need to provide full day kindergarten experiences in order to provide the full range of Montessori curriculum.

Multi-Age Classes

In a Montessori environment, multi-age classrooms are the norm. Students in preschool, kindergarten and most first grade students are together in a setting called “**Children’s House.**” Students in first (a small number), second and third grade are grouped in classes called “**lower elementary classes,**” and fourth and fifth graders are kept together in “**upper elementary classes.**” Students in grades 6-8 are grouped together and are separated into middle school. For the most part, students stay with their teacher for the entire time they are in each grade level grouping.

Site Council (SCDM)

The Bryant Montessori Site Council has been established to provide a forum for effective decision making by the Bryant Montessori staff, parents, and community members. The Council defines, discusses and resolves pending issues, proposes and evaluates solutions and makes decisions with respect to the design and delivery of the instructional program and building management. **SCDM meets the 1st and 3rd Wednesday’s at 7:30 in the staff room.** The duties of the council include:

- ❖ Help determine a vision for our school.
- ❖ Enhance communication between home, school, and the community.
- ❖ Support the implementation of our school improvement plan, which guides our work around student achievement and instructional practices.
- ❖ Serve the needs of our diverse population.

Parent/Community Participation

Bryant Montessori School bases its success on a very active parent and community volunteer base. We welcome parents in our school and have many ways they can help. Some examples include:

- | | | |
|---------------------------|--------------------|-----------------------------------|
| *Classroom Partners | *Tutoring | *Listening to students read |
| *Serving on Site Council | *Garden | *Re-shelving books in the library |
| *Chaperoning field trips | *Popping popcorn | *Fundraising |
| *PTO activities | *Family Fun Nights | *Making Montessori material |
| *Book Fairs | *Bulletin boards | *Display cases |
| *Class Party coordination | | |

Volunteering

We ask that all volunteers submit paperwork to the district so that all people who work at Bryant can be screened by the Washington State Patrol. Through this process, as well as others, we can work to keep our students safe. **This must be done yearly.**

Family Involvement Policy

Bryant is a place where families find a sense of community and a unity of purpose that can only come from a place of shared beliefs and values. At Bryant Montessori School our number one priority is the children we serve and their academic success. To provide a safe and effective learning environment, we commit to a Family Involvement Policy that guarantees:

- Provision of an encouraging, welcoming environment which invites communication, and participation for all families in a manner that upholds the Montessori philosophy.
- Students are dismissed on the playground with a handshake and personal contact with parents.
- Teachers communicate regularly with parents informally and formally.
- Parents are encouraged to request meetings, conversations, emails or more individualized planning when needed to support their children.
- During planning of parent involvement activities, possible barriers to participation will be addressed.

Bryant teachers provide multiple opportunities for parents to learn about their student's progress and how they can help at home by:

- Partnership conferences scheduled twice per year
- Montessori training seminars for parents
- School website (bryantmontessori.org)
- Tours and observations
- Emails / phone calls / and informal and formal conversations

Parents receive information in a variety of ways:

- Home Access Center (HAC)
- PeachJar
- Classroom Partners
- Partnership conferences
- Calendar of events provided in paper format as well as online
- Thursday Folders PK-8 (MS students may only bring home loose papers)
- School and Classroom newsletters
- School & Classroom websites (www.bryantmontessori.org)
- Email communications
- Facebook – Both a community page as well as a school page.
- School Messenger Phone calls (Robocalls – Don't hang up!)
- Regularly Scheduled PTO meetings in -Waiting for schedule

Parent Teacher Organization (PTO)

The Bryant Montessori PTO is a highly effective group of teachers, parents and community members who come together as volunteers to support Bryant Montessori School. The PTO meets the third Tuesday of each month at 6:30 P.M. Everyone is welcome and childcare is provided by our middle school students.

The PTO is governed by a set of bylaws and the mission of the organization states:

“The mission of the Bryant Montessori PTO is to support and improve the educational environment at Bryant and to provide opportunities to connect with each other as a community.”

Any parent, guardian, or other adult standing in loco parentis for a student at the school may be a member and shall have voting rights. The principal and any teacher employed at the school may be a member and have voting rights, also. There is no fee for membership.

Some of the activities sponsored by the PTO in the past have included:

- Family Fun Night
- Volunteer Opportunities for Parents, Family, & Community Members
- Coordinate Activities in the Classroom
- Coffee and Tissues
- Sunshine Readers
- Friday Pop Corn
- Book Fairs
- The Auction
- Garden Fair
- Family Fun Nights
- Walk-A-Thon for Middle School & Upper El Camps
- Craft Fair Fundraiser for Middle School Field Studies
- Enrichment Activities

Bryant PTO positions for 2018/19 are the following:

President – Melanie Moody. president@bryantpto.com

Vice President – Breeayn Douthit,

Secretary – Matt Stevens; mattzilluh@gmail.com

Treasurer –

Auction Coordinator –

Middle School Coordinator – Ann Kimura; ann_vander@q.com

EDUCATIONAL INFORMATION

Homework

Homework is defined as "work to be done on your own time after school hours" and is an important part of student learning. It is based on curriculum that has already been taught in the classroom. We know that students who are assigned and do homework *regularly* learn more effectively and develop good study habits. This may be in the form of a project such as the Science Fair Project Due in February 2019, the kick off will be in early January 2019 and you may want to look for packet in December 2018 as well.

Identification Cards

Middle school students are given a photo identification card at the beginning of the school year. This card is required to purchase breakfast and lunch, to check out library books and oftentimes serves as a hall pass. Students must be in possession of their ID badge daily. If one is lost, there will be a \$5.00 replacement charge. ASB labels are not necessary at Bryant, as all activities are available to all middle school students.

Students now have access to the Tacoma Public Library System through their Tacoma Public School (TPS) student identification number. Cards were available and issued to all students in the fall of 2018.

Highly Capable Program

All staff members of Bryant Montessori have attended the highly capable trainings. It has been proven through multi-age classroom with extensions and differentiation highly capable students will excel. These attributes are already used in the Montessori classroom for all students but are utilized specifically for our students who have tested in the top 5%.

Partnership Conferencing

Partnership conferencing is designed to assist the teacher, student and parents in becoming an effective team in helping students to achieve at the highest possible academic level. On partnership conference days, our students arrive at their regular times and are dismissed at 12:25 PM. On these days, we serve both breakfast and lunch.

Middle School will conduct Student Led Conferences (SLC) during the spring.

Special Education and Remedial Services

As is true in all Tacoma Schools, we have a full range of services available to children with special needs. These services include resource room instruction, speech therapy, physical therapy and occupational therapy.

Standardized Testing

A variety of standardized tests are given to our students over the years to create benchmarks and ensure that progress is occurring in student learning. Please review this chart for an overview of the formal assessments that are given to our students.

Test Title	Content Area	Grades Tested	Testing Windows
WA Kids	Math Literacy Social Emotional	Kindergarten	September 2018 October 2018
iReady	English Language Arts (ELA) Math	K – 8	September 2018 January 2019 April 2019
Naglieri NonVerbal Assessment Test (NNAT)	Highly Capable	2 nd Grade	TBA
Smarter Balanced	Math/ ELA/ Science	3 rd – 8 th Grades	May 2019

EXTENDED LEARNING OPPORTUNITIES (ELO) FOR STUDENTS

Band and Orchestra

Fifth grade students may opt to participate in band or orchestra in the before school programs at Jason Lee Middle School.

