School of the Arts

Regular Bell Schedule

Monday-Thursday

Period 1/Period 5  
8:00 am – 9:30 am

Passing Period  
9:30 am – 9:50 am

Period 2/6  
9:50 am – 11:20 am

Lunch  
11:20 pm – 12:10 pm

Period 3/Period 7  
12:10 pm - 1:40

Passing period  
1:40 pm - 2:00 pm

Period 4/Period 8  
2:00 pm – 3:30 pm

Friday

Mentor Group/Workshop/Showcase 10:30 am – 3:30 pm

Lunch / Study Block  
12:30 pm – 1:20 pm

****Bell schedules for late arrivals, early dismissals, final exams and state testing will be implemented as needed.
History

The Tacoma School of the Arts began as an idea in 1998 and with the help of the Bill & Melinda Gates Foundation Model Schools Program, the Tacoma Public Schools, and a variety of partners in the local arts and business community, the Tacoma School of the Arts (TSOTA) opened in the fall of 2001. The school’s proximity to cultural organizations was intentional in order to provide opportunities for students to engage in the community. The success of SOTA can be attributed to the commitment of the school district, staff, parents and our community partners. We have been fortunate to have the support and endorsement of the superintendent and our community as we continue to build a learning environment for students of all abilities.

Vision

We believe all students have the right to high-quality educational experiences that develop their unique needs and passion.

Mission

Our mission is to partner with community resources to change public education, emphasizing creativity and utilizing a fully inclusive model that educates the whole student through our values: Community. Empathy. Thinking. Balance.

- **Community** - We are a learning community. Careful planning and design of school culture enables us to rely on the strengths of each staff and student and to develop our highest potential.

- **Empathy** - Every member of our community has unique perspectives, strengths and struggles, and we strive to adapt our approach to see the world from their point of view.

- **Thinking** - We challenge ourselves to dive deep into any idea, seeking a strong understanding as opposed to merely reciting facts. Learning is inspired by dreams and imaginations.

- **Balance** - We seek both left-brained and right-brained thinkers, creativity alongside analysis. We find balance in perspective and our schools seek to always show both sides of a picture
### School Directory

(see [www.tsota.org](http://www.tsota.org) for current email and phone numbers)

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**General Information**
SOTA Campus - The SOTA campus includes three different buildings located downtown Tacoma. (1950 building, Ted Brown building and 302 S. 9th “Music Box”). When you arrive at school, you are to remain on the school campus until dismissed at the end of the day or unless excused through the office. Students must bring a written parental request to the attendance office before leaving campus for early dismissals or have it prearranged through parent/family communication with the office.

**Students are not allowed to loiter in groups on sidewalks around the businesses or residences near SOTA before, during or after school**

Accidents - Report all accidents promptly to the teacher or main office.

Address or Telephone Changes - If for any reason a student’s telephone number or address changes, even temporarily, please notify the Attendance office at 253.571.7900 or make the necessary changes through Home Access Center (HAC). The office must have current information for emergency purposes.

ASB Card - Students may purchase an ASB membership annually for $15.00. The membership provides free admission to regular season athletic contests and reduced admission to dances and other ASB activities. An ASB membership is required for all students participating in club, activities, or sports. There is an additional fee to the ASB card for students participating in a sport at their neighborhood school.

Cell Phones & Other Electronic Devices - Students are discouraged from bringing electronic devices to school. Electronic devices should not be a distraction to the learning environment. Electronic devices include, but are not limited to, cell phones, DVD players, gaming units, iPods, tablets, etc. Tacoma School of the Arts is not responsible for the loss or theft of electronic devices and investigation time will not be utilized for retrieval of lost or stolen electronics.

Cheating and Plagiarism - Cheating is by definition an action done by a student to supply work for another student, or turn in work, use work, rely on work that is not his/her own, or allow someone to copy work other than in circumstances clearly understood to involve collaborative or group learning. 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.

The judgment of the teacher or staff member who discovers cheating is final and progressive discipline will be followed.

