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Vision & Mission Statement

The vision of School of Industrial Design Engineering and Art (iDEA) is to provide equitable access to quality public education that cultivates academic achievement and continued learning for every student to meet the challenges of the 21st century.

The mission of School of Industrial Design Engineering and Art (iDEA) is to activate local community resources to expand public education. We pave a creative path of learning for every student that emphasizes human understanding and expression. Through the incorporation and integration of the arts with science and technology, we educate the whole person through our core values of thinking, empathy, community, and balance. The school offers a unique and innovative approach to learning. Our learning environments are built around tenets that echo the relevancy of our world today while offering the flexibility needed to build citizens for the future: Our core beliefs of thinking, empathy, community, and balance form the pillars upon which students build their own learning and investigations inspired by their dreams and imaginations.

School Initiatives

Thinking: By emphasizing standards mastery, all classes correspond with Common Core and Next Generation Science Standards. Students choose specific “pathways” of course choice and pursue an education with both breadth and depth.

Empathy: Understanding different cultures and methods of gaining knowledge is essential for success. With that in mind, our classes are all inclusion: Students with physically disabilities, English Language Learners, honor students, and grade level learners are in the same room, learning together and with each other, creating a learning environment rich with strengths and perspectives.

Balance: Our schools seek to educate the whole person by stimulating the intellect, body, and soul. Our curriculum fuses high quality academic art learning with a rigorous curriculum of science and new technologies.

Community: Our goal is to cultivate a diverse student population in terms of social, economic, and ethnic backgrounds. We believe that a student body that mirrors the population of a given community offers the most authentic understanding of our world at large.

About Us

IDEA is a collaborative creative environment centered around industrial design, engineering and the arts. Our community is made up of high school students, non-profits, professional organizations and for-profit businesses of all sizes. Our goal is to form a collaborative learning environment where our partners can work alongside our student in design-and-build studios, forming public to private partnerships and giving both students and teachers access to professional opportunities as well as giving our partners direct access to students and teachers to inform their work.

“Content” learning is applied and utilized during project-based learning that bridges classrooms with the real world. All students are exposed to experiences that stimulate the imagination, provoke inquiry, and create avenues for invention. They gain access to the kind of learning that inspires the desire to dream and achieve. They gain the confidence to follow their passions and to transport their ideas into the future.

IDEA is a school that is centered around project-based learning, with teachers acting more like guides for students, posing challenging questions and working to embed learning targets within the context of student-driven, real-world projects. Our curriculum aligns with common core standards in math, science, English and social studies and follows the gold-standard project-based learning framework outlined by the Buck Institute. Student projects pose a challenging problem or questions, promote sustained inquiry, will be authentic, will include student voice and choice, will include reflection, will provide significant critique and revision and will be publicly displayed.
INDUSTRIAL DESIGN, ENGINEERING AND ART

Regular Bell Schedule

Monday-Thursday

<table>
<thead>
<tr>
<th>Period 1/Period 5</th>
<th>8:15 am – 9:45 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 2/Period 6</td>
<td>9:55 am – 11:25 am</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:25 am – 11:55 pm</td>
</tr>
<tr>
<td>Daily Mentor Group</td>
<td>11:55 am – 12:15 pm</td>
</tr>
<tr>
<td>Period 3/Period 7</td>
<td>12:20 pm – 1:50 pm</td>
</tr>
<tr>
<td>Period 4/Period 8</td>
<td>2:00 pm – 3:30 pm</td>
</tr>
</tbody>
</table>

Friday

<table>
<thead>
<tr>
<th>Mentor Group</th>
<th>10:30 am – 12:30 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch / Club Meetings</td>
<td>12:30 pm – 1:30 pm</td>
</tr>
<tr>
<td>Adventures &amp; Applications</td>
<td>1:30 pm – 3:30 pm</td>
</tr>
</tbody>
</table>

Bell schedules for late arrivals, early dismissals, final exams and state testing will be implemented as needed.
IDEA Directory
6701 South Park Avenue Tacoma, WA 98408
School Website www.ideatacoma.org
Main Office 253-571-2555

Leadership Team
Zach Varnell zvarnel@tacoma.k12.wa.us 571-2561
Kainoa Higgins khiggin@tacoma.k12.wa.us

Main Office
Steve Kevlin, Office Coordinator skevlin@tacoma.k12.wa.us 571-2555
Larry Bennett, Security Officer lbennet@tacoma.k12.wa.us 571-2555

Student Services Team
Rachel Stokes, Special Education rstokes@tacoma.k12.wa.us 571-2564

Humanities Team
Melissa Moffett mmoffett@tacoma.k12.wa.us 571-2582
Ben Warner bwarner@tacoma.k12.wa.us 571-2568
David Mylet dmylet@tacoma.k12.wa.us 571-2583
Nichol Everett neveret@tacoma.k12.wa.us 571-2588

Math Team
Peter Rutter prutter@tacoma.k12.wa.us 571-2572
Kevin Heinrich kheinri@tacoma.k12.wa.us 571-2587
Mari Thiersch mthiers@tacoma.k12.wa.us 571-2582

Science
Lauren Anderson landers1@tacoma.k12.wa.us 571-2582
Linnea Bostrom lbostro1@tacoma.k12.wa.us 571-2578
Mari Thiersch mthiers@tacoma.k12.wa.us 571-2582

Engineering
Johnny Devine jdevin1@tacoma.k12.wa.us 571-
Blake Hansen bhansen@tacoma.k12.wa.us 571-2565
Doss Bradford dbradfo@tacoma.k12.wa.us 571-2576

Foreign Language
Kelilah Anders kanders6@tacoma.k12.wa.us 571-2586

Adjunct Instructors
Jason Bommer (Engineering) jbommer@tacoma.k12.wa.us
Dave Cutter (Engineering, Eco Car) dcutter@tacoma.k12.wa.us
Han-Yin Hsu (Design) hhsu@tacoma.k12.wa.us
Andrew DeGoede (Illustration) avanlie1@tacoma.k12.wa.us
Mark Alvis (Design) malvis@tacoma.k12.wa.us
Jared Potter (Design) jpotter@tacoma.k12.wa.us
Adam Wygle (Broadcast Multimedia) awygle@tacoma.k12.wa.us
Tor Caspersen (Electronic Music) tcasper@tacoma.k12.wa.us
Shelbi Virgil (Second Cycle Bike Shop) svirgil@tacoma.k12.wa.us
### Tacoma School of Industrial Design Engineering & Arts
#### 2018-19 School Year Student Calendar

Revised 9/25/18

<table>
<thead>
<tr>
<th>AUG/SEPT 18</th>
<th>OCTOBER 18</th>
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<tr>
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<tr>
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<td>21 22 23 24 25 26 27</td>
</tr>
<tr>
<td>23 24 25 26 27 W 29</td>
<td>28 29 30 31</td>
</tr>
<tr>
<td>Aug: 3 days</td>
<td>12th No School: Teacher Workshop</td>
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<tr>
<td>Sept: 9 days</td>
<td>22 days</td>
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<thead>
<tr>
<th>NOVEMBER 18</th>
<th>DECEMBER 18</th>
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<td>23 H H N N N 29</td>
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<td>18 days</td>
<td>15 days</td>
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<table>
<thead>
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<th>FEBRUARY 19</th>
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<td>27 28 29 30 N</td>
<td>24 25 26 27 28</td>
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<table>
<thead>
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<tr>
<td>24 25 26 27 28 29 30</td>
<td>28 29 30</td>
</tr>
<tr>
<td>21 days</td>
<td>12 days</td>
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<table>
<thead>
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<th>JUNE 19</th>
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<td>5 6 7 8 9 10 11</td>
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<td>19 20 21 22 23 S 25</td>
<td>16 S S 19 20 21 22</td>
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<tr>
<td>23 24 25 26 27 28 29</td>
<td>23 24 25 26 27 28 29</td>
</tr>
<tr>
<td>21 days</td>
<td>14th Last Day of School/ Early Release</td>
</tr>
</tbody>
</table>

**R** = All-School Retreat  
**SS** = School Starts  
**W** = No School: Teacher Workshop  
**H** = Holiday (no school)  
**N** = No School  
**E** = Last Day Early Release  
**S** = Snow Make-Up Day  

- Aug 29 - 31 All School Retreat  
- Sept 3rd Labor Day Holiday  
- 4th & 5th No School: Teacher Workshop  
- School Closure  
- 6th – 14th First Student Day  
- 17th Martin Luther King Jr. Day  
- 28th No School: Teacher Workshop  
- 12th Veterans’ Day Holiday (observed)  
- 21st – 23rd Thanksgiving Break  
- 1st New Year’s Day  
- 7th Mini-Term Begins  
- 21st Martin Luther King Jr. Day  
- 30th Mini-Term Ends  
- 31st Secondary Semester Break  
- No School  
- 1st No School: Teacher Workshop  
- 4th Second semester begins  
- 16th Presidents’ Day Holiday  
- 1st – 12th Spring Break  
- 24th No School (Snow Make-Up Day if needed)  
- 27th Memorial Day Holiday  
- 14th Last Day of School/ Early Release  
- 17th -18th Snow make-up days, if needed  

Rev 9/25/18
**Offices and Services**

All visitors/guests are required to sign in at the main office on the First Floor at the North Side of the Building.