Intramural Sports

During the past several years, we have developed our intramural sports program for students in grades 3-5. Middle School students act as coaches and mentors during the afterschool program. Students must maintain passing grades and have no disciplinary referrals to compete.

Library Helpers

Our Teacher-Librarian has a group of responsible students who assist her with check-in, shelving, and other library maintenance tasks.

Safety Patrol

Students in grades 3-8 may volunteer to become safety patrol members. These students support their classmates in making safe transitions from across streets, out of their family cars, and onto the playground. Students should dress appropriately for cold and rainy weather, including hats and gloves. Long pants are strongly recommended. Students are asked to avoid wearing items that may distract them including watches, sunglasses, etc. If a student volunteers for safety patrol, it is an expectation that they attend each day that they are assigned to a location. Attendance is essential and students who do not attend consistently will be asked to resign from safety patrol.

Student Council (ASB)

Bryant Montessori's ASB is made up of officers and representatives from the middle school, as well as classroom representatives from grades 6-8. In the past, Spirit days, fundraisers, special service projects, dances and assemblies have all been a successful part of the ASB experience enriching the student body at our school. ASB require students to meet outside of the school day.

Middle School Clubs

The philosophy of Montessori at the middle school level continues to be "Follow the Child." We have an ever-changing list of clubs based on the passion of the students currently enrolled. Past clubs have included National Junior Honor Society, Yearbook, Peaceful Scientist Club, Craft Fair Planning, Computer Coding Club, Robotics and Minecraft.

Middle School Sports

Bryant students in grades 6 – 8 are eligible to participate in numerous sports, playing on teams at Jason Lee Middle School. This is a great opportunity for our students to be a part of the athletic experience competing across the district. Specific season and sports can be found on Jason Lee's website. The athletic director at Jason Lee Middle School (JLMS) is Johnny Lee. His email is jlee4@tacoma.k12.wa.us and his phone number is (253) 571 – 7702.

Seasons

Season 1

Starts September 10, 2018

Boy's Basketball

Baseball

Boys & Girls Cross Country

Girls Soccer

Season 2

Starts November 5, 2018

Boys Soccer

Volleyball

Season 3

Starts January 14, 2019 & January 22, 2019

Football – 1/14/19

Girls Basketball – 1/22/19

Boys & Girls Bowling – 1/22/19

Season 4

Starts April 8, 2019

Boys & Girls Track

Boys & Girls Wrestling

Fastpitch

Middle School Sports Eligibility

To be eligible to participate in middle school sports, students need to comply with the following guidelines to start practice:

1. District forms need to be completed and turned in to the main office at JLMS. These forms include the “Concussion Information Form”, “Emergency Medical Information Form”, and the “Middle School Activities Contract & Eligibility Form”. The forms need to be completely filled out and signed by all guardians and student.
2. Students need to have a current physical signed by a doctor and sent to JLMS. (Physicals are valid for 13 months in the Tacoma School District.)
3. Students are responsible for paying a \$15 A.S.B. fee to JLMS (This covers all sports throughout the year).
4. Students need to maintain a 2.0 G. P. A. in their classes to be eligible. With no failing grades.
5. Guardian(s) need to turn in a written notice to Bryant’s Office giving permission for student to walk to JLMS. This can cover the entire year if a student plans on playing more than one sport.
6. Students will be excused to walk to Jason Lee at TBA on practice days and at the necessary time for games.

SCHOOL PROCEDURES

For the 2018- 2019 school year, Bryant Montessori will have ten late start days in addition to the regular start days. Please refer to the “Late Start Days” section directly following the “Regular Start Days” for dates and more information.

Regular Start Days

Arrival & Dismissal Times

Pre-K – Grade 8	Start Time: 9:00 AM	Dismissal: 3:40 PM
Pre-K - 8 th Grade Breakfast:	Start Time: 8:30 AM	

Starting the Day

Unless students are on Safety Patrol, involved in a before school PTO club or by previous arrangement with the teacher and office, they will be asked to stand outside until 8:30 AM when breakfast is served.

Students leaving a PTO club may go to the lunchroom for breakfast or must exit the building quietly and join their class line. **Students may not go to classrooms or lockers.**

Students may enter the building at 8:30 AM when breakfast is served in the cafeteria. Students entering at 8:30 AM are required to get their breakfast, be seated and eat quietly. When finished, students should promptly exit the building and report to their class lines beginning at 8:45. **Students may not remain in the cafeteria and are not allowed on the playground before 8:45 a.m.** (This is for student safety as there is no supervision until 8:40 AM) Between 8:40 AM and 8:50 AM, students are required to line up by class in their line. Students may not enter the building until escorted by teachers or para-educators at 8:50 AM.

Students and children may not play on the playground equipment or swing on the swings before school, even if accompanied by a parent for safety reasons. The number of children is too great to insure everyone's safety if children are playing and not lined up. Please be certain that your child lines up and does not play on the playground in the morning. There is also no playing of ball games on the playground or bouncing balls in line before or after school.

Ending the Day

After school, students are walked to the playground by their teachers, where they are dismissed. They may then proceed to get on their bus, meet their parent or start walking home. ***Parents who are picking up their children should meet them at their lines.*** Please partner with us in maintaining a secure and safe environment. Students should be picked up **no later than 3:50 PM**. If students are not picked up by 4:00 PM they may be taken to the main office.

Late Start Days 2018-2019 – The Second Wednesday of EVERY Month

Thanks to the continued support of our parents, district officials, and community partners, Bryant will once again utilize late starts. It is during this time the teachers work to integrate district curriculum into Montessori methods. We use the time to team, collaborate, and review data to drive the future of our instruction.

September 12, 2018
October 10, 2018
November 14, 2018
December 12, 2018
January 9, 2018

February 13, 2018
March 13, 2018
April 10, 2018
May 8, 2018
June 12, 2018

Arrival & Dismissal Times for Late Start Days

Pre-K – Grade 8 Start time: 12:00 PM Dismissal: 3:40 PM

There will be no breakfast served on late start days. (Paid AM care will be provided beginning at 8:30 by the YMCA with a breakfast being served. Please contact the office for more details.)

On late start days, students **will not be allowed in the building before 11:50** unless they are on Safety Patrol or have a previous arrangement with the teacher and office. Students may enter the playground area starting at 11:45 and stand on their numbered line. They may not enter the building until escorted by teachers or para-educators at 11:55 a.m.

Attendance

The single greatest factor contributing to school success is attendance. It is impossible to make up "missed" experiences since active participation and group involvement during regular class is an integral part of the learning experience. Students may not participate in extra-curricular activities on days they have been absent. Parents and students have the following obligations when a student must stay home:

1. Call each day that your child is absent. (Please call before 9:30 a.m.)
2. To excuse an absence, students must bring a note signed by a parent or guardian. We are required by law, (the "BECCA Bill" RCW28A.225.010), to report unexcused absences greater than 2 in a month or 10 a year to the Office of the Prosecuting Attorney. A conference will be scheduled in order to take steps to reduce absences.
3. Make up the work they have missed.

