SOTA
Regular Bell Schedule

<table>
<thead>
<tr>
<th>SOTA Schedule (Mon - Thurs)</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:00 am - 9:30 am</td>
<td>1st / 5th Period</td>
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<tr>
<td>9:30 am - 9:50 am</td>
<td>Passing Period</td>
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<td>9:50 am - 11:20 am</td>
<td>2nd / 6th Period</td>
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<tr>
<td>11:20 am - 12:10 pm</td>
<td>Lunch</td>
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<td>12:10 pm - 1:40 pm</td>
<td>3rd / 7th Period</td>
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<tr>
<td>1:40 pm - 2:00 pm</td>
<td>Passing Period</td>
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<tr>
<td>2:00 pm - 3:30 pm</td>
<td>Period 4th / 8th</td>
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<thead>
<tr>
<th>SOTA Schedule (Fridays)</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10:30 am - 12:30 pm</td>
<td>Mentor Group</td>
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<tr>
<td>12:30 pm - 1:30 pm</td>
<td>Lunch</td>
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<tr>
<td>1:30 pm - 3:30 pm</td>
<td>Adventures &amp; Applications</td>
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</tbody>
</table>

Attendance

1. Have your parents write a note excusing your absence.

2. When you return to school bring the note to your first period of the day’s teacher. For instance, it might be period one on a Monday or Wednesday, or period five on a Tuesday or Thursday.

3. That teacher will give you a re-entry that you will need to bring to all the teachers whose classes you have missed while you were absent.

4. The note for your absence will be picked up by Jim Nelson (SOTA Liaison) and brought up our (Attendance Secretary) at the Post Office. Then person will then change your absence from unexcused to excused.

5. Your parent/guardian can also call our (Attendance Secretary) at 253.571.7956 so that person can be notified of an upcoming absence. However a written note is still needed when you first return to school.
### Tacoma School of the Arts
#### 2016-17 School Year Student Calendar FINAL DRAFT

**AUGUST/SEPTEMBER 16**

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#### OCTOBER 16

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<td>24th</td>
<td>Teacher Workshop Day (no school)</td>
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20 days

#### NOVEMBER 16

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Dec 16 Last Day of First Semester

15 days

#### DECEMBER 16

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12 days

#### JANUARY 17

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20th Presidents' Day Holiday (No School)

19 days

#### FEBRUARY 17

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<td>Teacher Workshop Day (no school)</td>
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18 days

#### MARCH 17

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27th Spring Break

18 days

#### APRIL 17

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3rd – 7th Spring Break

14 days

#### MAY 17

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29th Memorial Day Holiday (no school)

22 days

#### JUNE 17

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<thead>
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16th Last Day of School/ Early Release

19th, 20th, 21st, 22nd Snow make-up days, if needed

11 days

**N** = Non-School Day  **H** = Holiday (no school)  **SS** = School Starts  **S** = Snow Make-Up Day As Needed  **R** = All School Retreat  **E** = Early Release  **T** = Teacher Workshop Day (no school)
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:

\[
\begin{align*}
A &= 4.0 & B- &= 2.7 & D+ &= 1.3 \\
A- &= 3.7 & C+ &= 2.3 & D &= 1.0 \\
B+ &= 3.3 & C &= 2.0 & E &= 0.0 \\
B &= 3.0 & C- &= 1.7 &
\end{align*}
\]

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 GPA is computed using all the grades students earn in high school and receive high school credit for in middle school. SOTA staff assesses student work using the BAME scale.

Standards-Based Grading at SAMI 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 SAMI. 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 class and teacher. 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>Grade</th>
<th>Grade</th>
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<tbody>
<tr>
<td>3.8-4.0 = A</td>
<td>2.7-2.9 = B-</td>
<td>1.3-1.6 = D+</td>
</tr>
<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>
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<tr>
<td>3.0-3.2 = B</td>
<td>1.7-1.9 = C-</td>
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</table>

**Progress Reports and Traditional Letter Grades:**
Every two weeks, students receive a summary progress report that lists the traditional letter grades (A, B, C, D, E/F) earned in each class. Progress reports are 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.tsota.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.
Here is a sample rubric from Humanities:

<table>
<thead>
<tr>
<th>Common Core Standard</th>
<th>Exceeding (4)</th>
<th>Meeting (3)</th>
<th>Approaching (2)</th>
<th>Beginning (1)</th>
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<tr>
<td><strong>Writing Standard #1</strong>&lt;br&gt;Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>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 &amp; writer's analysis.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

**Why are we doing this? Doesn’t it just make everything more complicated?**
Using the BAME scale and standards based grading lead to a fundamental shift in school culture and student learning. 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 in October.
- 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.
<table>
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<th>CLASSES</th>
<th>REQUIRED CREDITS</th>
<th>NOTES</th>
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<td>Classes of 2016-2018</td>
<td>Class of 2019 and Beyond</td>
</tr>
<tr>
<td>English</td>
<td>4 (8 sem)</td>
<td>4 (8 sem)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 (6 sem)</td>
<td>3 (6 sem)</td>
</tr>
<tr>
<td>Science (lab)</td>
<td>2 (4 sem)</td>
<td>3 (6 sem)</td>
</tr>
<tr>
<td>Social Studies**</td>
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</tr>
<tr>
<td>Arts</td>
<td>1 (2 sem)</td>
<td>2 (4 sem)</td>
</tr>
<tr>
<td>Health and Fitness</td>
<td>.5 (1 sem)</td>
<td>.5 (1 sem)</td>
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<tr>
<td>PE</td>
<td>1.5 (3 sem)</td>
<td>1.5 (3 sem)</td>
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<tr>
<td>Career and Technical Education</td>
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<tr>
<td>Electives</td>
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<td>4 (8 sem)</td>
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<tr>
<td>World Language or Personalized</td>
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<td>2 (4 sem)</td>
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<td>Pathway Requirement</td>
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<tr>
<td>Total Required Credits</td>
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<td><strong>24</strong></td>
</tr>
<tr>
<td>Class of</td>
<td>Subject</td>
<td>Test</td>
</tr>
<tr>
<td>----------</td>
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</tr>
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</table>
| 2017 & 2018 | ELA | **Choose 1:**  
- Smarter Balanced ELA test *(exit exam score)*  
- WA-AIM *(exit exam score)* |
| 2016 & 2019 | Math | **Choose 1:**  
- Algebra 1/Integrated Math 1 EOC exam  
- Geometry/Integrated Math 2 EOC exam  
- Smarter Balanced math test *(exit exam score)*  
- WA-AIM *(exit exam score)* |
| 2017 & 2018 | Science | **Choose 1:**  
- Biology EOC exam  
- WA-AIM *(exit exam score)* |
| 2017 & 2018 | ELA | **Choose 1:**  
- Smarter Balanced ELA test *(exit exam score)*  
- WA-AIM *(exit exam score)* |
| 2017 & 2018 | Math | **Choose 1:**  
- Smarter Balanced Math test *(exit exam score)*  
- WA-AIM *(exit exam score)* |
| 2017 & 2018 | Science | **Choose 1:**  
- Biology EOC exam  
- WA-AIM *(exit exam score)* |
College in the High School at SOTA

A collaborative program between Tacoma Community College, the Science and Math Institute and School of the Arts.

Welcome and thank you for your interest in the TCC College in the High School program. This is an exciting opportunity for you to earn college credit while attending classes at SAMI or SOTA. If you are receiving this letter you are already enrolled in a course eligible for this program.

WHAT IS COLLEGE IN THE HIGH SCHOOL?
College in the High School is an educational program that provides college level classes within the high school setting. Students earn college credits from Tacoma Community College and experience the rigor of a college level course, while also earning high school credit. It is a dual-enrollment program.

HOW DOES COLLEGE IN THE HIGH SCHOOL WORK?
High school teachers teach college level classes to high school students at their school. Tacoma Community College faculty members train and mentor the high school teachers so that the rigor, curriculum, course philosophy, pedagogy, and assessment criteria are similar to those of the same course taught at Tacoma Community College.