**Main Office**

The Main Office greets staff, students, and guests and provides information for visitors about our school. It is the goal of the Main Office to handle clerical tasks for administrators, staff, and students. Any concerns about the facilities or school grounds should be brought to the attention of the Main Office. Services provided by the Main Office include:

- Receiving payment of any type (fines, fees, ASB, yearbooks, etc.)
- Attendance
- Building use requests
- Volunteer coordination & Visitor Check-in
- Dance permission forms

**Attendance**

*Attendance is the single-most important factor in determining academic achievement. Please schedule appointments and family vacations outside of the school day.*

When a student is absent:

- The parent/guardian telephones the Attendance Office (571-2300) on the day of the absence.
- The student brings a note from a parent/guardian to the Attendance Office (Portable 1) following an absence. The note must include the student’s first and last name, the date(s) of the absence, and the reason for the absence.

An absence will be considered unexcused if the parent/guardian does not excuse the absence within two (2) days following the student’s return to school. The BECCA process will be followed for unexcused absences.

**Early Dismissals**

- If a student must leave school during the day for any reason (medical, dental, disciplinary), a dismissal slip must be obtained from the Attendance Office.
- A written request for dismissal, to include both the time and reason for dismissal, is to be presented to the Attendance Secretary before school on the day of the early dismissal.
- If a student becomes ill during the day, an early dismissal slip will be issued by the nurse or the office after contact with the parent/guardian has been made and authorization has been given for the student to leave school early.
- Parents or guardians must provide valid identification prior to the release of a student.

**Late Arrivals**

- If a student arrives less than 10 minutes late for his/her first class of the day, the student will report directly to class. Students must comply with each teacher’s policy for tardiness.
- If a student arrives to school more than 10 minutes late for his/her first class, he/she will report to the Attendance Office in Portable 1 to check in to school. Parent/Guardian should provide a note, with the estimated time of arrival and a valid reason for the late arrival, to submit to the Attendance Secretary for the absence to be excused.
- Ask staff for a note if IDEA staff have detained you. If a student is late to class for personal reasons, it is required that the student comply with the teacher’s class rules for tardiness. Passes to class are not given out by the office if a student is tardy to a class.
**Truancy**
- Students are truant when they are willfully, and without authorization, absent from class, all or part of the day, or all or part of a class period.
- Failure to check out of school through the Attendance Office before the end of the regularly scheduled day will be considered truancy.
- Consequences and progressive discipline will be implemented for incidents of truancy.

**Planned Family Activities**
- A parent/guardian may request that a planned family activity be approved by completing a Pre-Arranged Absence form, available in the Attendance Office. The building principal must receive the completed form at least three (3) school days before the student's absence.
- If approved, the planned family activity shall be considered an excused absence, provided all conditions in this section are met.
- Approval is at the discretion of the principal. Approval or denial is on a student-by-student basis, and shall include a fair consideration of the impact of the planned absence on the student's academic progress.
- Except in extenuating circumstances, the total number of days for excused absences due to planned family activities in a school year shall not exceed five (5) days.

**Requests for Homework**
For an absence of one or two days, please email the teachers or check their SWIFT teacher websites for work. Parents/Guardians may call the Attendance Office to request homework when a student has not attended school for three (3) days or more.

**Washington State Attendance Requirements**
State law and district policies and regulations require daily and punctual attendance of all students unless officially excused. Parents and students are both responsible for assuring attendance.

Students who have a pattern/history of absences or tardiness for personal illness may be required to have a note from a healthcare professional to excuse further absences or tardiness due to personal illness.

**Becca Bill Attendance Requirements**
Under Washington State Law, RCW 23A.225, parents are responsible for their student's full-time school attendance. Schools must take action to prevent unexcused absences. After one (1) unexcused absence, schools contact parents by letter or phone. After two (2) unexcused absences, the school will schedule a parent conference to discuss solutions. After five (5) unexcused absences within a 30 day period, IDEA and the District's Enrollment Services Office will file a petition with Juvenile Court. Court action is required if a student has seven (7) unexcused absences in a month or ten (10) in a year. Students with a current court order compelling school attendance on file will have a progress report filed with the courts with only one (1) additional unexcused absence.

Complete District Attendance Policies can be found on the District Website, Policy 3122, Reg. 3122R, RCW 28A.225 or in the Student Rights, Responsibilities & Regulations.

**Excused Absence**
Parents must provide the school with a valid reason for an absence before it can be excused. The following constitute valid reasons for excused absences according to state law:
- Personal illness, health condition, or medical or dental appointment
- Appearance in court when required by law
- Disciplinary action, i.e., in-school, short-term, or long-term suspension
- Religious observance
• Family emergency, i.e., funeral, death, hospitalization
• School-approved activities, i.e., field trips
• Pre-arranged absence approved by the principal.

Health Services
The nurse is available at school on Thursdays and Fridays. If a student has a medical issue, he or she should notify the teacher and main office.

Immunizations
All students in Tacoma Public Schools must provide proof of up-to-date immunization records before enrolling.

Medication
District Policy allows only oral medication, specifically prescribed by a physician, to be given at school if there is no other way to schedule the administration of the medication. Medications which are traditionally viewed as over-the-counter products, such as Advil, Tylenol, Claritin, etc. may not be in possession of students at school, and must be dispensed through the Health Room in the Main Office.

The following procedures must be followed if your student needs to take medication at school:
• The medication must be in a container labeled by the pharmacist at the time the prescription was filled.
• Please include only the amount the student will need to take at school.
• Many pharmacists will label two containers, one for home and one for school.
• Each medication must be accompanied by a form.
• It must be signed by the physician indicating the medication, dosage, and the length of time the medications is to be given at school. This form must also be signed by a parent/guardian. Forms are available in the Health Room.
• If the student needs to carry an inhaler on his/her person, the physician must indicate this in writing.

Transportation
The District Transportation Department publishes a Parent/Guardian Guide to Basic Education Student School Bus Service for the Parent/Guardian of all bus-riding students. This publication is given to the students by their bus driver to take home to parents on the first day of school. Parents/Guardians are required to read and review these procedures with their students. This information is also available in the Transportation section of our District website.

Yellow School Bus Schedule

All bus stop times are subject to change. Please check www.ideatacoma.org for updated changes. A bus timetable is below.
For other transportation information, call First Student at (253) 571-1906. For information pertaining to students who ride special needs buses, please call (253) 571-1855. If you have special needs bus concerns after regular hours, you may leave a message at (253) 571-1906. Students utilizing Pierce Transit should visit http://www.piercetransit.org to determine the best routes to IDEA.