Family vacations should be scheduled outside the school year. If this is impossible, a conference must be scheduled with the teacher and principal in advance, so that a plan can be made to enable the child to continue their studies while they are gone. *If this conference does not take place, the absence will be considered UNEXCUSED.*

Tardiness

Late arrivals interrupt everyone's education. If a student is tardy, they should get a tardy slip and order lunch. If students are late to class, they are expected to make up the work they missed. The only excused reasons for tardies are doctor and dental appointments as well as other approved family emergencies. Tardies due to oversleeping and/or missing the bus cannot be excused. Two tardies to a middle school class may equate to one absence.

Leaving During School Hours

If your child must leave during the day for a doctor or dental appointment, you must sign them out in the office. Please send a written note with your child, and ask them to deliver it to the office between 8:45 and 8:55 a.m. on the day they must leave early. Parents need to come to the office to sign their children out. ***No student will be released without the signature of the parent/guardian.*** Students are not allowed to leave school grounds to go to the store or a local business once they have arrived at school for safety reasons. They also may not leave school grounds after dismissal to go to the store prior to catching the school bus. If your child becomes ill during the day, they may only be excused by the nurse or by office personnel after he/she has contacted a guardian.

Thursday “Take Home Folder”

Our school sends home important correspondence on THURSDAYS to students in PK – 5. Please check your child’s backpack carefully on this evening as there will be information in these folders which requires your signature, prompt attention, and response. To give our middle school age children grades 6 – 8 more responsibility, they will be given information during community meetings, community/ tribe time, and other classes. It is our expectation that students will relay the information to their families. Teachers may also use email and websites to post the information. If there is ever a question concerning upcoming events contact teachers or the office directly. Please help us communicate with you. We appreciate your continued support.

Telephone Use (Landlines & Cell Phones)

Students are discouraged from making personal calls during school. Also, please remember that parental personal phone calls can be very disruptive to the academic setting and classrooms as well. The place to make after-school arrangements is at home. Staff members will handle any emergency calls to parents or guardians during the school day

Cell phones must be off and out of sight if brought to school. Cell phones brought to school are solely the responsibility of the student. They may only be used when a student has asked permission of the adult they are closest to. If they do not, the phone will be confiscated and sent to the office. Students are generally allowed to pick the phone up on their first and second offence. By the third, parents must pick them up at the office. If it continues to be a problem, we will work with the individual to come up with a solution.

Early Dismissal Days

Partnership Conferencing are October 17th, 18th, and 19th, and March 7th & 8th. Our students arrive at the regular time and are dismissed at 12:25. We serve both breakfast and lunch.

Lost and Found

Our school is not responsible for lost or stolen items. Students should not bring items of value such as iPads, electric games, expensive watches, valuable rings, or expensive clothing to school. Students should turn in "Lost and Found" items to one of two locations:

- ❖ All clothing to the hooks in the gym on the wall.
- ❖ All books, folders, keys, glasses, and other valuables to the Main Office.

PLEASE PUT YOUR CHILD’S NAME ON ALL PERSONAL ITEMS. This enables us to return lost articles to you if they are found. Be sure to check for lost items periodically since unclaimed items may be donated to a charitable organization.

Locks and Lockers

Use of Locker

All lockers assigned to students are the property of Bryant Montessori School. Lockers are not private property and at no time does the school relinquish its control of its lockers.

Students can only store their own belongings and must keep the lockers assigned to them. They cannot move their belongings to any other locker to which they are not assigned. The storage of other student's belongings is prohibited. Any student found using a locker other than the one assigned or allowing other students to store their things, are subject to disciplinary action.

Lockers are to be used to store school supplies and personal items necessary for use at school. No food products are allowed in any locker overnight. Students should not leave valuables such as money and expensive personal items or electronics in their lockers. Students must keep their possessions only in their assigned lockers and are responsible for any assigned school property that may be taken from lockers.

Visitors and Guests

Students may not bring any guest to visit during the school day. (This includes brothers, sisters, cousins, etc.) However, parents and guardians are welcome to visit our school, observe our operations, ask questions and seek answers at any time. We do ask that you make arrangements with the teacher and then check in with the Main Office before visiting any areas for two very important reasons. First, the presence of an unexpected guest is almost always disruptive to the teaching/learning process. If your visit is planned, you will not create a disruption and you will be heartily welcomed! Second, because we care about the safety of our children, we cannot allow unauthorized people to be in our school. It takes just a minute to stop by the Office to sign in and get a visitor badge.

Breakfast and Lunch Program

Our school operates a breakfast and lunch program as part of the educational process. Proper meals are important; not only from the obvious nutritional value, but also as a means of helping our students learn acceptable behavior at mealtime. Breakfast is available starting at 8:30 a.m. and is available to any Bryant student. Lunch is also available. Free and reduced lunches are available through federally funded programs and the necessary forms are available in the Office. Milk may be purchased for 50 cents. 1%, 2% and nonfat chocolate milk are available to the students.

	Full Price Elementary	Full Price Middle School	Reduced Price Elementary
Breakfast	\$1.65	\$1.65	\$0.40
Lunch	\$2.75	\$3.00	\$0.40

Tacoma Public Schools offers parents a secure, online system to pay for student meals. Lunch Money Now is a convenient, easy to use, low fee system that allows parents to pre-pay for meals, access meal card balances and check recent meal purchases. Parents will be able check account balances 24-hours a day and receive e-mail notification when the account falls below a specified balance. For more information on how to access "Lunch Money Now" please contact Nutrition Services at 253-571-3370, or check the district's website.

Fines and Obligations

Students must pay all fines for lost or damaged textbooks, library books, and other school items. Those fines become an "obligation" which must be paid. Obligations may be paid in the Office before or after school. Bryant no longer holds report cards for PK-8 because of overdue fines.

Health Room

Our school has a registered nurse who visits on a regular schedule. On the days the nurse is not here, the student should go to the office. Please consult our school nurse if your child has a medical condition that may affect him/her at school. She will keep all personal medical information confidential. If your child needs to take medication at school, you must have a medication form signed by your doctor and the parent or guardian. The office staff keeps the medication and a permission slip on file in the office. A parent or guardian must bring in all medication. Students should never bring their own medication. Screening tests for speech, dental health, hearing, scoliosis and vision will be given each fall and as needed throughout the year.

Student Immunizations

Washington State law requires that children enrolled in grades K-12 be fully immunized.

All students entering kindergarten or 6th grade must show either the chicken pox vaccination date or the approximate date they had the chicken pox disease. When you enroll your child in school, please remember to bring proof that your child has been given the proper immunizations.

Information about state-required immunizations can be obtained from the Tacoma-Pierce County Health Department by calling (253) 798-6500. Immunizations are available from your child's regular doctor or from the Tacoma-Pierce County Health Department. If you object to immunizing your child for religious or philosophical reasons, parents need to sign a waiver form. Children cannot attend Tacoma Public Schools until they have been properly immunized, or until parents have signed waivers.