HOW DOES COLLEGE IN THE HIGH SCHOOL BENEFIT STUDENTS?
Any student who meets the prerequisites and requirements may take a College in the High School class. Through College in the High School, students will be better prepared for college because they have had direct experience with a college level class. In addition to earning college credits, they will have access to the Tacoma Community College library and tutoring services. Instructional materials will be provided by the District, so students do not have to purchase college textbooks. The cost is $300 per course, $50 for students on Reduced Lunch and $25 for students on Free Lunch. Students may also take this college level class for high school credit, even if they don’t pay for the college credit. However, at least 5 full-paying students are required for a class to be a TCC College in the High School class.

HOW DO I REGISTER FOR THE COLLEGE CREDIT?
Application to the Program
The first step to enroll in a College in the High School class will be to sign up for classes labeled CITHS on the SOTA and SAMI master schedule. Two to three weeks into the semester, students will be provided with a registration packet for the university by their SOTA/SAMI teacher, which includes an application to TCC and information on registration and payment.
Communication

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

Tacoma Public Schools (TPS) has an extensive website at www.tacomaschools.org. Additional information specifically for SOTA is on the website at www.tsota.org.

- **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.
- **Bi-Weekly Progress Reports** – will be sent home with students every other Friday during mentor group.
- **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.
- **Student Led Conferences (SLCs)** – for students with their parents/guardians will be held in the fall and spring. Conference dates and times will be posted on our website. Conferences will be scheduled by and facilitated with the student’s mentor.
- **SWIFT Sites** – are available for viewing classroom information, obtaining homework items, and reading information posted by the teacher. Individual SWIFT sites can be accessed through the SOTA web page by clicking on “Classroom Websites.”
- **Email** – is an effective way to reach our teachers. Each teacher’s email address can be access through their SWIFT site or by the contact list on the SOTA website.
- **Telephone** – calls may be made directly to the classrooms, where each teacher has voice messaging. Teachers will make every attempt to contact parents/guardians to inform them of any concerns they may have regarding their student. Please remember that teachers are instructing during the school day and may not be available to talk or return calls while they are in class.
- **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.
- **“ROBO-Calls”/(School Messenger)**– The staff will alert families to key events and happenings through recorded messages that are sent home to your main phone number we have on file. Please make sure that your contact information is correct in our system. Updates can be made through HAC or by calling our Main Office.
A student who engages in misconduct will be subject to corrective action or discipline. A student whose conduct constitutes exceptional misconduct as defined in Regulation 3241R may be subject to an immediate short-term suspension or emergency expulsion without regard to any previous attempts at corrective action. Depending on the circumstances, a student may also be subject to immediate long-term suspension or expulsion for engaging in certain conduct identified under law which permits the use of long-term suspension or expulsion. Disciplinary transfers to another school may also be implemented by the District as needed.

The Safety and Security Department may be notified of violations of offenses in this section. Where appropriate, Tacoma Police will also be notified. Discipline of students who have an Individualized Education Program (IEP) or Section 504 plan will be administered in conformity with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504), and may differ in degree, type, or severity if the conduct in question is determined to be a manifestation of the student’s disability.

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. School administration has the authority to determine any disciplinary action to maintain a safe and effective learning environment.

The District and its School Board will be revising District Policy/Regulation 3240 and 3241 in response to the requirements of Fourth Substitute House Bill 1541, signed by the governor on March 30, 2015, and effective on June 9, 2016. The revisions will further define student conduct that may lead to discretionary and non-discretionary discipline. Please visit the District’s website at https://www.tacomaschools.org/board/Pages/policies.aspx to view the updated policies and regulations applicable to student discipline, suspension, and expulsion. You may also obtain a copy of the District’s policies and regulations by contacting the Office of Secondary Education at 253-571-1191 or the Office of Elementary Education at 253-571-1032.

**Alcohol**

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

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

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

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

**Arson**

Arson is intentionally setting a fire or causing an explosion.