### Tacoma School Bus Routes for IDEA

<table>
<thead>
<tr>
<th>IDEA YELLOW BUS TRANSPORTATION SCHEDULE</th>
<th>Pierce Transit Bus Routes</th>
</tr>
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<tbody>
<tr>
<td><strong>IDEA YELLOW BUS MORNING PICK UP TIMES</strong></td>
<td><strong>MONDAY - THURSDAY</strong></td>
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<tr>
<td><strong>MONDAY - THURSDAY</strong></td>
<td><strong>FRIDAY ONLY</strong></td>
</tr>
<tr>
<td>RT. No.</td>
<td>Location</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>Rt. 70</td>
<td>Browns Pl Elem</td>
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<tr>
<td></td>
<td>Crassend Hts Elem</td>
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<tr>
<td></td>
<td>NE Tacoma Elem</td>
</tr>
<tr>
<td>Drop off</td>
<td>11th &amp; Broadway</td>
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<tr>
<td>Rt. 64</td>
<td>11th &amp; Broadway</td>
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<tr>
<td></td>
<td>Tacoma Mall FT</td>
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<tr>
<td></td>
<td>IDEA</td>
</tr>
<tr>
<td>Rt. 94</td>
<td>Prof Dev Center</td>
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<tr>
<td></td>
<td>Arrive IDEA</td>
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<thead>
<tr>
<th>IDEA YELLOW BUS AFTERNOON DROP OFF TIMES</th>
<th><strong>MONDAY - FRIDAY</strong></th>
<th><strong>MONDAY - FRIDAY</strong></th>
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<tr>
<td><strong>MONDAY - FRIDAY</strong></td>
<td><strong>MONDAY - FRIDAY</strong></td>
<td><strong>MONDAY - FRIDAY</strong></td>
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<tr>
<td>RT. No.</td>
<td>Location</td>
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<tr>
<td>Rt. 69</td>
<td>11th &amp; Broadway</td>
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what does a standards based gradebook look like @ IDEA?

Our goal is to provide every student with objective and consistent feedback on their ability to master skills. We call these skills “standards” or “learning targets.” At the end of the day, a student’s grade should be entirely based on their ability to demonstrate understanding of these standards.

**Summative Standards**
Every Class will have every skill they are teaching throughout the semester in the gradebook as a ‘summative’ standard at the beginning of the semester.
- These make up 90% of their grade
- They are dated as the last day of the semester, so the grade for these won’t take effect until the very end
- As the semester progresses and new skills are taught and assessed, these grades will updated.

**Formative Standards**
These standards should mirror the summative standards and there will be multiple formative standards per assignment.
- These make up 10% of their grade
- They are graded throughout the semester, as they are taught and assessed.
- Each time one of these standards is assessed for that assignment it stays in the gradebook (but the summative grade grows over time).

**Assignments**
These are recorded in the gradebook as simply a Yes or No, indicating whether or not an assignment has been completed.
- These do not affect the students grade.
- They are simply kept for record keeping.
- Students are not graded on whether or not they turned an assignment in, they are graded on what skills they demonstrated.

---

**The BAME Scale** - Every standard is graded on the scale of Beginning, Approaching, Meeting and Exceeding which correspond to a 4.0 GPA scale.

<table>
<thead>
<tr>
<th>No Evidence</th>
<th>Beginning</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
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<tbody>
<tr>
<td>Student has not given any evidence to assess</td>
<td>Student has begun to show an understanding of the standard</td>
<td>Student is approaching an understanding of the standard</td>
<td>Student is meeting standard</td>
<td>Student has met and exceeded the standard</td>
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**Final Grade**
Throughout the semester, the final grade is converted from a BAME Scale to a Letter Grade by using the 4.0 GPA Scale Below:

A= 4.0 (Exceeding)  B= 3.0 (Meeting)  C=2.0 (Approaching)  D=1.0 (Beginning)  E=0.0 (No Evidence)
Students are given ORCA cards at the all-school retreat in August. If a student loses the ORCA card, he or she must pay $5.00 to Steve in the Main Office for a replacement.

**WAC and District Policy #6600 - please note important policies**

**WAC 392145 020** A school bus driver shall not order or allow a student to depart the bus other than at his or her boarding or alighting place except as provided in WAC 392 145 020 (7).

(7) A student may be permitted to leave the bus at other than his or her regular stop if permission is first obtained pursuant to district policy.

**DISTRICT POLICY #6600**
A request to deliver a student to other than his or her regular stop is granted only if the student gives the bus driver a note signed by a parent/guardian and the school principal to ride a different bus or be dropped at other than his or her usual stop. Such notes are valid for **one day only**, and may not be obtained on a continuing basis. A note written by a student is not acceptable. **Any such written request must be approved by the administration or designee the morning of the date requested.** No last-minute requests will be honored.

**Bus Discipline**
Riding the bus is a privilege, not a right. Proper behavior is expected on all buses at all times. Any student abusing the privilege of riding the bus could have his/her riding privileges revoked. (6605R) Students, as well as parents/guardians, will be notified of misconduct in the form of a “School Bus Incident Warning” from the Durham Services. This will serve as a warning. Further misconduct will result in the suspension of bus riding privileges. The term of the suspension will depend on the frequency and severity of the incident. If you have questions regarding this procedure, please contact the Durham Services Discipline Officer at (253) 475-0334.

**Grading System**
The school year is divided into two semesters. Final grades, given at the end of each semester, are posted on the student’s transcript and determine his/her grade point average (GPA). In addition, bi-weekly progress reports (IPR’s) will be provided by mentor teachers every other Friday.

Students must complete all requirements in a course with a minimum of “D” grade to earn 0.5 credit.

In general, GPAs are computed using the following numerical equivalents to letter grades for the transcript:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B-</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Convert the letter grade in each course to its numerical equivalent. Divide the sum of these numbers by the number of the classes to calculate the GPA for the semester. Cumulative unweighted GPA is computed using all the grades students earn in high school and receive high school credit for in middle school. IDEA staff assesses student work using the BAME scale.

**Standards-Based Grading at IDEA Information for Parents**
What is standards-based grading and the BAME scale?
The BAME scale represents a standards-based grading practice in which student achievement is assessed by comparing student work to state learning standards related to the discipline, course, or assignment in question. A Beginning (BEG) mark on an assignment represents that the student has just begun to grapple with the skills and knowledge necessary to master the standard in question. An Approaching (APP) signifies progress toward mastery with some significant gaps. A Meeting (MET) indicates that the student has satisfactorily met the learning standards for the course or assignment. An Exceeding (EXC) means that the student has not only met the learning standard but has demonstrated skill or understanding that goes beyond the standards required for the course, assignment, or grade level. Students and parents will see feedback in the BAME format on assessments, projects, quizzes and homework.

Understanding Summative and Formative Assignments:
Summative and Formative are the only two assignment categories we use at IDEA. Formative assessments are considered practice and are used to monitor student learning and adjust instruction. They could include in-class practice, daily assignments, and homework. These assessments comprise from 0 to 15% of the students final grade in the course dependent on the academic team’s decision. Summative assessments are used as evidence that students have or have not met standard. They comprise 85 to 100% of the students’ final grade in the course. Every summative assessment is directly linked to one or more state or national learning standards and could include quizzes, tests, labs, projects, essays, and performances.

The following are the grades that you will see on your student’s assignments and when you log on to the online grades system Home Access Center (HAC).

Exceeding = EXC = 4.0
Meeting/Exceeding = M/E = 3.5
Meeting = MET = 3.0
Approaching/Meeting = A/M = 2.5
Approaching = APP = 2.0
Beginning/Approaching = B/A = 1.5
Beginning = BEG = 1.0

No Evidence = NE = 0.0 (Student shows no evidence toward meeting the standards.)
Missing = MI = 0.0 (Student did not turn the assignment in.)
YES = Assignment has been received, but either is not yet graded or does not count toward final grade
NO = Assignment has not been received.
Excused = EX = (Student is excused from completing the assignment

Over time in each class, students' individual assignment grades average to a four-point GPA that translates into a traditional letter grade reported on progress reports, report cards and transcripts.

<table>
<thead>
<tr>
<th>3.8-4.0 = A</th>
<th>2.7-2.9 = B-</th>
<th>1.3-1.6 = D+</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6-3.7 = A-</td>
<td>2.3-2.6 = C+</td>
<td>1.0-1.2 = D</td>
</tr>
<tr>
<td>3.3-3.5 = B+</td>
<td>2.0-2.2 = C</td>
<td>0.0-0.9 = E</td>
</tr>
<tr>
<td>3.0-3.2 = B</td>
<td>1.7-1.9 = C-</td>
<td></td>
</tr>
</tbody>
</table>

Progress Reports and Traditional Letter Grades:
Regular Interim Progress Reports (roughly every 10-15 school days), students receive a IPR progress report that lists the traditional letter grades (A, B, C, D, E/F) earned in each class. This feedback is posted to the online grade system and distributed in mentor group on Fridays. Mentor teachers review the progress
reports with your students and communicate with you about your student’s progress in classes. You can access the Progress Reports along with the assignments and assignment grades on our online grade system HAC at the school websites www.ideatacoma.org, www.tsota.org and www.tsami.org. Click on the “Grades” icon to see the latest progress reports. Click on the “Classes” icon to see the list of assignments and the grades earned for each assignment. If you do not know your online grades log-in, please contact your son/daughter’s mentor teacher.