Buses and Alternative Transportation

A note is always required if your child will be riding a different bus or if they are being picked up after school. **(A note must be written from home for documentation purposes.) Without a note, your child will be asked to take their usual bus home. Please refrain from asking the office via phone to change or alter transportation home.** If your child is not regularly a “bus rider,” he/she is not permitted to ride a bus without the prior permission of the parent, school, and bus driver. Please see our bus coordinator to obtain assistance with this. **Please note that there is NO bus transportation for tuition preschoolers.**

Field Trips and Field Studies

School-sponsored individual and student group field trips are part of the educational program and open the community and world around us as an environment for learning. In advance of the field trip, the teacher will review potential hazards, acceptable standards of conduct on the field trip as well as the educational objectives to be achieved with the students.

A signed parent/guardian consent form will be required for each student 24 hours in advance on all field trips. District policy states that when parents or guardians accompany their child on a field trip, younger and/or older siblings may not attend. Volunteers must have a completed district volunteer form on file. Parents picking up a student from a field trip location must sign the student out prior to the student leaving.

A student is eligible to participate in all field studies and reward events **unless** he/she has received a conduct referral within two weeks of the activity. In the event a student has displayed ongoing inappropriate behavior at school prior to a field trip or reward event, a parent may be asked to chaperone his/her child on the trip as a condition for the child to be able to attend. According to Maria Montessori, we must first trust within our building before we can give students the responsibility of exploring the world outside their classroom. Students who are not allowed to attend a field trip, field study or reward event will be placed in a buddy room.

Inclement Weather

Though we may not experience school closure due to snow this year, the following information will be helpful to you as we enter the winter season. Any changes in the Tacoma School District’s normal operating hours or bus service because of snow or ice will be announced through media outlets such as radio, TV and the district’s website.

A recording is available on the school district’s main telephone number and may be reached by dialing 571-1000. If you don’t hear Tacoma School District #10 listed in the closures /delayed start schools you may assume schools are operating on a normal schedule. Drivers will attempt to operate their routes as close to on time as possible. Students should be told to wait for buses at a safe distance from the roadway during snow conditions. Parents should instruct their children on safe

walking and waiting procedures, and in all cases they should be dressed adequately for unanticipated waits at the bus stop.

- **Limited Bus Transportation**

Durham yellow buses will operate on arterials or main streets only. House to house transportation for handicapped pupils will be limited. No kindergarten or Head Start/ECEAP classes. School starting times will be announced.

- **Late Arrival Times**

If there is a delay (usually two-hour delay), and buses will run on regular routes, students in full- and half-day programs must use corner stops.

- **Snow Beginning During the School Day**

If it should begin to snow during school hours, the district will either maintain normal operation hours, or close school early. Parents/guardians should listen to the radio station for updated information regarding the closing of school.

STUDENT BEHAVIOR EXPECTATIONS

Discipline Philosophy at Bryant

We believe that our students are capable of being peaceful self-managers in a rich educational environment. Our entire school uses the same behavior management system based on the principles and belief that all students want to belong and succeed. We also believe that it is our responsibility to provide structure and consistency, as well as direct instruction in systems and routines for students to be successful. We are implementing, Zones, which is a social emotional curriculum PK-8 in 2018-2019. Please support us in these efforts. The clearest message a child can receive is that the parents and school are a unified team in assisting them in learning. Harm to self or others results in district mandated discipline steps. The principal is available for conferences with you and your students. You may call the office at 253-571-2800 for an appointment.

General School Behavior

We believe that our students are capable of acceptable behaviors while at school, on school grounds, on school on field studies. We expect appropriate social behavior from all and expect our students to demonstrate suitable behaviors for one another. We do not allow our students to show excessive displays of affection while at school or at school activities, including kissing, grabbing one another, tickling and inappropriate embraces. We require our students to conduct themselves as respectful students towards one another and respect each other's personal boundaries.

Restroom Behavior

Bryant students must request permission to use the restroom and use the restroom responsibly and quickly. Students using the restroom must use a hall pass and Upper Elementary students must sign out in their planners. Paper towels should be

thrown in the garbage can, so that the next person to use the restroom will find a clean and healthy environment. A quiet voice shows respect for other students' learning and privacy and is required.

Hallway Behavior

Correct hallway behavior is based on respect and safety. In the hallways, Bryant students walk in an orderly fashion, keep hands and feet to oneself, with voices off. Students are asked to stay to the right side of the hall and follow all directions of adults when asked the first time.

Walk In a Straight Line
All to the Right
Level One Voices
Keep Hands & Feet to Self

Cafeteria Behavior

Students should use good manners and be considerate of others. Behaviors that contribute to a pleasant mealtime and provide a healthy, happy, safe, and orderly atmosphere include:

Do Be Patient
In Your Seat, Hand Raised.
Nice & Clean
Eat & Socialize at a Level 2 Voice

Recess Behavior

Recess activities are open to all students and Bryant Montessori students should always demonstrate good sportsmanship and conduct. Teachers and playground assistants will help students learn appropriate game rules, proper use of equipment, and recess emergency signals. There will be no rough play, which means no kicking, pushing, shoving, spitting, stomping on someone's foot, or fighting. Students are expected to use appropriate language.

For safety and security reasons, students must stay in appropriate recess areas unless they have been given permission by the playground supervisor to return to the building.

Peaceful Words & Actions
Let Others Play
Always Be Safe
Your Body, Your Space

Bus Behavior

Riding the bus is an extension of a student's school day. They will treat the bus driver with the same respect as they do adults at Bryant. Students will be assigned a room to report immediately following dismissal. Failure to report to their designated spot may result in a student missing the bus. In the event of any behavior issues,

parent(s)/ guardian(s) and students will be issued a contract to continue using the bus.

While on the bus the following behavior is required:

- •Students will remain seated and facing forward.
- •Students will keep the aisle of the bus free from backpacks, instruments, etc.
- •Students will speak in a Level 1 voice and will not distract the bus driver.
- •Students will follow all instructions given by the bus driver.

Personal Items

Distractions to learning include toys, sports cards, head phones, cell phones, iPods, and other electronic equipment and are not allowed at school, in the classroom, or in the hallways.

Distracting personal items may be confiscated and kept until the last day of school in our “June Box.” If not collected on the last day of school, items will be given to charity or discarded.

Earbuds - are allowed in classrooms during testing or with teacher permission. However, they are not to be used in the cafeteria or the playground.

****Bryant Montessori is not responsible for lost or stolen electronics that are brought to school.**

Skate boards and bikes are not to be ridden on school grounds before, during or after school.

Animals or Pets at School

The only animals allowed on campus are service animals. Many of our students have allergies and this can be a health / safety concern. For this reason, animals are not allowed on campus. This includes dogs and cats on leashes or in a carrier.

Behavior at School Events

Students are expected to act in a peaceful manner at school activities. They are expected to walk while indoors and are asked not to climb on furniture or rough house during school events. Students are not allowed on the stage or steps in the cafeteria unless directly supervised by an adult. During Book Fairs students are required to leave all backpacks, bags coats and sweatshirts with front pockets outside of the book fair. Students are asked to be accompanied by an adult when attending the book fair. All items at the Book Fair must be purchased before leaving the area.