Cooperation - Students will obey the lawful instructions of school district personnel and follow school and classroom rules (RCW 28A.600.040). Students are expected to cooperate fully with Tacoma School of the Arts and School District staff, including law enforcement when applicable. Failure to do so will result in disciplinary action leading up to and including suspension.

Dances - School dances are an important part of the high school experience, but attendance at these events is a privilege, not a right. Please help the School of the Arts continue to provide dances for our students by acting in an appropriate manner. When in attendance at a dance, it is expected that students will comply with all rules.
and expectations identified in the dance code of contact. Failure to comply with the dance code of conduct and/or reasonable requests from chaperones may result in removal from the dance and exclusion from future dances without reimbursement. All non-students who attend are guests need to complete a guest pass, and must be approved by administration.

**Dress Expectations** - Tacoma School of Arts fosters a school environment that allows meaningful self-expression while respecting community. Although SOTA does not dictate a preferred style of dress, clothing should be modest and suitable for our school environment and representing SOTA to visitors and community partners. Clothing that displays undergarments or that promotes illegal substances, violence, or discrimination is not permitted on campus. Students should be dressed appropriately 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. **Students should dress professional as they are preparing for the career world.**

**Emergency Closure of School** - There may be days when weather is questionable or other reasons arise requiring the closing of school before it opens. Students and parents are expected to listen to local radio and television stations for information about possible closure. If school is closed, there is no staff available in the building. Therefore, activities, including athletic practices and activities, are cancelled. Students should not come to the campus, unless otherwise contacted. School phones are not answered on emergency closure days. This is not the same as emergency lock-downs or evacuations.

**Fines/Fees** - Students will be using items such as tools, books, instruments, and locks that belong to the school. 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 in full before we will issue official transcripts and diplomas. All fees and fines are to be paid at the main office. Course fees will be found in the course syllabus and can be shared by the course instructor. Some of the fees for the 2018/2019 school year are:

- **ID Cards** - We furnish an initial Tacoma School of the Arts Identification (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 to both schools.

- **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 Main Office. **SOTA and Tacoma Public Schools are not responsible for lost or stolen items.**

**Identification** - All persons will, upon request, identify themselves to proper school authorities in the school building, on school grounds, or at school sponsored events. Failure to do so or misrepresenting their identity will result in discipline.

**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](http://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; and
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.

**Loitering** - A student shall leave the school campus at the official close of the school day unless permission to do otherwise has been granted. By 3:45pm, students should be with a supervising adult and the commons, hallways, and areas surrounding the school should be clear. Offenders will be disciplined accordingly.

**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 the Main Office or www.tacomaschools.org Meal App Now is a secure, online system to apply. https://www.mealappnow.com/mantac/splash.php 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.

**Parking** - There is NO student parking at SOTA. We strongly recommend students take public transportation or get a ride to school as an ORCA card is provided to all students each year.

**Profanity / Inappropriate Language** - Profanity is never acceptable at SOTA. Racist, insulting, inflammatory, and derogatory language, etc., or inappropriate jokes are considered offensive and will not be tolerated. Students who use such language will be subject to discipline.

**Student Led Conferences (SLC)** - It is expected that every student conduct two student led conferences each year with their mentor teacher. Student Led Conference dates are located on the calendar.

**Showcase** - Showcase are considered to be another place for learning. There is a distinct difference, however, in expectation of celebratory behavior between Academic / Learning and showcase. All students are required to attend all showcases unless otherwise authorized by administration. Failure to attend a showcase without an excused absence from the Attendance Office constitutes truancy. Students are expected to adhere to the school-wide behavior expectations. When in attendance at a showcase it is expected that spectators give presenters and performers their undivided, respectful attention and obey attention-getting signals. Students who are disruptive, disrespectful, inattentive, or otherwise inappropriate at a showcase will be removed and are subject to disciplinary action.

**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.

*Students are not allowed to possess tobacco and/or smoke on school grounds or within sight of school grounds, near businesses, houses or apartment buildings.*

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

- 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.
- 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** – Parent guardians and family members are welcome at SOTA during the day and in the evening for student events. Classroom visitations must be pre-arranged through the Co-Directors’ 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 SOTA students.