Report Cards & Transcripts:
At the end of each semester, students will receive a final report card mailed home. Final report cards will show traditional letter grades (A, B, C, D, E/F) similar to the progress reports. Official transcripts will reflect traditional letter grades. A copy of an official transcript will be available at student conferences in the spring, or by request through the mentor teacher, or Attendance/Guidance Secretary.

Rubrics & Assessment with the Standards-Based Grading system (“BAME”):
Students are given a rubric by which they will be assessed for each summative assignment. Rubrics each consist of a Common Core or State Standard followed by clear expectations for what a student needs to do or include to earn an Exceeding, Meeting, Approaching, and Beginning. A mark of No Evidence indicates that the student did not address that standard in their assignment. Ask your student to see rubrics from their summative assignments. Students are given rubrics before assignments so that they know exactly what the teacher is expecting. Students have the opportunity to retake exams and redo assignments to improve their scores in all classes. Check the teacher’s syllabus and teacher websites for more information on retakes and assignments.

Below is a sample rubric from Humanities: This particular standard addresses the way students explain specific evidence (quotes) from texts in support of their claim or thesis. When a summative assessment is returned to a student s/he will see the section circled that best matches performance level along with comments or specific parts of the standard to improve upon. Students receiving less than Meeting are encouraged to revise their work – multiple times, if necessary - for mastery of skills. The expectations for revision may vary across our teaching staff so students should speak to teachers directly about policies and deadlines.

<table>
<thead>
<tr>
<th>Common Core Standard</th>
<th>Exceeding (4)</th>
<th>Meeting (3)</th>
<th>Approaching (2)</th>
<th>Beginning (1)</th>
</tr>
</thead>
</table>

14
| Writing Standard #1 | Writing reflects a critical, analytical understanding of the text; through clear reasoning, writer draws sophisticated, insightful inferences from concrete details to support the connected ideas of the thesis; inferences are developed so that all claims and points made are well-supported and persuasive; appropriate balance of quotes & writer's analysis. | Writing generally reflects a critical, analytical understanding of the text but is uneven; inferences demonstrate interpretive ability but could be developed further to better explain significance of detail and support thesis; some claims may be vague, generalized, or lacking in support; some imbalance of quotes and writer's analysis. | Writing demonstrates basic comprehension of the text but not a critical, analytical understanding of it, as reflected by one or more of the following: lack of focused, developed idea guiding essay; interpretive analysis inconsistent or unsubstantiated; frequent summary of plot details that retell the story. Writing marked and weakened by frequent generalizations, unsupported claims, assumptions, vague statements. | Writing demonstrates some awareness of text details but not a critical, analytical understanding of the text; points made are vague and unsubstantiated; essay lacks focus; no literary analysis present. |

**Why are we doing this? Doesn’t it just make everything more complicated?**

Using the BAME scale and standards based grading has proved to be effective in clearly demonstrating a student’s understanding and not grade inflation. Our students’ GPAs directly correlate to assessment such as SAT and SBAC. There are no easy As at IDEA. Tying each assignment to state learning standards maintains high levels of rigor and assures that each student is college and career ready when they graduate. In addition, it changes the way we think and talk about grading. Speaking about student achievement as demonstrating mastery of explicit standards keeps the conversation about learning. When students clearly understand how, why, and on what they are being assessed, they can take an active role in their own learning.

**Tips for Parents:**

- Ask your students to explain how their formative work in their class leads up to the summative work.
- Encourage students to always complete the formative work. We can use a sports analogy: formative work is “practice” for the big summative “game”.
- Log-on to your student’s online grades and teacher websites to see the assignments they are working on and the two-week progress reports. The first progress reports will be posted 10/25.
- Actively talk with students about what they are learning, what standards they are working towards and ask to see the rubrics.
- Communicate frequently with your student’s mentor teacher and other teachers about particular standards. Ask about support opportunities for improvement.

**Guidance Information**

Mentors are a great resource as their relationship with students is the strongest. Insuring that students are on-track to graduate is a team effort and starts with student’s passions and post-high plans. Use this TPS district link for the latest information about graduation requirements as they change by cohort.

IDEA Course Pathways

Intro to Tech
Every student at IDEA begins with an Intro to Tech class. This class covers all of the software platforms that will be used from 3D design to computer programming and file management. This class also covers all of the machine tools and fabrication lab norms.

From there, students can take the following courses of study throughout their sophomore, junior and senior years.

<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Engineering</th>
<th>Design</th>
<th>Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Engineering 1-2 Circuit Design</td>
<td>Illustration</td>
<td>Exploring Comp Sci</td>
</tr>
<tr>
<td>Junior</td>
<td>Engineering 3-4</td>
<td>2D Graphic Design</td>
<td>Game Design</td>
</tr>
<tr>
<td></td>
<td>Junior Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Engineering Seminar</td>
<td>3D Design/Fabrication</td>
<td>UI/UX AP Comp Sci</td>
</tr>
</tbody>
</table>

The mentor provides the following services to all students:
- Information and assistance to students/families in need of services from community agencies, including students who qualify for homeless support services.
- Assistance to students in the development of their educational plans, class selection and graduation requirements.
- Support in dealing with personal issues concerning self-esteem, relationships, communication problems, abusive situations and chemical dependency.
- Information and assistance regarding college and/or career choices.
- Timely class credit reviews.
- Assistance in exploring available educational options when they are having difficulty in the regular school program.
- Interventions and recommendations to Student Services and Leadership for more intensive interventions with regards to regular Attendance, community-minded Behavior, Course mastery.

We also encourage parents to phone or come to school to confer with us regarding any concerns they may have. Please be sure to call or email for an appointment when you would like to meet with a mentor or guidance support (Portable H).

<table>
<thead>
<tr>
<th>Grade Level Destination</th>
<th>Number of Credits Earned</th>
<th>Number of Semester Classes Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>0.0 - 4.5</td>
<td>0 to 9 classes passed</td>
</tr>
<tr>
<td>Grade 10</td>
<td>5.0 - 10.5</td>
<td>10 to 21 classes passed</td>
</tr>
<tr>
<td>Grade 11</td>
<td>11.0 - 16.5</td>
<td>22 to 33 classes passed</td>
</tr>
<tr>
<td>Grade 12</td>
<td>17.0 - 24.0 or more</td>
<td>at least 34 classes passed</td>
</tr>
</tbody>
</table>

Withdrawing from a Class
Students may withdraw from a class up to the first 15 days of a semester without penalty. After this time, students who drop a course may receive an E in that course referred to as a withdrawal fail. Students must pick up a withdrawal form from the Main Office and have the approval of a parent, counselor and administrator to be withdrawn from a class.

Class Schedule and Schedule Changes
IDEA students register for course selections in the spring, and will request classes for the full year (both semesters) of their upcoming year. These requests are entered into a student data base program that will assign class periods and teachers. Students are expected to follow their assigned schedule. The administration must approve any subsequent requests for class changes.

College Applications
Mentor Group starts in 9th grade to prepare students for their Post High/High School and Beyond Plan as the younger students learn from the older with the mentor to guide them.

- By 11th grade, students will have developed a Safe, Fit and Reach plan in their Career Cruising online portfolio and shared this with their Mentor and family.
- By 12th grade, students will start the application process. The Common App and individual college application processes are investigated by the student. Requests for recommendations to staff should be in writing and at least 2 weeks prior to the deadline. Students should utilize a Brag Sheet to direct each recommendation and have a range of staff to highlight strengths that match the program to which they wish to apply. Questions, talk to the Mentor or Leadership team.

Physical Education Credits
IDEA does not have traditional Physical Education classes, but we do offer several ways for students to earn their PE credits for graduation. Every student needs 1.5 credits (or 3 semester classes) of PE Credit.