2018 - 2019 Bryant Montessori All School Dress Code

Clothing Item	Color	Description
Shirts	Any Color	<p>Long sleeves or short sleeves Bryant logo shirts</p> <ul style="list-style-type: none"> • No bare midriffs or cleavage • No cropped shirts or cinching of shirts • Clothing with phrases for alcohol, drugs and violence are not allowed at school. • No spaghetti straps
Sweatshirts/Hoodies	Any Color	No hoods may be worn in the building.
Pants, jeans, shorts, skirts, capris, leggings	Any Color	<p>Shorts and skirts must be longer than fingertip length with arm held flat to sides</p> <ul style="list-style-type: none"> • No rips, tears, holes, or cuts above the knee • No sagging or overly baggy pants • Leggings, yoga pants or spandex may be worn with a top that is fingertip length • No pajama bottoms
Shoes to avoid <i>Open toed shoes</i> <i>“wheelie” shoes</i> <i>“blinking” shoes</i>	Any Color	<p>Athletic or dress shoes – shoes must have heel straps or backs and should enable a student to participate in P.E.</p> <p>We encourage students to wear closed toed shoes for safety reasons at recess and PE.</p> <p>“Wheelie’s are also a safety concern and harm the tile finishes in the building.</p> <p>Blinking shoes are a complete distraction to a classroom that works primarily on the floor.</p>
Head gear	Any Color	Hats, bandanas (cloth that is tied), scarves and hoodies are not to be worn in the building.
Outerwear	Any Color	Coats and jackets must be stored in lockers
Other Notes		<p>All clothing and accessories must convey school appropriate messages. Students will be asked to change if they are wearing non-school appropriate clothing items.</p> <ul style="list-style-type: none"> • Sunglasses are not permitted to be worn in the building • Bryant is not responsible for clothing that is traded between students. • Gang affiliated clothing or paraphernalia is not permitted.



Care for yourself.

Care for each other.

Care for this place.

Getting Back on Track

Talk to an adult.

Take a “cool down” break.

Visit a buddy room.

Call or talk with parent.

**Bryant Montessori
School-wide Discipline Plan Handbook
2018-2019**

School-wide Discipline Plan

To promote a positive school climate for students and staff at Bryant Montessori, we have adopted a uniform, school-wide, assertive discipline program. The purpose of the program is to teach children to make appropriate choices, accept responsibility for their behavior and understand that their behavior has consequences for themselves and others. Bryant staff believes that appropriate behavior is promoted through positive reinforcement. Negative reinforcement is a temporary solution to most problems and only positive reinforcement will bring about a permanent change in student behavior. Therefore, we have established rules for the school and these will be taught to all students. Students will be expected to:

- Be respectful of the rights, safety, and property of others.
- Be courteous and cooperative with all students and adults.
- Be safe in all school areas.
- Be on time and ready to learn.
- Be responsible with your words and actions.

Part of the joy of working with our students is to catch them being good. We intend to do just that while teaching the advantages of good citizenship to all our children. Each time we discipline children, it is another opportunity to capture a “teachable moment” wherein we can remind the children on ways to manage conflicts without violence or being hurtful.

With that as our goal, we have developed the following principles:

- We show respect.
- We use kind words.
- We are helpful.
- We share.
- We praise others.
- We follow directions.
- We are responsible for our actions.

Students who choose to follow the rules will have the following positive experiences:

- Teacher praise
- Parent contact – “Good News” phone calls and emails
- Dessert / Lunch with staff members
- YOU ROCK

Students who choose not to follow the rules will have the following consequences:

- Verbal reminder and redirection by staff member
- Time Out in a “buddy” room
- Silent lunch in the cafeteria or with administration
- Parent contact
- Referral to the principal
- Suspension

SUSPENSION

We hope suspension would never be necessary; however, this next section is included to make parents and students aware of behaviors that are deemed unacceptable.

Your child will be suspended for the following reasons:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object.
- Possessed, used, sold, furnished, or under the influence of a controlled substance.
- Offered, arranged, or negotiated to sell a controlled substance or alcohol.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property including Montessori materials.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco or any product containing tobacco or nicotine.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawful possession offered or arranged to sell drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority of school officials.
- Possessed an imitation firearm.
- Committed sexual harassment.
- Committed an act of hate violence.
- Committed other forms of harassment, threats, intimidation or bullying.
- Made terrorist threats against school officials or school property, or both.
- No student shall be suspended for any of the acts listed above unless the act is related to school activities or school attendance, including, but not limited to, the following circumstances:
 - While on school grounds.
 - While going to or coming from school, not under the direct supervision or custody of the student’s parent/guardian.
 - During the lunch period, whether on or off the school campus.
 - During, going to, or coming from a school-sponsored activity

**NOTICE TO STUDENTS AND PARENTS
REQUIRED BY FEDERAL DRUG-FREE SCHOOLS
AND COMMUNITIES ACT OF 1989**

Tacoma Public Schools prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as part of school activities. Compliance with this rule is mandatory; students who disregard the prohibition will be long-term suspended or expelled. The possession and use of illegal drugs and the unlawful possession and use of alcohol are wrong and harmful to health and education. Tacoma Public Schools can assist in arranging access to drug and alcohol counseling, rehabilitation, and re-entry programs; for further information contact your school's administrator or counselor.

EXCEPTIONAL MISCONDUCT

A student who engages in the following misconduct will be subject to corrective action or discipline. A student who engages in misconduct which constitutes exceptional misconduct as defined in Regulation 3241R will be subject to suspension or expulsion. A student may be expelled or long-term suspended until the end of the semester for the first offense without regard to progressive discipline when there is good reason to believe that other forms of corrective action would fail if employed or there is a significant risk of imminent violence without immediate and further interventions. Disciplinary transfers to another school may be made when warranted.

Standard discipline for a first violation of any Exceptional Misconduct offense is suspension. The Safety and Security Department may be notified for violations of offenses in this section. If appropriate, Tacoma Police will be notified. Special education student discipline will conform to all IDEA laws and regulations and may differ in degree, type, or severity if the behavior in question is determined in a Manifestation Determination Review to be a function of the student's disabilities.

Discipline in Tacoma Public Schools is progressive. Actions listed throughout this section are recommendations, but severity may vary depending on each individual situation, frequency, grade level, and other contributing factors. The authority to determine any disciplinary action and maintain a safe and effective learning environment lies with school administration.

ALCOHOL

Possessing, using, or being under the influence of alcohol or substances containing alcohol is cause for suspension/expulsion. Selling or distributing alcohol or substances containing alcohol is also cause for suspension/expulsion. Students may be disciplined for being under the influence of alcohol based on their behavior or appearance as determined by an administrator, school nurse, or other properly trained official, regardless of whether they have alcohol in their possession. Coming to school or a school event while under the influence is not allowed.

High school and middle school violators will be Emergency Expelled and/or short or long-term suspended up to the length of one semester. Students will be required to

obtain an assessment by a certified drug and alcohol counselor and agree to comply with all required meetings and directives of the evaluator at the parent's expense before there will be any re-admittance to any school. The student and parents/guardians must agree to fulfill the recommendation of the evaluator as soon as possible and submit verification to their administrator. The administrator may consider shortening or holding the student's suspension in full or partial abeyance if the student complies with evaluation/treatment recommendations. The school may be able to provide information about low or no cost options for appropriate services available in the community.