**Weather** - School closures due to bad weather will be announced on the school website www.tsota.org or www.tacomaschools.org and on the following TV and radio stations: You may also call the District Line at 253-571-1000

- **TV Stations**
  - KOMO - Channel 4….KING- Channel 5…. KIRO- Channel 7…. KCPQ- Channel 13….

**Yearbooks** - Yearbooks are provided to all students near the end of the school year at no charge.
Offices and Services

All visitors/guest are required to sign in at the Main Office.

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:
  - Registrar
  - Admissions
  - Administrative offices
  - Attendance
  - Receiving payment of any type (fines, fees, ASB, yearbooks, etc.)
  - 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 line (571-7900, option 1) on the day of 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.
- Please be aware, the current BECCA process will be followed for unexcused absences.

1. To report an absence, early dismissal request, and/or excuse a late arrival, please call our attendance line at 253.571.7900 (option 1) and leave a detailed message explaining the reason for the attendance issue. If you need to speak to someone “in person”, select option 4.
2. Your message should include the name and student number of your student (if the number is not known, please clearly spell the student’s first and last name) as well as the date of the attendance issue, and a phone number at which we can reach you with any questions.
3. Alternatively, the guardian of the student may write a note excusing the absence, late arrival, early dismissal, etc. Please give that note (with student number clearly indicated) to the Attendance Secretary in the Post Office building main office (#238).
4. The student should inform his or her teacher that his absence, late arrival, early dismissal, etc. has been reported to the attendance office.
5. The student and parents should verify that the attendance issue has been properly recorded in the student’s HAC account. Please allow at least 24 hours for the report to be recorded, then contact the Attendance Secretary or leave a message on the attendance line with any questions or corrections.
6. For early dismissals, please report the request to the attendance line before meeting your student at a pre-arranged location and communicate with the instructor so they know about the dismissal. In a non-
emergency situation, please allow enough time to come to the Post Office building main office (#238) and sign your student out before picking them up.

**Early Dismissals** - Parents or guardians must provide valid identification prior to the release of a student:
- If a student must leave school during the day for any reason (medical, dental, disciplinary), a request must be submitted on the attendance line beforehand and the teacher must be notified.
- Please sign out your child in non-emergency situations at the Post Office main office (Room #238).
- 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.

**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, his/her guardian will need to call the attendance line to excuse the tardy.
- Ask staff for a note if SOTA 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.

**Tardy Policy** - Arriving to class after the bell without an excused note from a staff member is considered being tardy to class. Students are given twenty minutes of passing time to get from one class to the other. Students should limit their socializing during passing time in order to meet the appropriate arrival time to the next class. A student arriving more than 15 minutes late will be marked absent. It is the student’s responsibility to seek attendance correction information when necessary. If a student is tardy, staff will:

- Tardy: Staff will speak with the student about expectations of on-time attendance and/or inquire as to why the student is tardy.
- 2nd Tardy: Staff will talk with the student and document conversation with student.
- 3rd Tardy: Staff will talk to student, call home, and document.
- 4th Tardy: Staff will set up a meeting with Mentor, Student and Parent/Guardian.

**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.

**Planned Family Activities**
- A parent/guardian may request that a planned family activity be approved via email to the co-director and teachers of the student at least three (3) school days before the student’s absence. This provides staff sufficient time to prepare a plan for the student to keep current with classwork while out of class.
- 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 co-director. Approval or denial is based 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 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 two (2) unexcused absences, schools contact parents by letter or phone. After three (3) unexcused absences, the school will schedule a parent conference to discuss solutions. After five (5) unexcused absences within a 30-day period, SOTA 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. 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.
Communication

It is extremely important for us to make certain that we communicate with our students’ parents and guardians. At SOTA, 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 SOTA website at www.tsota.org.

➢ 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. Progress are shared in mentor group every 2 weeks.

➢ 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 for Mentor.