- Bike Shop classes count for .5 credits for PE per semester. This shows up on their transcript as “Individual and Team Sports”
- Modern Dance classes also count for PE credits. Each semester counts for a .5 credit
- Students playing sports at another high school can earn a .5 credit over their four years by playing any full season of a sport.
- Students can log their hours at a local gym either independently or through a fitness class to earn an additional .5 credit over their four years. Talk to Rachel about the process for filling out this paperwork.

Graduation Requirements
In order to earn a high school diploma at IDEA, students must meet all four components of graduation for the Tacoma Public Schools. Below is a list of those components and an explanation of credits needed. For the most up-to-date state assessment information, please visit www.k12.wa.us/assessment/statetesting/

1. Earn Credits in appropriate subject categories

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADE LEVEL</th>
<th># of Sem. Classes</th>
<th># of Credits required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9th – 12th</td>
<td>8 classes</td>
<td>4.0 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>10th - 12th</td>
<td>6 classes</td>
<td>3.0 credits</td>
</tr>
<tr>
<td>Math</td>
<td>9th – 11th</td>
<td>6 classes</td>
<td>3.0 credits</td>
</tr>
<tr>
<td>Science (1 year lab)</td>
<td>9th and 10th</td>
<td>6 classes</td>
<td>3.0 credits</td>
</tr>
<tr>
<td>Arts</td>
<td>Non-specific</td>
<td>4 classes</td>
<td>2.0 credits or 1.0 + PPR</td>
</tr>
<tr>
<td>Health</td>
<td>9th and 10th preferred</td>
<td>1 class or CPR Cert</td>
<td>0.5 credits or CPR Cert</td>
</tr>
<tr>
<td>P.E.</td>
<td>Non-specific</td>
<td>3 classes</td>
<td>1.5 credits</td>
</tr>
</tbody>
</table>
## World Language

<table>
<thead>
<tr>
<th>World Language</th>
<th>Non–specific</th>
<th>4 classes or PPR</th>
<th>2.0 credits or PPR</th>
</tr>
</thead>
</table>

## CTE/Occupational Education

<table>
<thead>
<tr>
<th>CTE/Occupational Education</th>
<th>Non-specific</th>
<th>2 classes</th>
<th>1.0 credit</th>
</tr>
</thead>
</table>

## Electives

<table>
<thead>
<tr>
<th>Electives</th>
<th>Non-specific* see reqs for 2019 and 2020</th>
<th>8-13 classes</th>
<th>4.0 - 7.0 credits</th>
</tr>
</thead>
</table>

** PPR – Students can opt not to take foreign language credits for graduation if their plan is not to attend a four-year university. Students can fill out a professional pathway route, describing their classes within a specific industry or field tied to their high school and beyond plan in lieu of earning 2.0 credits in a foreign language.

## 2. Meet State Assessment Requirements

<table>
<thead>
<tr>
<th>Class</th>
<th>English Language Arts</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>SBA ELA (10th Grade)</td>
<td>SBA Math (10th Grade)</td>
<td>N/A</td>
</tr>
<tr>
<td>2021</td>
<td>SBA ELA (10th Grade)</td>
<td>SBA Math (10th Grade)</td>
<td>WCAS (11th Grade)</td>
</tr>
<tr>
<td>2022</td>
<td>SBA ELA (10th Grade)</td>
<td>SBA Math (10th Grade)</td>
<td>WCAS (11th Grade)</td>
</tr>
</tbody>
</table>

## 3. Use Career Cruising to complete High School Portfolio & Post High Plan

## 4. Complete the Senior Culminating Project in the student’s pathway.

### Communication

It is extremely important for us to make certain that we communicate with our students’ parents and guardians. At the School of Industrial Design, Engineering and Art, we use a variety of methods to accomplish this.

Tacoma Public Schools (TPS) has an extensive website at [www.tacomaschools.org](http://www.tacomaschools.org). Additional information specifically for IDEA is on the website at [www.ideatacoma.org](http://www.ideatacoma.org).

- **Weekly Announcements** from [www.ideatacoma.org](http://www.ideatacoma.org) (look under the Resources tab) has up to date information and important information about logistics. Please commit to scanning this website for 1-2 minutes each week.
- **OneNote** – Each mentor group has a class online notebook where each student can store their best works and have access to forms, announcements, projects in their group, etc. Many of the classes will also be rolling out OneNote notebooks for students in that class to use for homework and storing their
assignments.

- **Planners/Electronic Organizers** – are a daily means of communication between school and home. We encourage all students to develop an organizational system to track their scheduled activities and homework. Please check with your student on a regular basis in regards to their management system.

- **Report Cards** – will be mailed home at the end of each semester. Grades are computed at the end of each semester and report cards are mailed home about ten days later. Semester grades will remain on student’s transcripts.

- **Home Access Center (HAC)** – is available for students and parents to regularly view and continuously monitor academic process. Grades are available for viewing and teachers will use the site to post other information. The student’s ID number and password are required for access. To obtain this information, please contact the student’s mentor or Main Office.

- **Conferences** – for students with their parents/guardians will be held in October and March. Conference dates and times will be posted on our website and scheduled through mentor group to work with families and their schedules and to accommodate the best environment.

- **Email and Telephone** – email is the most effective way to reach our teachers who are often spread out among community spaces and moving throughout the park with our students for hands-on and minds-on experiential learning. Each teacher’s email address and desk phone number can be access through their SWIFT site, by the staff list on the IDEA website or within this handbook. Please expect a response within 2 school days. **Your communication and support is critical** to student success and we appreciate your patience as teachers manage the complexities of curriculum planning and assessment.

- **Special Progress Reports and Conferences** – may be scheduled when a student is not progressing well in class. Counselors can assist in arranging conferences with teachers. Teachers may be contacted before or after school, or during their planning period.

- **School Messenger** – The staff will alert families to key events and happenings through school messenger, via telephone, email and text. Please make sure that your contact information is correct in our system. Updates can be made through HAC or by calling our Main Office.

- **Career Cruising Electronic Portfolio** – go to www.careercruising.com Username → TPS-(student school ID number) and Password → (birthday as a two digit month two digit date four digit year) Students should include best works, resume, college/program searches and post high plans in this electronic portfolio for graduation requirements.

### General Information

#### Address or Telephone Changes
If for any reason a student’s telephone number or address changes, even temporarily, please notify the guidance secretary at 571-2300 or make the necessary changes through Home Access Center (HAC). The office must have current information for emergency purposes.

#### IDEA Campus
The IDEA campus is located at the Park Avenue building at 6701 South Park Avenue, **you are to remain on the school campus until dismissed at the end of the day, unless excused through the Office**. Students must bring a written parental request to the attendance office before leaving campus for early dismissals.

#### Fines/Fees
Students will be using items such as tools, books, and other equipment. If school equipment or property is damaged, lost or stolen it is the student’s responsibility. There will be a fine issued to cover repair or replacement. Fines must be paid prior to report cards being issued. All fees and fines are to be paid in the Main Office. TPS
fines, even those from elementary or middle school will prevent students from collecting their diploma after graduation.

**ID Cards**
We furnish an initial Industrial Design, Engineering and Art (ID) Card to each student at no cost. It is the responsibility of the student to keep this ID card with him/her at all times during school. Although the first ID card is provided at no cost, there will be a $5.00 charge for each replacement card. Students participating in sports at their neighborhood high school may need to pay an ASB sports fee.

**IDEA and Tacoma Public Schools are not responsible for lost or stolen items.**

**Lost and Found**
Students who find a lost article should turn it into the Main Office at their earliest convenience. To ensure prompt recovery, lost or stolen articles should be reported immediately to security.

**Nutrition Services**
Lunch Money Now is a convenient, easy to use system that allows parents to pre-pay for meals, access meal card balances and check recent meal purchases. Parents are able to check account balances 24-hours a day and receive email notification when the account falls below a specified balance. Visa and MasterCard transactions through Lunch Money Now are charged a convenience fee. For more information, please contact Nutrition Services at 253-571-3370. **Free or Reduced lunch applications are available in Portable J or the Main Office.**

**Meal App Now** is a secure, online system to apply. Create an account or login, then follow the simple steps to complete a meal application for the current school year. If you need assistance, please contact Nutrition Services at 253-571-3370.

**Textbooks**
Textbooks are the property of Tacoma Public Schools, but are the student’s responsibility when checked out.