**Careless Burning**

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

**Assault**

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

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

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

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

**Bomb Threat**

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

**Disruptive Conduct**

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

**Gambling**

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

**Lewd Conduct**

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

**Obscene/Explicit Material**

Displaying, possessing, or distributing material of a sexual or otherwise inappropriate nature, whether it is published, written or electronic is unacceptable in Tacoma Public Schools.
Inappropriate Liberties
Inappropriate liberties by students on school district property will not be tolerated, even if the inappropriate liberties are meant as a “joke.” Inappropriate liberties include, but are not limited to:

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

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

Misuse or tampering with any district technology is against Tacoma School District policy.
Improper use of district technology includes but is not limited to:

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

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

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

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

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

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

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

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

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

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

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

Fighting includes, but is not limited to:

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

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

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

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

Gangs And Related Behavior
Belonging to an organized gang, hate group, or similar organization or group and knowingly engaging in gang/hate group activity on school grounds or during school activities or functions is against Tacoma School District policy. A gang or hate group is defined as a group of two or more persons with identifiable leadership who conspire and act in concert for criminal purposes.
**Initiating or harassing another student with meaningless, difficult, dangerous**, there is a risk of violence to the staff person, the student may be expelled. Tacoma School District policy.

**Staff has the right to work in a safe and non-threatening atmosphere.** Tacoma School District No. 10 is committed to a positive and productive 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**

Tacoma School District No. 10 is committed to a positive and productive education and work environment free from discrimination, including sexual harassment. The District does not discriminate on the basis of sex in its education programs and activities. The District expressly prohibits discrimination based on sex and sexual harassment of students, employees and others involved in school district activities. This prohibition on sexual harassment includes sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

**Definitions**

Sexual harassment - is defined unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment occurs when:

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

Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical.

Sexual harassment can occur student to student, adult to student, student to adult, adult to adult, female to male, male to female, female to female, and
male to male, as well as to transgender individuals.

Gender-based harassment - is defined as unwelcome conduct based on an individual’s actual or perceived sex, including harassment based on gender identity or nonconformity with sex or gender stereotypes, and not necessarily involving conduct of a sexual nature. All of these types of sex or gender-based harassment are prohibited by this Policy.

Sexual violence - refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered by this Policy.

Examples of Sexual Harassment

1. Demands for sexual favors in exchange for preferential treatment or something of value;
2. Stating or implying that a person will lose something if he or she does not submit to a sexual request;
3. Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
4. Making unwelcome, offensive or inappropriate sexually suggestive remarks, gestures, or jokes; or remarks of a sexual nature about a person’s appearance, gender or conduct;
5. Using derogatory sexual terms for a person;
6. Standing too close, inappropriately touching, cornering or stalking a person;
7. Displaying offensive or inappropriate sexual illustrations on school property;
8. Making sexual propositions or pressuring a person for sexual favors;
9. Touching of a sexual nature;
10. Writing graffiti of a sexual nature;
11. Displaying or distributing sexually explicit drawings, pictures, or written materials;
12. Circulating or showing e-mails or web sites of a sexual nature;
13. Making sexual jokes, suggestive remarks, sexual rumors, or derogatory comments;
14. Physical interference with movements, such as blocking or following someone; or
15. Acts of physical violence, including rape, sexual assault, sexual battery, and sexual coercion.

Title IX Coordinators

The District’s Title IX Coordinators is the Office of Student Life. Their responsibilities include overseeing all complaints of sex discrimination and identifying and addressing any patterns or systemic problems that arise during the review of such complaints. They can be reached at 571-1123. District’s Title IX Coordinators are also the District’s Harassment, Intimidation, and Bullying Compliance Coordinators, and can answer questions about how to address allegations of sexual harassment involving students under this Policy and the District’s Policy Prohibiting Harassment, Intimidation, and Bullying of Students.

Responding to Complaints of Sexual Harassment

The District will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the District, either formally or informally.