➢ 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 SWAY page, by the contact list on the SOTA website or within this handbook. Please expect a response within 2 school days. Your communication and support are 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.

Health Services - The nurse is available at school on Mondays and Tuesdays. 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 are 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** Students are given ORCA cards at the all-school retreat in August. If a student loses the ORCA card, there is a $10 replacement fee payable at the main office.

**Pierce Transit** - [https://www.piercetransit.org/](https://www.piercetransit.org/)

**Pierce Transit Rules of the Road**
To help ensure the safety, security, comfort and convenience of those who use our services, Pierce Transit regulates conduct on its buses and property. In simple terms, you need to show respect for your fellow passengers, transit employees and for the transit vehicles and facilities you use.

**It only takes one person to ruin the ride.**
That’s why we take our “Rules of the Road” very seriously. Those who violate the Rules of the Road or Unlawful Transit Conduct (UTC) may be asked to leave the vehicle or facility immediately. Violators may be excluded from transit services for a period of 90 days up to one year. In addition, Pierce Transit Police and local law enforcement agencies can cite those in violation of UTC.

**How you can help**
*Report any safety or security problems on the bus to the driver. If situations prevent you from alerting the driver, and you see a serious crime being committed or a medical emergency, call 9-1-1 to report the problem when it’s safe to do so. If the incident is on a bus, be ready to give the route number, direction the bus is traveling, and the bus fleet number. Inside the bus, the fleet number appears in the right front corner, opposite the driver. Outside the bus, it appears on the outer bus corners.*

**Rules you want to consider:**

- **Sound producing devices must be played through earphones so that the sound is limited to an individual listener.**
- **Speak quietly when using a mobile communications device.**
- **NO FOOD OR DRINKS**

**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.

**Security**

Tacoma Public School provides a Campus Security Officer (CSO) for SOTA. The CSO provides coverage for properties belonging to the District in the downtown corridor. The CSO function is supporting students and staff in the safety and security of persons who utilize our building. CSO regularly monitors all areas of the buildings, grounds, and adjacent areas of the school to maintain standards of conduct and behavior of students during class hours.

Following are some of the job details of SOTA CSO:

- Stay updated on the District Policies and procedures for emergencies (Lockdown/Shelter in place/fire evacuation/etc.)
- Work to enhance the physical safety of students.
- Assist with proper searching of students as directed by admin and within guidelines.
- Proper evidence handling.
- Other duties as assigned if within CSO job description and TPS policy.
- Safety concerns for students and staff.

They also interact with students in the social context of school and make contact with them throughout the day. The CSO 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 investigations. CSO will also assist with students in better understanding the rules and regulations of the school, as well as city, state and federal laws.

**Tacoma School of the Arts**

**Expectations and Discipline Policies**

SOTA’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. SOTA uses Restorative Practices in the school and classroom to help create a caring and supportive environment. Restorative practice is derived from the beliefs that fostering positive working relationship, working to problem solve and resolve conflict, and repairing the harm caused by individual and group actions will lead to more productive, kind learning environment. We all need to live and learn in a safe world.

**Search and Investigation Policy**

The Co-directors, security 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
Discipline Information

The right to attend public school cannot be taken away due to discipline unless school provides student with "due process." This essentially means students must have an opportunity to hear the rule they are accused of breaking, be advised of the evidence against them, and have the opportunity to tell their side. 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.

Discipline at SOTA 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.

- **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.
- **Community service or restitution**

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.
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
- Forcibly removing another’s clothes
- Any behavior that is of a sexual nature or has sexual overtones

**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.

**ILICIT DRUGS/CONTROLLED SUBSTANCES**

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

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

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

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

**EXTORTION/BLACKMAIL/COERCION**

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

**FALSE ALARM**

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

**FIGHTING**

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

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

Fighting includes, but is not limited to:

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

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

**FIREWORKS, EXPLOSIVES, CHEMICALS, AND INCENDIARY DEVICES**

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

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

**GANGS AND RELATED BEHAVIOR**

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

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

- The presence of any apparel, dress, attire, and/or accessories by virtue of color, arrangement, altered symbol or any other attribute may indicate membership or affiliation.
- Promoting, soliciting, and/or recruiting of students.
- Related behaviors which present a clear and present danger to students, staff, and patrons.
- Behaviors such as threats, force, assault, and/or violence to advocate the purpose of gangs.
- Writing, graffiti, and/or depictions to advocate the purpose of gangs.
HARASSMENT
Harassment, intimidation or bullying means any intentional electronic, written, verbal, auditory or physical act, including, but not limited to one shown to be motivated by any characteristic of race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics such as, but not limited to, physical appearance, clothing or other apparel, socioeconomic status, marital status or weight, when the intentional electronic, written, verbal, auditory or physical act:

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

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

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

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

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

Hazing
Assault may be charged for hazing behaviors that involve physical violence.

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

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

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

Sexual Harassment

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

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

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

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

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

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

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

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

Questions concerning the application of these policies are to be referred to the Equity and Diversity Office, P.O. Box 1357, Tacoma, Washington 98401-1357, telephone (253) 571-1292. Questions regarding Section 504 of the Rehabilitation Act of 1973 are to be referred to the Coordinator, Comprehensive Guidance Programs, PO Box 1357, Tacoma, Washington 98401-1357 – telephone (253) 571-1063. Individuals with complaints or concerns regarding application of this policy are encouraged to first contact the Equity and Diversity Office. For complaints or concerns regarding Section 504 of the Rehabilitation Act of 1973, contact the Coordinator, Comprehensive Guidance Programs, PO Box 1357, Tacoma, Washington 98401-1357. Complaints will be resolved in accordance with Regulation 5265. An individual may also contact the U.S. Department of Education, Office for Civil Rights (OCR); Equal Employment Opportunity Commission (EEOC), Region X, Seattle; Washington State Human Rights Commission (HRC), Olympia; or seek private legal advice.

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

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

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

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

Students, staff or other school visitors who engage in harassment, intimidation or bullying will receive appropriate discipline, sanctions or other appropriate interventions. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy. Coercion, discrimination 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

**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 air gun or any item which appears to be a realistic firearm or air gun 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, air gun, 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.
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?