- Write the student’s first and last name in each book in ink.
- At the time textbooks are checked out survey each book for damage. Have your teacher note the any existing damage. If you do not note damage with your teacher at this time, you may be responsible for the fine.
- Keep books covered at all times.
- Keep your books with you or in your locker, do not leave them unattended.
- If a textbook is misplaced or lost, check to see if it has been returned to the main office, security, or your teacher.
- Textbook fines may be assessed for exceptional wear, including, but not limited to: writing in the book, ripped pages, damage to the cover, broken spines, lost bar codes, etc.
- All textbook obligations must be paid before report cards are issued.

**Visitors/Volunteers**
Parents are welcome at IDEA during the day and in the evening for student events. Classroom visitations must be pre-arranged through the Main Office. Upon entering the building, visitors must sign in at the Main Office. **Students attending other schools from within or outside the district will not be allowed to visit the building during school.**

The Tacoma Public School’s volunteer registration process requires all parents and community volunteers to complete a Volunteer Form and a Washington State Patrol Criminal History background check before being able to volunteer. Forms are available in the Main Office and on the Tacoma Public Schools website. You must bring your current driver’s license to the main office when completing your form. Forms should be completed a minimum of two (2) weeks prior to volunteering. You must complete the volunteer registration form each school year if you plan to work with or around our IDEA students. Use this link for the volunteer registration process.
Yearbooks
Ordering information and prices will be available throughout the school year. Yearbooks are distributed near the end of the school year.

Industrial Design, Engineering and Art
Expectations and Discipline Policies
IDEA's discipline philosophy is that all students practice behaviors, which contribute to a positive school climate and do not interfere with teaching and learning. Students are expected to take ownership of their own behavior, follow directions, treat each other with kindness and respect, and learn the value of productive work and good citizenship. Doing so will help students become persons of good character. The goal is to help students acknowledge inappropriate behavior, to self-evaluate, to take ownership of choices and decisions, and to develop a plan for improving behavior.

Security Officer
The security officer and other staff regularly monitor all areas of the buildings, grounds, and adjacent areas of the school to maintain standards of conduct and behavior of students during class hours and at off-hour educationally oriented functions. They also interact with students in the social context of school and make contact with non-students who may come to campus. The security officer provides a liaison between the school and the community, assist in the investigation of alleged criminal activity, and make referrals to appropriate authorities for further investigation. Security also assists the students in better understanding the rules and regulations of the school, as well as city, state and federal laws.

Search and Investigation Policy
The co-director, dean of students, and/or an authorized representative possess the authority to investigate and correct student misconduct. To maintain order and discipline in the school and to protect the safety and welfare of students and school personnel, school authorities may search a student and his/her effects and may seize any illegal or unauthorized materials discovered in the search.

As used in this policy, the term “unauthorized” means any item dangerous to the health or safety of students or school personnel, any item considered disruptive to the functions and mission of the school, or any item described as unauthorized in the school rules cited in this handbook.

A student’s failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive. In other words, a student’s person and personal effects are searched only when a school official has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

The Discipline Referral Process
Most lower-level discipline infractions are handled by the classroom teacher or our security officer. If a student fails to correct his or her behavior, a student may be referred to the office for more severe consequences. Higher-level or progressive discipline and exceptional misconduct offenses are addressed by the building administrators. Administrators make the final decision concerning consequences depending on the nature, severity, duration and mitigating circumstances in each
situation. Repeat offenders can expect progressive consequences.

**Possible Consequences for Inappropriate Behavior**

Discipline at IDEA is progressive, which means that consequences get tougher as the situation becomes more severe or if you don’t follow through with the consequences assigned for prior offenses.

- **Classroom Extended School Day Detention**
- **Office assigned lunch detention, restitution and/or community service**
- **Office Assigned Extended School Day Detention**
- **Single class suspension** – The student is removed from a particular class for a pre-determined amount of time. This may require either late arrival or early dismissal each day for the remainder of the semester.
- **Short-term suspension** – Administered by the co-director, dean of students or designee. The student is removed from school up to 10 consecutive school days.
- **Long term suspension** – Administered by the co-director, dean of students, or designee. The student is removed from school for 11 or more consecutive school days.
- **Emergency expulsion** – Imposed when a student is considered a danger to the student, other students or school personnel, or is considered an immediate and continuing disruption of the educational process. The student is removed from school and the co-director/dean of students arranges a parent conference, usually within three days.
- **Expulsion** – The student loses the right to attend District schools, classes and programs and the right to be admitted onto District property.

NOTE: A student suspended from school is denied the right to be on any Tacoma School District property or to attend any district or school sponsored events, such as dances, sporting events, evening activities, etc.

**Internet/Computer Use by Students**

Tacoma Public Schools (TPS) offers access through its digital resources to library materials, databases, and the Internet. We believe that the digital resources offer significant opportunities to enhance your student’s education. TPS utilizes Internet filtering for all computers networked in district facilities. However, it is not possible for us to completely limit access to materials with inappropriate content. Therefore, it is important that each student’s parent/guardian consider carefully and make an informed decision about whether to permit his/her student access to the district’s digital resources, including the Internet.

It is important that you and your student read and discuss the district’s Acceptable Use Policy for Digital Resources. A summary of the regulation follows. Complete text is available on the Tacoma Public Schools website: www.tacomaschools.org/schoolboard/policies.

In using the district digital resources, students accept the responsibility to:

1. Utilize the digital resources for educational purposes only;
2. Abide by district policies and federal/state laws, including Copyright laws;
3. Adhere to school guidelines on use of the network, and notifying staff prior to using the Internet;
4. Use good behavior and respect district property; do not destroy, modify, delete, or add software to district computers without permission.
5. Use digital resources in a legal, moral, and ethical manner. Do not access or process obscene, pornographic, or other inappropriate materials.

Tacoma Public Schools reserves the right to review and monitor activity on the network for responsible use consistent with the district’s Acceptable Use Policy for Digital Resources and Regulation; and to remove a user’s privilege to access the network at any time the District determines that the user is engaged in unauthorized activity or for violating the Policy. Disciplinary actions, if any, shall be consistent with the district’s standard policies and
procedures.

**Dress Code**

The dress code at the school of Industrial Design, Engineering and Art requires that student dress be appropriate and not “disrupt the educational process.” Therefore, clothing must not offend or cause a safety hazard/concern to other students, staff, parents or the community.

- Shorts and skirts must be no shorter than 4 inches from the knee. This can be easily measured by extending arms to the side and noting the end of your fingertips. Excessively short skirts or short shorts are not permitted.
- Pants, skirts, shorts may not contain any holes, rips, or tears above the knee.
- Exposed undergarments, see-through clothing, pajamas and/or house slippers are also prohibited.
- Pants and/or shorts are to be worn at the waist with no “sagging.”
- Garments that have alcohol, drug, sexual or negative ethnic/racial comments or connotations are not allowed to be worn at school or at school related activities (home or away).
- Gang related attire is strictly prohibited.
- Shoes are to be worn at all times. *Laboratory, and Studio classes may require closed toe shoes.*

In all cases, the administrators will make the final determination regarding specific dress code violations, e.g. administrators will determine when a garment is too tight, too revealing or too short. If you have reason to believe that an item may not be school appropriate, it probably isn’t. Students are expected to be cooperative whenever their attire is determined inappropriate. Argumentative, hostile and defiant behavior will subject the student to other disciplinary violations and progressive consequences including, but not limited to, suspension.

If a garment or wearing style (sagging pants, exposed undergarments or exposed cleavage) is deemed inappropriate, the student will be referred to an administrator and the student may be denied entrance to class until the dress code violation is resolved.

If a student is found in violation of the dress code policy, an effort will be made to notify a parent/guardian/contact to bring a change of attire. Other times, the student may be given an option to borrow or purchase a t-shirt and/or sweatpants, if or when supplies are available, from the office. Students with their own transportation may be authorized by a parent/guardian and an administrator to return home in order to change into school appropriate attire. This will be an excused absence (less than 1 ½ hours), unless this practice becomes excessive. Parents are requested to check their son’s or daughter’s attire on a daily basis to assure that students maximize their learning opportunities and avoid attire that is not compliant with the IDEA Dress Code.
MENTOR MANUAL

Think about why Mentor Group is so powerful?
What are ways does your Mentor Group helps everyone with developing a Post High /High School and Beyond Plan (you can change your mind as often as you like), makes sure you are on-track to graduate, makes sure you are meeting standards in your academic coursework and are regularly attending classes? How does your mentor group support you in your growth? Write a brief reflection here:
MENTOR MANUAL

On Track to Graduate – use this planner along with your cohort Graduation Checklist to map a possible schedule that ensures you have the credits you need to graduate within your Pathway. Workshop classes are A & A, Mini-term and Micro-term.