- Every complainant has the right to present his or her case. This includes the right to adequate, reliable, and impartial investigation of complaints, the right to have an equal opportunity to present witnesses and other evidence, and the right to the same appeal processes, for both parties.
- The District will take steps to protect the complainant as necessary, including interim steps taken prior to the final outcome of the investigation.
- The standard for determining if sexual harassment (including sexual violence) occurred is preponderance of the evidence, meaning it is more likely than not that sexual harassment (including sexual violence) occurred.
- Every complainant has the right to be notified of: (a) the timeframe within which a full investigation of the complaint will be conducted; (b) the outcome of the complaint; and the process for filing an appeal, if applicable.
- Every complainant has the right to be notified, in writing, of the outcome of the complaint. Even though federal privacy laws limit disclosure of certain information in disciplinary proceedings, the District and its schools must disclose to the complainant information about the sanction imposed on the perpetrator when the sanction directly relates to the harassed student. This includes directives that the harasser stay away from the harassed student, or that the harasser is prohibited from attending the same school as the harassed student or has been transferred to other classes from the harassed student.
- Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment will be reviewed and remedied, as appropriate.
- Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending party, including restricting access to school property and activities, as appropriate.

All allegations of sexual harassment involving students must be reported to the District’s Office of Student Life, who serves as the District’s Title IX Coordinators and Harassment, Intimidation, and Bullying Compliance Coordinators.

All allegations of sexual harassment that involving staff must be reported to the District’s Assistant Superintendent of Human Resources, who serves as the District’s Civil Rights Compliance Coordinator.

The process for responding to allegations of sexual harassment is outlined in Regulation 5265R - Discrimination Complaint Procedure. All staff is 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 is 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.

All 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. However, criminal investigation into allegations of sexual harassment or sexual violence does not relieve the obligation for the District to resolve complaints promptly and equitably.

Prohibition on Retaliation

Retaliation against any person who makes or is a witness in a sexual
harseness complaint is prohibited and will result in appropriate discipline. The District will take appropriate actions to protect involved persons from retaliation.

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

Distribution, Education, and Board Monitoring
The Superintendent or designee will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this Policy and the recognition and prevention of sexual harassment.

This Policy and any Regulation related to it, which includes Regulation 5265R - Discrimination Complaint Procedure, will be included in staff, student and volunteer orientations.

This Policy and any Regulation related to it, which includes Regulation 5265R - Discrimination Complaint Procedure, will be posted in each District building in a place available to staff, students, parents, volunteers and visitors. This Policy and any Regulation related to it, which includes Regulation 5265R - Discrimination Complaint Procedure, will be reproduced in each student, staff, volunteer and parent handbook.

The Superintendent or designee shall make periodic reports to the Board reviewing the use and efficacy of this Policy and related Regulations. Recommendations for changes, if applicable, shall be included in the report.

Discrimination Complaint Procedure
To ensure fairness and consistency, the following grievance procedure is to be used in the District’s relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. It is also available to students alleging that they are subject to discrimination by District staff members. No staff member or student’s status with the District will be adversely affected in any way because he or she utilized these procedures. As used in this procedure, “grievance” will mean a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws. A “complaint” will mean a charge alleging specific acts, conditions or circumstances which are in violation of the anti-discrimination laws. A “respondent” will mean the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

1. Purpose: This procedure is to secure at the lowest possible administrative level equitable solutions to discrimination complaints.
2. Definition: A complaint is a claim based upon an alleged violation of Policy 3111, 5265, 5266, and/or state or federal laws, executive orders or regulations prohibiting discrimination based on race; religion; creed; color; national origin or ancestry; sex; gender identity or expression; sexual orientation; age; pregnancy; marital or veteran status; the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability. The District also prohibits the use of racial, ethnic, and/or sexual slurs, including sexual harassment.
3. Procedure: Complaints shall be processed as rapidly as possible. The number of days indicated at each step shall be considered as maximum and every effort shall be made to expedite the process. Time limits may be extended by mutual consent. A letter confirming any extension will be sent. If mutual agreement to a timeline extension is not reached, the complainant may immediately appeal to the next level. In addition, in the event the District’s representative fails to provide an answer at any level within the time limits prescribed, the complainant has the right to proceed immediately to the next level. The complaint will be considered abandoned and the matter settled in accordance with the District’s official last answer if the complainant fails to appeal the decision to the next level within the designated appeal period.
4. Representation: At any level in the procedure, the complainant and/or responding party may have a representative present.