<table>
<thead>
<tr>
<th>High School Credit Plan/Sequence</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Freshman English 1 (Humanities)</td>
<td>1) Freshman English 2 (Humanities)</td>
<td>1) Sophomore English 1</td>
<td>1) Junior English 1</td>
<td>1) Senior English 1</td>
</tr>
<tr>
<td>2) Math</td>
<td>2) Math</td>
<td>2) Math</td>
<td>2 Elective</td>
<td>2 Elective</td>
</tr>
<tr>
<td>4) Strong Start</td>
<td>4) Strong Start</td>
<td>4) Physics</td>
<td>4) Elective in Pathway</td>
<td>4) TIME</td>
</tr>
<tr>
<td>5) Social Studies/History 1 (Humanities)</td>
<td>5) Social Studies/History 2 (Humanities)</td>
<td>5) Social Studies/History 1 (Humanities)</td>
<td>5) Elective in Pathway</td>
<td>5) Elective in Pathway</td>
</tr>
<tr>
<td>7) Health</td>
<td>7) Outdoor Ed</td>
<td>7) BRIDGE</td>
<td>6) Art</td>
<td>6) Math/Science</td>
</tr>
<tr>
<td>Workshop classes</td>
<td>1) Junior English 1</td>
<td>8) World Language</td>
<td>8) Art</td>
<td>1) Senior English 1</td>
</tr>
<tr>
<td>10th Grade</td>
<td>2) Math</td>
<td>2 Elective</td>
<td>2 Elective</td>
<td>2 Elective</td>
</tr>
<tr>
<td>3) Science</td>
<td>3) Math</td>
<td>4) Elective in Pathway</td>
<td>4) Elective in Pathway</td>
<td>4) TIME</td>
</tr>
<tr>
<td>4) Physics</td>
<td>4) Physics</td>
<td>5) Elective in Pathway</td>
<td>5) Elective in Pathway</td>
<td>5) Elective in Pathway</td>
</tr>
<tr>
<td>5) Social Studies/History 1 (Humanities)</td>
<td>5) Social Studies/History 2 (Humanities)</td>
<td>6) Chemistry</td>
<td>6) Elective in Pathway</td>
<td>6) Next Move Internship</td>
</tr>
<tr>
<td>7) BRIDGE</td>
<td>7) World Language</td>
<td>8) Art</td>
<td>8) Elective in Pathway</td>
<td>8) Art</td>
</tr>
<tr>
<td>8) World Language</td>
<td>8) Art</td>
<td>8) Next Move Internship</td>
<td>8) Next Move Internship</td>
<td>Intro to Internship and Workshop classes</td>
</tr>
<tr>
<td>Workshop classes</td>
<td>2) Math</td>
<td>2 Elective</td>
<td>2 Elective</td>
<td>2 Elective</td>
</tr>
<tr>
<td>3) Science</td>
<td>3) Math</td>
<td>4) Elective in Pathway</td>
<td>4) Elective in Pathway</td>
<td>4) TIME</td>
</tr>
<tr>
<td>4) Physics</td>
<td>4) Physics</td>
<td>5) Elective in Pathway</td>
<td>5) Elective in Pathway</td>
<td>5) Elective in Pathway</td>
</tr>
<tr>
<td>5) Social Studies/History 1 (Humanities)</td>
<td>5) Social Studies/History 2 (Humanities)</td>
<td>6) Chemistry</td>
<td>6) Elective in Pathway</td>
<td>6) Next Move Internship</td>
</tr>
<tr>
<td>7) BRIDGE</td>
<td>7) World Language</td>
<td>8) Art</td>
<td>8) Elective in Pathway</td>
<td>8) Art</td>
</tr>
<tr>
<td>8) World Language</td>
<td>8) Art</td>
<td>8) Next Move Internship</td>
<td>8) Next Move Internship</td>
<td>Intro to Internship and Workshop classes</td>
</tr>
<tr>
<td>Workshop classes</td>
<td>2) Math</td>
<td>2 Elective</td>
<td>2 Elective</td>
<td>2 Elective</td>
</tr>
<tr>
<td>3) Science</td>
<td>3) Math</td>
<td>4) Elective in Pathway</td>
<td>4) Elective in Pathway</td>
<td>4) TIME</td>
</tr>
<tr>
<td>4) Physics</td>
<td>4) Physics</td>
<td>5) Elective in Pathway</td>
<td>5) Elective in Pathway</td>
<td>5) Elective in Pathway</td>
</tr>
<tr>
<td>5) Social Studies/History 1 (Humanities)</td>
<td>5) Social Studies/History 2 (Humanities)</td>
<td>6) Chemistry</td>
<td>6) Elective in Pathway</td>
<td>6) Next Move Internship</td>
</tr>
<tr>
<td>7) BRIDGE</td>
<td>7) World Language</td>
<td>8) Art</td>
<td>8) Elective in Pathway</td>
<td>8) Art</td>
</tr>
<tr>
<td>8) World Language</td>
<td>8) Art</td>
<td>8) Next Move Internship</td>
<td>8) Next Move Internship</td>
<td>Intro to Internship and Workshop classes</td>
</tr>
<tr>
<td>Workshop classes and Culminating Project</td>
<td>2) Civic or World Issues</td>
<td>2 Elective</td>
<td>2 Elective</td>
<td>2 Elective</td>
</tr>
<tr>
<td>4) TIME</td>
<td>4) TIME</td>
<td>5) Elective in Pathway</td>
<td>5) Elective in Pathway</td>
<td>5) Elective in Pathway</td>
</tr>
<tr>
<td>8) Art</td>
<td>8) Art</td>
<td>Intro to Internship and Workshop classes</td>
<td>Intro to Internship and Workshop classes</td>
<td>Workshop classes and Culminating Project</td>
</tr>
</tbody>
</table>

Workshop classes and Culminating Project
Regular Attendance
Reflect on your attendance with your Mentor Group. Regular attendance is critical to success in the classroom and for Post High success. Look at the example below and rate this person using the rubric below. Then think about your attendance over the last year. To be a strong candidate for jobs, scholarships and the Next Move Internship program what will interviewers see when they look at your attendance patterns?