A second violation will result in a long-term suspension until the end of the semester. Subsequent violations may result in expulsion. Students who are expelled will also be required to obtain an evaluation by an approved drug/substance abuse professional and participate in and satisfactorily complete any recommended drug/substance abuse program at the parent/guardian's expense before any re-admittance to any school the following school year.

ARSON

Arson is intentionally setting a fire or causing an explosion.

Careless Burning

Setting a fire, using matches, lighters, or other materials, whether in play or through carelessness, is against Tacoma School District policy. This includes lighting matches or flicking a lighter in play even if nothing else is set afire. Setting anything else afire is considered to be arson and must be immediately reported to the Fire Department.

ASSAULT

Assault is being physically violent, using unwarranted force, and demonstrating the deliberate and immediate intent to be physically violent, toward another person or one's self, including domestic violence and sexual assault. Intent is defined as taking deliberate actions toward physically harming another person such that the person has an immediate expectation that his/her personal safety is in jeopardy.

Self-Harm is defined as taking steps or planning to harm one's self such that there is good and sufficient reason to believe that one's presence poses an immediate and continuing danger to the student, other students or school personnel, or is an immediate and continuing threat of substantial disruption of the educational process.

Assault does not include incidental contact unless it is flagrant, purposeful, repeated, and/or results in serious injury.

Domestic violence as assault includes physically harming, threatening, physically restraining, or stalking a romantic or dating partner.

BOMB THREAT

Falsely reporting a bomb threat or other threat that endangers the welfare or safety of our school population will be cause for discipline and/or a referral to law enforcement.

DISRUPTIVE CONDUCT

Disruptive conduct is defined as flagrantly and substantially interfering with teaching or learning at school activities or at school sponsored activities. Disruptive Conduct includes creating a substantial disruption to any school function, refusing to comply with a staff person's directive, or using vulgar or profane language or obscene gestures. Improper use of electronic devices and/or other technology is also considered disruptive conduct. Repeated insubordination of school rules may constitute Disruptive Conduct.

Gambling

Gambling includes, but is not limited to, playing cards, dice, or games of chance for money or other things of value.

Lewd Conduct

Lewd conduct includes, but is not limited to, engaging in inappropriate sexual or social behavior, such as sexual acts, either singly or consensually with another person, including sexual intercourse, oral sex, sexual touching, indecent exposure, or voyeurism.

Obscene/Explicit Material

Displaying, possessing, or distributing material of a sexual or otherwise inappropriate nature, whether it is published, written or electronic is unacceptable in Tacoma Public Schools.

Inappropriate Liberties

Inappropriate liberties by students on school district property will not be tolerated, even if the inappropriate liberties are meant as a "joke." Inappropriate liberties include, but are not limited to:

- Prolonged hugging
- Kissing
- Inappropriate touching, including fondling or body rubbing
- Bra snapping
- The intentional exposure of one's own undergarments or private areas
- Forcibly removing another's clothes, "pantsing"
- Any behavior that is of a sexual nature or has sexual overtones
- Presence in the wrong gender restroom

Technology Tampering and Misuse

Intentionally misusing or tampering with a Tacoma Public Schools computer system, database or other technology resources is against Tacoma School District policy.

Misuse or tampering with any district technology is against Tacoma School District policy.

Improper use of district technology includes but is not limited to:

- Stealing, hacking, deleting, interfering with, or copying software, systems, or programs.
- Transmitting a virus or other material that is wholly inconsistent with the fundamental values of public school education.
- Changing of school, district, or student records without authorization.
- Accessing a district or teacher's computer without authorization.
- Using a proxy site or other internet site from a district computer to deliberately evade district filters, or instructing others on how to deliberately evade district filters.

The use of computers belonging to Tacoma Public Schools and access to internet service from district-provided computers are privileges that may be revoked by school or district administrators at any time for abusive conduct or violation of Tacoma School District policy.

ILLICIT DRUGS/CONTROLLED SUBSTANCES

Possessing, using, or being under the influence of illegal drugs or controlled substances, or any food item with illegal drugs in it, and/or possessing drug paraphernalia is cause for suspension/expulsion. Selling, or intending to sell, drugs or controlled substances (or look-alikes) including prescription or over-the-counter drugs and any food item with illegal drugs in it is cause for long-term suspension/expulsion.

Students may be disciplined for being under the influence of a controlled substance based on their behavior or appearance as determined by an administrator, school nurse, or other properly trained official regardless of whether they have a controlled substance or drug paraphernalia in their possession. Coming to school or a school-related event while under the influence is not allowed.

High school and middle school violators will be Emergency Expelled and/or short or long-term suspended up to the length of one semester. Students will be required to obtain an assessment by a certified drug and alcohol counselor and agree to comply with all required meetings and directives of the evaluator at the parent's expense before there will be any re-admittance to any school. The student and parents/guardians must agree to fulfill the recommendation of the evaluator as soon as possible and submit verification to their administrator. The administrator may consider shortening or holding the student's suspension in full or partial abeyance if the student complies with evaluation/treatment recommendations. The school may

be able to provide information about low or no cost options for appropriate services available in the community.

A second violation will result in a long-term suspension until the end of the semester. Subsequent violations may result in expulsion.

Students who are expelled will also be required to obtain an evaluation by an approved drug/substance abuse professional and participate in and satisfactorily complete any recommended drug/substance abuse program at the parent/guardian's expense before any re-admittance to any school the following school year.

EXTORTION/BLACKMAIL/COERCION

Obtaining money, property or other consideration by violence or threat of violence or forcing someone to do something against his or her will by force or threat of violence is against Tacoma School District policy.

FALSE ALARM

A false alarm is activating a fire alarm or calling 911 for any reason other than the intended purpose of the alarm.

FIGHTING

Fighting is being involved in mutual participation in an incident involving physical violence.

If the fight or any prefight activity occurs on school grounds, the school will have the right to respond.

Fighting includes, but is not limited to:

- Engaging in mutual physical contact involving anger or hostility or premeditation.
- Teasing, harassing, threatening or intimidating others resulting in physical contact involving anger or hostility.
- Retaliating physically for teasing, harassing, threatening, or intimidating behavior.
- Verbally inciting or physically supporting a fight by one's encouragement or presence.

Attending a fight or encouraging/promoting a fight is potentially dangerous and students will be disciplined accordingly for their involvement.

FIREWORKS, EXPLOSIVES, CHEMICALS, AND INCENDIARY DEVICES

Fireworks include, but are not limited to, firecrackers, sparklers, smoke bombs or stink bombs, cherry bombs, M80s, bottle rockets, or other explosive, incendiary or poison gas, or gas pen/gas pencils.

Possessing or using fireworks or an explosive, chemical, or incendiary device on school property, school-provided transportation, areas or facilities being used exclusively as school district property or at school-sponsored events or activities is against Tacoma School District policy.

GANGS AND RELATED BEHAVIOR

Belonging to an organized gang, hate group, or similar organization or group and knowingly engaging in gang/hate group activity on school grounds or during school activities or functions is against Tacoma School District policy. A gang or hate group is defined as a group of two or more persons with identifiable leadership who conspire and act in concert for criminal purposes.