Informal Process for Resolution
When a staff member has an employment problem concerning equal employment opportunity, he/she will discuss the problem with the immediate supervisor, personnel director or Superintendent within 60 days of the circumstances which gave rise to the problem. The staff member may also ask the compliance officer to participate in the informal review procedure. It is intended that the informal discussion will resolve the issue. If the staff member feels he/she cannot approach the supervisor because of the supervisor’s involvement in the alleged discrimination, the staff member may directly contact the compliance officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the staff member may proceed to the formal review procedures.

Formal Process for Resolution - Level One
The complaint must be written, signed by the complainant and set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will investigate the allegations within 30 calendar days. The school District and complainant may agree to resolve the complaint in lieu of an investigation. The officer will provide the Superintendent with a full written report of the complaint and the results of the investigation. The Superintendent will respond in writing to the complainant as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint. The response of the Superintendent will include notice of the complainant’s right to appeal to the school Board and will identify where and to whom the appeal must be filed.

The Superintendent’s written response will state that the District either:

A Denies the allegations contained in the written complaint received by the District, or
B Will implement reasonable corrective measures to eliminate any such act, conditions or circumstance within the school District.

Such corrective measures deemed necessary will be instituted as expeditiously as possible, but in no event later than 30 calendar days following the Superintendent’s mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

Formal Process for Resolution - Level Two - Appeal to Board of Directors
If a complainant disagrees with the Superintendent’s written decision or if the Superintendent fails to respond, the complainant may file a written notice of appeal with the Secretary of the Board (the Superintendent) by the 10th calendar day following:

A The date upon which the complainant received the Superintendent’s response; or
B The expiration of the 30-calendar day response period stated in Level One, whichever occurs first.

The Board will schedule a hearing to commence by the twentieth (20) calendar day following the filing of the written notice of appeal unless otherwise agreed to by the complainant and the Superintendent or for good cause. Both parties will be allowed to present such witnesses and testimony as the Board deems relevant and material. The Board will render a written
decision by Regulation No. 5265R the 10th calendar day following the termination of the hearing and will provide a copy to all parties involved, unless otherwise agreed to by the complainant and the Superintendent or for good cause.

**Formal Process for Resolution - Level Three-Complaint to OSPI**

If a complainant disagrees with the Board’s decision, the complainant may file a complaint with the Office of Superintendent of Public Instruction (“OSPI”). Such a complaint must be received by OSPI within 20 calendar days after the complainant received the Board’s decision, unless the OSPI grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail or hand delivery. A complaint must be in writing and include:

- A description of the specific acts, conditions, or circumstances alleged to have violated Chapter 392-190 of the Washington Administrative Code or District Policies prohibiting discrimination and harassment and the facts on which the complaint is based;
- The name and contact information, including an address, of the complainant;
- The name and address of the school district subject to the complaint;
- A copy of the school district complaint and appeal decisions under WAC 392-190-065 and 392-190-070 (this Regulation);
- A proposed resolution of the complaint or relief requested; and
- If the allegations regard a specific student, the complaint must also include:
  - The name and address of the student, or in the case of a homeless child or youth, contact information for the student; and
  - The name of the school and school district the student attends.

Upon receipt of a complaint, OSPI may initiate an investigation, which may include reviewing relevant information or conducting an independent on-site review. OSPI may, at its discretion, investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the school district under WAC 392-190-065 or WAC 392-190-070.

Following an investigation, OSPI will make an independent determination as to whether the school district failed to comply with Chapter 392-190 of the Washington Administrative Code or the guidelines adopted under WAC 392-190-005. OSPI will issue a written decision to the complainant and the school district that addresses each allegation in the complaint and any other noncompliance issues that OSPI has identified in the investigation. The written decision will include the corrective actions deemed necessary to correct any noncompliance and any documentation the school district must provide to ensure that the corrective action is completed. Regulation No. 5265R OSPI will provide this written decision in a language that the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.

All corrective actions must be completed within the timelines established in the written decision unless OSPI grants an extension. If timely compliance by a school district is not achieved, OSPI may take actions to ensure compliance. Such actions may include, but are not limited to, referring the school district to appropriate state or federal agencies empowered to order compliance with the law or the initiation of sanctions or corrective measures under WAC 392-190-080.