<table>
<thead>
<tr>
<th>High School Credit Plan/Sequence</th>
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<tbody>
<tr>
<td><strong>9th Grade</strong></td>
</tr>
<tr>
<td>1) Freshman English 1 (Humanities)</td>
</tr>
<tr>
<td>2) Math</td>
</tr>
<tr>
<td>3) Physics</td>
</tr>
<tr>
<td>4) Intro To Tech</td>
</tr>
<tr>
<td>5) Social Studies/History 1 (Humanities)</td>
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<tr>
<td>6) Illustration 1</td>
</tr>
<tr>
<td>7) French 1</td>
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<tr>
<td>8) Modern Dance 1</td>
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<tr>
<td>Workshop classes</td>
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<tr>
<th><strong>10th Grade</strong></th>
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</thead>
<tbody>
<tr>
<td>1) Sophomore English 1</td>
</tr>
<tr>
<td>2) Math</td>
</tr>
<tr>
<td>3) Biology</td>
</tr>
<tr>
<td>4) Bike Shop</td>
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<tr>
<td>5) Social Studies/History 1 (Humanities)</td>
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<tr>
<td>6) Engineering Design or Computer Science</td>
</tr>
<tr>
<td>7) Graphic Design</td>
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<tr>
<td>8) French 3</td>
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<tr>
<td>Workshop classes</td>
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</tbody>
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<tr>
<th><strong>11th Grade</strong></th>
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<tbody>
<tr>
<td>1) Junior English 1</td>
</tr>
<tr>
<td>2) World Issues or Civics</td>
</tr>
<tr>
<td>3) Math</td>
</tr>
<tr>
<td>4) Eco-Car Challenge</td>
</tr>
<tr>
<td>5) Engineering 3</td>
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<tr>
<td>6) Chemistry</td>
</tr>
<tr>
<td>7) BRIDGE</td>
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<tr>
<td>8) TV Studio</td>
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<tr>
<td>Intro to Internship (in Mentor Group) and Workshop classes</td>
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<tr>
<th><strong>12th Grade</strong></th>
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<tbody>
<tr>
<td>1) Senior English 1</td>
</tr>
<tr>
<td>2) Civics or World Issues</td>
</tr>
<tr>
<td>3) Math/Science</td>
</tr>
<tr>
<td>4) TIME</td>
</tr>
<tr>
<td>5) Elective in Pathway</td>
</tr>
<tr>
<td>6) Math/Science</td>
</tr>
<tr>
<td>7) Next Move Internship</td>
</tr>
<tr>
<td>8) Next Move Internship</td>
</tr>
<tr>
<td>Workshop classes and Culminating Project</td>
</tr>
</tbody>
</table>
MENTOR MANUAL

GUIDING QUESTIONS FOR MENTORS AND FAMILIES

- What are your 3 Student Led Conference Goals?
- What strategies do you plan to use to achieve each of these goals?
- Using your Graduation Portfolio, can you specifically show examples that document your growth?
- What is your current post-high plan? (Use your current High School & Beyond Essay and/or Post High Survey as a supporting document)
- What steps are you currently taking toward your post-high plan (participating in an internship, community service experience, classes you have taken or plan to take)?

Support Strategies for FALL Student Led Conferences

STUDENT STRATEGIES
- Ask my BRIDGE for support
- Sign up for a TIME class
- Ask my Mentor or fellow mentees to support me
- Check my online grades regularly
- Use technology to support me (Swift site, email, Khan Academy)
- Attend before school tutoring
- Attend after school tutoring
- Ask my mentor and family to support me by participating in frequent conferences

FAMILY STRATEGIES
- Check my student’s online grades
- Check homework regularly
- Set reasonable guidelines
- Hold student accountable
- Request frequent conferences if my student continues to struggle
- Encourage my student to communicate with their teachers via email or in person
- Check in with my student about their current goal progress?
- Support my student so they can attend before or after school tutoring

MENTOR STRATEGIES
- Check online grades
- Call home when needed
- Hold mentee accountable
- Visit mentee & family at home
- Help connect struggling mentee with a BRIDGE that can help with academic tutoring
- Email mentee’s teachers with concerns
- Direct mentee to available support services (tutoring, online tools, TIME, BRIDGE)
- Make a weekly meaningful connection with mentee
- Set up regular conferences with struggling mentee, family, and other teachers
TO PREPARE FOR YOUR CONFERENCE, PLEASE SET AT LEAST THREE GOALS THAT SUPPORT YOUR WORK THIS YEAR.

**ACADEMIC GOAL**

____________________________________________________________________________________________
____________________________________________________________________________________________

STRATEGIES USED TO ACHIEVE THIS GOAL:

☐ □

____________
____________

**PERSONAL GOAL**

(FOCUSED AROUND THE ARTS, PROFESSIONALISM, STUDY HABITS, SOCIAL GROWTH, ETC.)

____________________________________________________________________________________________
____________________________________________________________________________________________

STRATEGIES USED TO ACHIEVE THIS GOAL:

☐ □

____________
____________

**POST-HIGH GOAL**

(FOCUSED AROUND INTERNSHIPS, COMMUNITY SERVICE, COLLEGE, WORK)

____________________________________________________________________________________________

STRATEGIES USED TO ACHIEVE THIS GOAL:

☐ □

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<table>
<thead>
<tr>
<th>STUDENT LED CONFERENCE DATE</th>
<th>FAMILY SIGNATURE</th>
<th>STUDENT SIGNATURE</th>
<th>MENTOR SIGNATURE</th>
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</tbody>
</table>

27
FAMILY STRATEGIES
(CIRCLE STRATEGIES THAT YOU PLAN TO USE OR ADD YOUR OWN)

- Check online grades
- Check homework regularly
- Set reasonable guidelines
- Hold student accountable
- Allow natural consequences
- Participate in student-led conferences
- Encourage my student to communicate with their teachers
- Talk with my student about their goal progress

In addition to the strategies circled above, as a family we also plan to:

MENTOR STRATEGIES
(CIRCLE STRATEGIES THAT YOU PLAN TO USE OR ADD YOUR OWN)

- Check online grades
- Call home when needed
- Hold student accountable
- Mail student’s teachers with concerns
- Direct student to available services
- Make a weekly meaningful connection with student

In addition to the strategies circled above, as a mentor I also plan to:
### MENTOR MANUAL

### CONFERENCING RUBRIC

<table>
<thead>
<tr>
<th>Common Core Standard</th>
<th>Exceeding</th>
<th>Meeting</th>
<th>Approaching</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREPARATION for Student-Led Conference</strong> Speaking and Listening 1a: Come to discussions prepared, having read material under study; explicitly draw on that preparation by referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<tr>
<td>Your goal sheet is thoroughly completed, with 3 specific, measurable goals and 2 specific, manageable strategies to achieve each goal. Your portfolio is organized and relevant, with well-chosen examples from each arts and academic discipline, as well as supporting documents for post-high plans available for use in conference. You use your portfolio to refer to significant evidence of progress and implementing plans.</td>
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<tr>
<td>Your goal sheet is completed, with 3 specific goals and 2 relevant strategies to achieve each goal. Your portfolio is organized with examples from arts and academics, as well as evidence of post-high planning available for use in the conference. You use your portfolio to show specific classwork and goals/plans.</td>
<td></td>
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<tr>
<td>Your goal sheet is partially completed, with some goals and strategies available for use in the conference. Your goals and strategies are not all measurable and realistic. Your portfolio is minimal and/or disorganized, with few examples of classwork or post-high planning ready to use in the conference. You use your portfolio to discuss progress generally, without reference to specific evidence.</td>
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<tr>
<td>Your goal sheet is mostly incomplete or missing, with very few goals and strategies available for use in the conference. Your portfolio shows little effort or attention to collecting evidence of classwork and plans. You do not use your portfolio in the conference.</td>
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<tr>
<td><strong>PARTICIPATION in Student-Led Conference</strong> Speaking and Listening 1: Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<tr>
<td>You actively lead your conference, creating a strong conversation by presenting important information and responding thoughtfully to questions. You use specific, relevant evidence to show your growth. You ensure open communication by introducing everyone and affirming others’ perspectives. You promote constructive planning by staying on topic.</td>
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<tr>
<td>You lead your conference, engaging in conversation by presenting information with evidence and responding directly to questions. You ensure constructive, open communication by introducing everyone, staying on topic, and encouraging direct responses to the ideas of others.</td>
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<tr>
<td>You participate in the conference by offering information, though you do not support your opinion with direct evidence from your portfolio. You limit the exchange of ideas either by allowing yourself to dominate the conversation or by choosing to stay out of the conversation for most of the conference. You do not respond directly to others’ ideas when you do voice your opinion.</td>
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<tr>
<td>You do not participate fully in the conference by offering relevant information or evidence. You let others do the work of discussing your progress and plans. OR You significantly detract from the discussion during your conference. You do not offer your full attention to the work.</td>
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*Self-assessment:*
Portfolio Requirements