Gang/Hate Group activity includes, but is not limited to:

- The presence of any apparel, dress, attire, and/or accessories by virtue of color, arrangement, altered symbol or any other attribute may indicate membership or affiliation.
- Promoting, soliciting, and/or recruiting of students.
- Related behaviors which present a clear and present danger to students, staff, and patrons.
- Behaviors such as threats, force, assault, and/or violence to advocate the purpose of gangs.
- Writing, graffiti, and/or depictions to advocate the purpose of gangs.

HARASSMENT

Harassment, intimidation or bullying means any intentional electronic, written, verbal, auditory 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, including gender expression or identity, mental or physical disability or other distinguishing characteristics such as, but not limited to, physical appearance, clothing or other apparel, socioeconomic status, marital status or weight, when the intentional electronic, written, verbal, auditory or physical act:

- physically 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.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying. "Intentional act" refers to the individual's decision to engage in the act rather than the ultimate impact of the action(s).

Threats/Intimidation

Communicating threats of violence or harm to an individual or group of individuals, directly or indirectly, whether by physical, verbal, written, telephone, or other electronic means, which cause the other person to believe his or her life, safety, or property is in danger, or which cause a listener to believe that another person's life, safety, or property is in danger. It is not necessary that the threat be communicated to the intended victim.

Threats toward Staff

Making threats of violence or harm toward any person acting in their official capacity as an employee and/or agent of the Tacoma School District is against Tacoma School District policy.

Staff has the right to work in a safe and non-threatening atmosphere. Tacoma Public Schools has no tolerance for students threatening staff persons. If there is a risk of violence to the staff person, the student may be expelled.

Hazing

Assault may be charged for hazing behaviors that involve physical violence. Initiating or harassing another student with meaningless, difficult, dangerous, or humiliating tasks through behaviors that cause, or are likely to cause, physical injury, endangerment or emotional distress. In hazing situations, club advisors, coaches, and administrators likely have not been told what will occur and have not given their approval to the activity. Targeted students may not feel that they have the choice to opt out of this activity or the opportunity to quit at any time. Evidence of hazing that falls into this category may include, but is not limited to, activities with any of the following components:

- Physical harm or restraints.
- Reckless endangerment or life-threatening stunts, *e.g.*, being forced to jump off a bridge or structure, or ingest substances that may cause an allergic reaction.
- Unsafe activities, such as being left alone to get out of a harmful situation at the end of the activity, *e.g.*, in a park at night or from a locked room.
- Property damage.
- Illegal activity.

Prohibition of Harassment, Intimidation, and Bullying

The board of directors is committed to a safe and civil educational environment for every student, staff member, parent/legal guardian, family member and guest, free from harassment, intimidation or bullying. A safe and civil educational environment prohibits harassment, intimidation or bullying by integrating training, prevention and intervention into schools and support sites through a coalition of students, staff members, parents/legal guardians, families and the community.

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 Programs, PO Box 1357, Tacoma, Washington 98401-1357 – telephone (253) 571-1063. 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, PO 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.

Behavior/Expressions

Harassment, intimidation or bullying can take many forms including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, hazing or other written, verbal, auditory, physically or electronically transmitted messages or images. This policy is not intended to prohibit expression of religious, philosophical or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules. The goals of this policy are to foster a safe and civil educational environment through training, prevention and intervention strategies and to support targeted student(s), victims and/or others impacted by the violation. The district will intervene promptly and equitably within its authority on reports, complaints and grievances alleging harassment, intimidation or bullying that come to the district's attention, either formally or informally.

Education

Comprehensive education of students and staff shall be implemented to support the district's responsibility to create and maintain a safe, civil, respectful and inclusive educational environment.

Prevention

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

Intervention

Interventions are designed to remediate the impact on the targeted student(s), victims and/or others affected by the violation, to change the behavior of the aggressor(s) and to restore a positive educational environment. The district will consider the frequency of incidents, developmental age of the student(s) and severity of the conduct when determining intervention strategies. Interventions will range from counseling, providing direction to change behavior, discipline, to law enforcement referrals.

Students, staff or other school visitors who engage in harassment, intimidation or bullying will receive appropriate discipline, sanctions or other appropriate interventions. 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/legal guardians, families, staff 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 and parent/legal guardian handbooks. District staff will be provided with appropriate information on the recognition and prevention of harassment, intimidation and bullying including electronically transmitted messages or images and their rights and responsibilities under this policy.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The superintendent is authorized to direct the implementation of regulations addressing the elements of 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, students, community members and parents/legal guardians 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.

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

Management Resources: *Policy News*, April 2008 Cyberbullying Policy Required

Adoption Date: 1/13/05; Revised: 6/26/08

INTERFERENCE WITH SCHOOL AUTHORITIES

Interfering, or attempting to interfere, with the discharge of the official duties of district personnel by using direct, deliberate, or focused threats, force, or violence, such that the staff person believes his or her safety or the well-being of his or her property is in danger is against Tacoma School District policy.

Interfering with the discharge of the official duties of district staff by includes, but is not limited to:

- Using force or violence that is non-deliberate and not focused on the staff person, such as attempting to continue a fight when a staff person is trying to stop the fight and inadvertently striking that person, or
- Disobeying the orders of school officials to leave school property or disperse as instructed, or
- Heckling or harassing school authorities engaged in any lawful task, function, process, or procedure of the school district such that it interferes with their ability to maintain order or complete their lawful duties.

Conspiracy

Students who conspire to break rules may have the same consequences assigned as the offender.

Examples of conspiracy include, but are not limited to:

- Encouraging someone to break the rules, i.e. if two people are in a hostile argument and you say something like “fight, fight” instead of getting help from an adult or leaving the area.
- Covering up for someone who has broken rules.
- Withholding information before or after a violation has occurred. (Not telling everything you know or not telling the truth)
- Knowing a fight or assault is being planned and failing to report it.
- Attending a fight or assault involving others, even if you are not physically involved.

False Reporting

False reporting is knowingly and maliciously reporting an incident (fight, harassment, etc.) or falsely corroborating misbehavior of others that disrupts the orderly operation of the school environment.

Misrepresentation

Misrepresentation includes, but is not limited to, the following behaviors:

- Forging a parent's, guardian's, or any other person's signatures on any letter to the school, on any school document or form, or on any other document or form used by the school.
- Changing grades or attendance records on official District forms, including attendance reporting sheets and grade books, for any student without authorization of a school official.
- Providing a false name when asked to identify oneself to a school authority.
- Providing false information to school personnel, or impersonating another person verbally or in writing to provide false or misleading information, regarding a student's attendance or absence from school, including, but not limited to, falsely excusing absences or authorizing a student to be excused early from class or school.

Plagiarism

Cheating, or copying the work of other persons, or turning in another person's papers, projects, computer programs, etc., as your own constitutes plagiarism.

Plagiarism includes, but is not limited to:

- Using another writer's words or ideas without proper citation, or merely rearranging or changing a few of the author's words and presenting the result as your own work, or not using quotation marks when citing a source;
- Having someone else write your paper, program, or project, including asking friends, paying someone, using a paper writing service, or taking information verbatim off the Internet.
- Copying another student's work during a test, lab, or classroom activity and turning it in as your own.