A complaint may be resolved at any time when, before the conclusion of an investigation, the complainant and the school district voluntarily agree to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods necessary to resolve a complaint.

**Preservation of Records**

The files containing copies of all correspondence relative to each complaint communicated to the District and the disposition, including any corrective measures instituted by the District, will be retained in the office of the District compliance officer for a period of 6 years.

If the complaint is not resolved with the District, the complainant may contact any of the following agencies:

- Office for Civil Rights, Region X
  Henry M. Jackson Federal Bldg.
  915 Second Ave., #3510, Seattle, WA 98174-1099

- Equal Employment Opportunity Commission
  Federal Office Bldg.
  909 First Ave., #400, Seattle, WA 98104-1061;

- Superintendent of Public Instruction
  Old Capitol Bldg.
  Mail Stop FG-11, P.O. Box 47200, Olympia, WA 98504-7200.

Any settlement of the complaint shall be applicable to that complaint only and shall not be binding authority for the disposition of any other complaint. Questions or complaints of alleged discrimination may be directed to the following individuals at Tacoma Public Schools:

- Civil Rights, Lisa Nolan, (253) 571-1252, lnolan@tacoma.k12.wa.us
- Title IX, Jennifer Kubista, (253) 571-1123, jkubist@tacoma.k12.wa.us
- Americans With Disabilities Act (ADA), JoEllen Redmond, (253) 571-1083, jredmon@tacoma.k12.wa.us
- Section 504, John Page, (253) 571-1126, jpage@tacoma.k12.wa.us
- Title IX, Jennifer Kubista, (253) 571-1123, jkubist@tacoma.k12.wa.us
- Title VI, Stephen Murakami, (253) 571-3300, smuraka@tacoma.k12.wa.us

**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**

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 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; slug 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.

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.

**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

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.

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.

All Tacoma School Board Policies and Regulations can be found online at www.tacomaschools.org/policy. Please note that School Board Policies and Regulations can be revised or new Policies and Regulations adopted at any time. Checking the website will ensure that you have the most current documents available. If you would like a copy of any specific policy or regulation or are unable to access our website, you can request copies of Policies and Regulations at the main office of your child’s school or through the District’s Public Information Office at 253-571-1015.
# Parent Request to Restrict Release of Information and Access to the Internet

**FOR GRADES 6 to 12 ONLY:**

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.

## FOR STUDENTS IN PRESCHOOL THROUGH 5TH GRADE ONLY:

Please follow my preferences for photography and videos of my child. This portion does NOT need to be completed every school year.
I give permission to Tacoma Public Schools to photograph (including yearbook) or record video of my child for school district publications, newspaper or television for the duration of the time they are a student. ☐ Yes ☐ No

## FOR ALL STUDENTS:

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 give permission to Tacoma Public Schools to send automated communications to my cell phone.

☐ Yes ☐ No

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**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:** ______________________

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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
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/kptsvideo

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/kptsvideo.

District News and Information
The Tacoma Public Schools has multiple options to update you on the latest district information and news 24 hours a day. You can check the News section of the district website, tacomaschools.org. You also can sign up to receive district alerts via Twitter or follow district activities on Facebook. Please contact the Public Information Office, 253-571-1015, if you have any questions about these services or need assistance.

Download our Mobile App
Information from the most-visited pages on Tacoma Public Schools’ website is now conveniently available in a mobile-friendly view. Download the district’s free app for iPhone and Android for easy access to these features:
• Home Access Center: Student grades, test scores, homework assignments and attendance
• Calendars: District-wide and school-specific events
• News: Latest about the district, schools, events, and more
• Parent information: Resource list with links to information
• Directory: Phone numbers and email addresses
• Sports: General sports information, schedules and forms
• Lunch Money Now: School meal account balances
• Cafeteria: Menus
• Social media: Facebook, Twitter, YouTube and Instagram
• Careers: District job openings
• Notifications: Districtwide announcements and reminders

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.schoolreport.org, 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 as your most current contact information so you will receive the district’s recorded messages.