**Learner 9th grade**
- Best works and a written, reflective *Learner Statement* for; humanities, math and biology
- Resume draft
- Graduation Requirement Checklist
- Conferencing Goal sheet, signed by mentor and family, for Fall and Spring

**Leaders 10th & 11th grades**
- Graduation Requirement Checklist
- Additional best works and written, *reflective Learner Statements* for; humanities, math, chemistry, physics, English (11th), Civics or World Issues, advanced sciences within Pathway, world language, art and an elective
- Career Cruising printout
- Updated resume
- Updated Graduation Requirement checklist
- Leadership Activity- reflective *Learner Statement* (BRIDGE, NExt Move, Leadership class, ASB Clubs, Varsity Letter in Community Service etc.)
- Safe, Fit, Reach draft for college
- Personal Essay draft for college
- Culminating Project application (spring of Junior year)
- Pathway Declaration
  - Math, Physics & Engineering
  - Earth & Space Sciences
  - Biological Sciences

**Leaver 12th grade**
- Graduation Requirement Checklist
- Career Cruising at 90% or higher
- Updated Resume
- Best works and written, reflective *Learner Statement* for your best classes across four years related to your High School and Beyond/Post High Plan
- High School and Beyond/Post High Plan with VANi
- Cap and Gown ordered
- All TPS fines paid

Mentor Signature _________________________   __/__/__

Senior Check Out sheets will be distributed in mid-May and due to the Leadership Team Thursday before graduation.
CODE OF PROHIBITED CONDUCT

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
- Forcefully removing another’s clothes
- 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.

**GANNS 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


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.
Request to Restrict Release of Information Form

Complete this form and return it to your school if you do NOT want:
- The district to share photos, videos or public information about your child, or
- Information about your child released to military recruiters, or
- Your child to have access to the Internet at school.
- Automated phone calls to your cell phone.

Please enforce the following restrictions on release of information for my child.* Complete this portion every school year. Tacoma Public Schools highlights the great work and accomplishments of students throughout our schools and district. The student stories can include a wide-range of information, photos and video. By checking the box below, you can prevent the following public information from being shared: student’s name, address, date and place of birth, photographs (including yearbooks), digital and video recordings, post-high school career plans, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, types of awards and degrees received, and the most recent school attended.

☐ Do not release the information about my child described above.

☐ Do not release my child’s name, address or telephone number to military recruiters.

Please enforce the following restrictions on access to the internet for my child. Complete this portion every school year.

☐ Do not provide my child access to the internet at school. (Access to the internet is described in “Use of District Technology Resources” section in this handbook.)

Please follow my preferences for communications to my cell phone.* This portion does NOT need to be completed every school year.

☐ I do not give permission to Tacoma Public Schools to send automated communications to my cell phone.

Cell Phone #: ________________________________

Student Name: ____________________________________________________________

School: ___________________________________________________________ Grade: ______________________________

Student’s Address: ____________________________________________________________

Parent/Guardian Name (please print): ____________________________________________

Parent Guardian Signature*: ______________________________________________________

*Students who are 18 years of age sign their own request form.

Student Signature**: ___________________________________________________________

**Students may sign to opt out of release of information to military recruiters.

Date: ___________________________ Daytime phone number: ___________________________

RETURN THIS FORM TO YOUR SCHOOL OFFICE

Distribution: File original in student folder, after updating proper field in student database.
**District Information and News**

**DISTRICT CONTACT INFORMATION**

**Central Administration Building**
Switchboard: 253-571-1000  
Public Information: 253-571-1015  
Website: tacomaschools.org  
Newsroom: tacomaschools.org/news

Follow us on social media for instant, up-to-date information:  
Facebook: facebook.com/tacomaschools  
Twitter: @tacomaschools  
Instagram: @tacomaschools  
YouTube: youtube.com/user/ktpsvideo  
Mobile App: tacomaschools.org/app

**KTPS TV**

Watch for frequent bulletins and educational programming on KTPS TV, which you can find on the following cable channels:
- Click! (Channel 25)  
- Comcast (Channel 26)

To watch school board meetings and other KTPS TV productions online, go to the Watch KTPS TV section of the district website at: www.youtube.com/user/ktpsvideo.

**SCHOOL CLOSURES FOR INCLEMENT WEATHER**

The decision to close schools due to inclement weather or bad road conditions is made by the superintendent as early as possible, usually around 5:30 a.m. The district will announce the decision to close schools in a variety of ways to help parents get the information quickly and accurately. These include:
- A large banner on the top of the district’s website home page (tacomaschools.org)  
- A post on the district’s Facebook page (facebook.com/tacomaschools)  
- A tweet to the district’s Twitter followers (twitter.com/tacomaschools)  
- Recorded phone message sent to all households in the district  
- An update posted on www.flashalert.net, accessible to the public and monitored by regional media  
- A recorded message left on the district information line at 253-571-1000 by 6 a.m.

**IMPORTANT NOTE:** Please contact the main office at your child’s school to ensure the school has your most current contact information so you will receive the district’s recorded messages and emails.

While you will find inclement weather updates most quickly through those methods listed above, you also may see or hear the announcements on most television and radio news stations including:
- KIRO (97.3 FM)  
- KOMO Radio (1000 AM)  
- KIRO TV (Ch. 7)  
- KING TV (Ch. 5)  
- KOMO TV (Ch. 4)  
- KCPO TV (Ch. 13)

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

If you hear an announcement that “schools will operate two hours late, normal bus routes,” it means:
- All AM preschools are canceled.  
- All PM preschools will continue on their normal schedules.  
- All-day preschool will operate two hours late.  
- All-day ECEAP will operate two hours late.  
- Elementary band, orchestra are canceled.  
- No out-of-district transportation.

If you hear an announcement that “schools will operate two hours late, emergency bus routes,” it means:
- All AM preschools are canceled.  
- All PM preschools will continue on their normal schedules.  
- All-day preschool will operate two hours late.  
- All-day ECEAP will operate two hours late.  
- Elementary band, orchestra are canceled.  
- No out-of-district transportation.  
- Emergency bus routes AM, normal bus routes PM.  
- Special education students in full-day classes may receive bus service at main street corners and must be met at the stops after school instead of home stops.

If you hear an announcement that “school is closed,” it means:
- School is closed.  
- All activities are canceled.  
- No out-of-district transportation.  
- Twelve-month employees generally report to work.

If you hear an announcement that “school is closed, district offices closed,” it means:
- School is closed.  
- All activities are canceled.  
- No out-of-district transportation.  
- All district offices are closed.  
- School District employees do not report to work.
Board of Directors
Andrea Cobb, President
Karen Vialle, Vice President
Scott Heinze
Enrique Leon
Debbie Winskill

Carla J. Santorno, Superintendent

Tacoma Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator: Lisa Nolan, 253-571-1252, lnolan@tacoma.k12.wa.us; Title IX Coordinator: Eric Hogan, 253-571-191, ehogan@tacoma.k12.wa.us; and 504 Coordinator: Elementary, Steven Mondragon, smondra@tacoma.k12.wa.us, 253-571-1173; Secondary, Jon Bell, jbell2@tacoma.k12.wa.us, 253-571-1225. Address: P.O. Box 1357, Tacoma, WA 98401-1357.