THEFT AND VANDALISM

Theft

Theft is defined as stealing school district property or the property of a staff member, student, or school visitor. This includes theft of intellectual property, such as, but not limited to, looking at or taking a teacher's test or notes for a test, artwork, or any other teacher or student intellectual property.

Robbery

Robbery is defined as taking another's property by force or threat of force.

Burglary

Burglary is defined as unauthorized or forced entry or remaining unlawfully in a district building or room in the building for the purpose of taking property.

Possession of Stolen Property

Possession of stolen property is defined as knowingly receiving, retaining, possessing, concealing, selling or attempting to sell, or disposing of stolen property. Property includes:

- District, teacher, student, or visitor possessions
- Intellectual property, such as a teacher's test or notes for a test, artwork, or any other teacher or student document or object, physical or electronic.

Malicious Mischief

Intentionally causing damage, including writing, painting, drawing, or otherwise marking graffiti on any district, school or staff property is against Tacoma School District policy. This includes damage to intellectual property, such as, but not limited to, damaging or destroying a staff person's or student's work, whether artistic, written, or electronic.

TOBACCO AND RELATED ITEMS

It is against state law and school district policy to use or possess any tobacco products in or on public school property, on school buses, and at school-sponsored activities. Possession of tobacco and tobacco related products, including but not limited to electronic cigarettes, liquid nicotine, lighters, matches, and rolling papers will be cause for suspension. Selling, distributing, and using such products on campus may be cause for more severe disciplinary consequences. Additionally, minors in possession of tobacco may be subject to criminal sanctions and a \$75.00 mandatory fine and court appearance.

TRESPASSING

Being unlawfully present on Tacoma School District property or in district buildings is against district policy. Trespassing includes, but is not limited to unlawful presence, being in an unauthorized area, and loitering.

WEAPONS

A weapon includes, but is not limited to:

- (1) a firearm
- (2) an airgun or any item which appears to be a realistic firearm or airgun look-alike
- (3) a device commonly known as throwing stars, nunchucka sticks; air gun; slung shot; sand club; metal knuckles; any knife having a blade which opens, or falls, or is ejected into position by the force of gravity, or by an outward, downward, or centrifugal thrust or movement; or any dagger or dirk furtively carried, or any portable device manufactured to function as a weapon and/or which is commonly known as a stun gun, including a projectile stun gun, that emits an electrical shock, charge, or impulse
- (4) any knife which is a cutting or stabbing instrument with a sharp blade set in a handle. This includes pocket knives.

Possession of a weapon, firearm, airgun, or "look-alike" will result in disciplinary action up to and including expulsion from any Washington State public school.

The Board of Directors of the Tacoma Public School has declared its intent not to tolerate possession of weapons by students on district property or at district sponsored events. *See*, RCW 9.41.010 and 18 U.S.C. § 921 for a complete definition of firearm.

No tolerance for weapons means that disciplinary action should be imposed for possession of weapons, but, with the exception of firearms, there is no specific sanction that must be imposed in every case. Rather, discipline should be imposed that is appropriate based on the circumstances.

Firearm – One Year Mandatory Expulsion

Carrying a firearm onto, or possessing a firearm on, school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities is illegal. Tacoma Public Schools has a policy of no tolerance for weapons.

Firearm is defined as a weapon from which a projectile or projectiles may be fired by an explosive such as gunpowder. It also includes an explosive, incendiary, or poison gas bomb, grenade, rocket, missile, or mine. Violators will be expelled from Tacoma Public Schools for not less than one calendar year. See, RCW 28A.600.420. The Superintendent or his or her designee may modify the expulsion on a case-by-case basis.

District Identified Dangerous Weapons

Carrying a dangerous weapon onto, or possessing a dangerous weapon on, school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities are against Tacoma School District policy.

District-defined dangerous weapons include: BB gun of any type, pellet gun of any type, soft air gun, slingshot, hand club, sandbag, Chaco sticks, metal pipe or bar used or intended for use as a club, Billy club, black jack, switchblade knife, fixed blade knife (*e.g.*, kitchen knife, steak knife, and hunting and military-type knives that do not fold), large folding knife with a blade over 2-1/2 inches long; any knife with a blade that locks open; any knife with more than one blade; razor blade; box cutter; blowgun, Taser gun, and bullets.

The definition of a dangerous weapon may also include any object, such as pepper/gas spray, that can reasonably be used to inflict serious bodily injury when a student uses such an object with the intent to harm or intimidate someone, or when there is no other reasonable purpose for possessing the object except to use it as a weapon. A laser pen may be considered to be a dangerous weapon if the light is deliberately aimed at another person's eyes, whether or not there is intent to cause harm. (See Policy 3240R)The normal discipline for a first-time possession of a dangerous weapon is a long-term suspension. The administrator can elect to give a lesser corrective action because of the particular facts and circumstances.

Personal Spray Devices

Persons over 18 years of age and persons between 14 and 18 years of age with prior written parental or guardian permission may possess personal protection spray devices on school property. No one under 18 years of age may deliver such devices, nor may anyone 18 years or older deliver a spray device to anyone under 14 or to anyone between 14 and 18 who does not have parental permission. Persons younger than 14 years of age may not possess personal protection devices.

OFF CAMPUS BEHAVIOR

Discipline may be imposed for an off-campus act of misconduct if the discipline is reasonable under the circumstances and closely connected to the educational process. The following criteria should be considered to decide whether an act of misconduct is sufficiently connected to the educational process:

- (1) Location of the misconduct (proximity to school grounds or to a school activity);
- (2) Hour and date of the misconduct (during school hours, but off-campus; immediately before or after school hours; on district-sponsored transportation, directly before entering or after leaving district-sponsored transportation, or during school-sponsored activities);
- (3) Effect on other participants or victims to the misconduct (did the misconduct involve or affect other students or school district personnel);
- (4) Severity of the misconduct and its likely connection to student or school district personnel safety (*e.g.*, fighting or other violent or destructive acts, the selling of a controlled substance, or possession of a weapon); and
- (5) Extent to which the off-campus activity affects the environment or safety of the school (*e.g.*, students are afraid to come to school or afraid at school because of it; it is disruptive to the school atmosphere in that special precautions or actions need to be taken to protect students and staff; the arrangements for the activity were made on campus but conducted off campus, such as drug sales, a fight or assault, etc.; or there are likely repercussions such as students from other schools or non-students coming onto the campus to effect retribution).

The District will respond to off-campus student speech that causes or threatens to cause a substantial disruption on campus or interference with the right of students to be secure and obtain their education. *Substantial disruption* includes, but is not limited to, significant interference with instruction, school operations or school activities, violent physical or verbal altercations between students, or a hostile environment that significantly interferes with a student's education.

ADOPTION OF RULES BY TACOMA SCHOOL BOARD

The Tacoma School District follows the substantive and procedural due process rights guaranteed by the Office of Superintendent of Public Instruction under RCW 28A.600.015. *See*, WAC 392.400. A copy of the regulations can be requested by contacting the Discipline Appeals Office at 253-571-1191.