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) KCPD 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.
• Elementary JAWS, 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 (including Head Start).
• All PM preschools will continue on their normal schedules.
• Elementary JAWS, 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 school 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
Karen Vialle, President
Catherine Ushka, Vice President
Debbie Winskill
Scott Heinze
Andrea Cobb

Carla J. Santorno, Superintendent

### TACOMA SCHOOL DISTRICT NO. 10 NON-DISCRIMINATION STATEMENT
Tacoma School District No. 10 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 dog guide or trained service animal (a service animal is an animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability). The following employees have been designated to handle questions and complaints of alleged discrimination:

**TITLE IX**
Title IX Coordinator, Jennifer Kubista
Director, Student Life and Athletics
P.O. Box 1357, Tacoma, WA 98401-1357
(253) 571-1123 jkubista@tacoma.k12.wa.us

**SECTION 504 and ADA**
Section 504 Coordinator (Students), John Page
Director of Comprehensive Guidance Counseling
P.O. Box 1357, Tacoma, WA 98401-1357
(253) 571-1171 JPAGE@Tacoma.k12.wa.us

Section 504 Coordinator (Staff), JoEllen Redmond
HR Compliance Coordinator
P.O. Box 1357, Tacoma, WA 98401-1357
(253) 571-1250 HRInfo@tacoma.k12.wa.us

**CIVIL RIGHTS**
Civil Rights Compliance Coordinator, Lisa Nolan
Assistant Superintendent, Human Resources
P.O. Box 1357, Tacoma, WA 98401-1357
(253) 571-1250 HRInfo@tacoma.k12.wa.us

**EQUAL ACCESS**
The District provides equal access to designated youth groups as identified in its Use of School Facilities Policy and Regulation pursuant to the Boy Scouts of America Equal Access Act. The following district official has been designated to handle inquiries regarding the Boy Scouts of America Equal Access Act:

Equal Access Coordinator, Stephen Murakami
Chief Operating Officer
P.O. Box 1357, Tacoma, WA 98401-1357
(253) 571-3300 smuraka@tacoma.k12.wa.us

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**CAMBODIAN**

*កូស្បែងអេប្រាស់អេប្រាស់ជាមួយអេប្រាស់បែបស្រុកនេះ ក្នុងវអេប្រាស់អេប្រាស់ជាមួយអេប្រាស់បែបស្រុកនេះ ក្នុងវអេប្រាស់អេប្រាស់ជាមួយអេប្រាស់បែបស្រុកនេះ ក្នុងវអេប្រាស់អេប្រាស់ជាមួយអេប្រាស់បែបស្រុកនេះ ក្នុងវ*  

**LAOTIAN**

*ជាមួយអេប្រាស់អេប្រាស់ជាមួយអេប្រាស់បែបស្រុកនេះ ក្នុងវអេប្រាស់អេប្រាស់ជាមួយអេប្រាស់បែបស្រុកនេះ ក្នុងវអេប្រាស់អេប្រាស់ជាមួយអេប្រាស់បែបស្រុកនេះ ក្នុងវអេប្រាស់អេប្រាស់ជាមួយអេប្រាស់បែបស្រុកនេះ ក្នុងវ*  

**SPANISH**

*Adjunto encontrará un documento importante de la escuela de su hijo/a. Si corresponde, sírvase pedir que se lo traduzcan. Muchas gracias.*

**KOREAN**

*귀덕 자녀의 학교에서 보내 드리는 본 서류는 중요한 문서입니다. 자녀에게 서류에 있는 내용을 설명해 달라고 하시겠어요. 감사합니다.*

**RUSSIAN**

*В приложении Вы найдете важный документ из школы, где учится Ваш ребенок. Пожалуйста, попросите, чтобы Вам его перевели. Спасибо!*  

**VIETNAMESE**

*Kème theo đây là giấy tờ quan trọng của nhà trường con em quý vị. Xin hãy nhờ người giải thích những giấy tờ này cho quý vị. Cám ơn.*

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*Attached is an important document from your child’s school. Please have this document translated for you. Thank you.*