<table>
<thead>
<tr>
<th>Level</th>
<th>Attendance (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Concern</td>
<td>5+ unexcused absences in a month or 10+ unexcused absences in a year OR chronic excused absences</td>
</tr>
<tr>
<td>Concern</td>
<td>2-4 unexcused absences in a month or 5-9 unexcused absences in a year</td>
</tr>
<tr>
<td>Doing Great!</td>
<td>1 excused absence per month or less than 3 excused absences in a year.</td>
</tr>
</tbody>
</table>

Coursework and Attendance
Fill out this goal sheet in October, select strategies to talk about at your conference and revisit them throughout the year with your mentor. In March, share your success, challenges and next steps.

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/Spring 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

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>PREPARATION for Student-Led Conference</td>
<td>Your goal sheet is thoroughly completed, with 3 specifics, 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>
<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>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>
<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>
</tr>
<tr>
<td>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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PARTICIPATION in Student-Led Conference

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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<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>
<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>
</tr>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
</tbody>
</table>

Self-assessment:

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>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</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>
<tr>
<td>E</td>
<td>0.0</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. SOTA staff assesses student work using the BAME scale.
Standards-Based Grading at SOTA 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 SOTA. 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 10% of the student’s 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 90% 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/Met = 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>GPA Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8-4.0</td>
<td>A</td>
</tr>
<tr>
<td>3.6-3.7</td>
<td>A-</td>
</tr>
<tr>
<td>3.3-3.5</td>
<td>B+</td>
</tr>
<tr>
<td>3.0-3.2</td>
<td>B</td>
</tr>
<tr>
<td>2.7-2.9</td>
<td>B-</td>
</tr>
<tr>
<td>2.3-2.6</td>
<td>C+</td>
</tr>
<tr>
<td>2.0-2.2</td>
<td>C</td>
</tr>
<tr>
<td>1.3-1.6</td>
<td>D+</td>
</tr>
<tr>
<td>1.0-1.2</td>
<td>D</td>
</tr>
<tr>
<td>0.0-0.9</td>
<td>E</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.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 student’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. 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.

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.
Common Core Standard

<table>
<thead>
<tr>
<th>Writing Standard #1</th>
<th>Exceeding (4)</th>
<th>Meeting (3)</th>
<th>Approaching (2)</th>
<th>Beginning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>

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 SOTA. 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.
Next Move

Internship Program- While Internships are available for all qualified students during their 11th and 12th grade year, the ideal Internship cycle is:

- Fall Semester of 11th Grade: Apply for an Internship (Intro to Internship Credit Earned through application process)
- Spring Semester of 11th Grade: Participate in Internship I
- Fall Semester of 12th Grade: Participate in Internship II
- Spring Semester of 12th Grade: Prepare for graduation, no Internship

Graduation Requirements

In order to earn a high school diploma at SOTA, 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 (2 years lab)</td>
<td>9th and 10th</td>
<td>4 classes</td>
<td>3.0 credits</td>
</tr>
<tr>
<td>Arts</td>
<td>Non-specific</td>
<td>2 classes</td>
<td>1.0 credits</td>
</tr>
<tr>
<td>Health</td>
<td>9th and 10th</td>
<td>1 class</td>
<td>0.5 credits</td>
</tr>
<tr>
<td>P.E.</td>
<td>Non-specific</td>
<td>3 classes</td>
<td>1.5 credits</td>
</tr>
<tr>
<td>World Language</td>
<td>Non-specific</td>
<td>4 classes</td>
<td>2.0 credits</td>
</tr>
<tr>
<td>CTE/Occupational Education</td>
<td>Non-specific</td>
<td>2 classes</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>Electives</td>
<td>Non-specific</td>
<td>8-13 classes</td>
<td>4.0 - 7.0 credits</td>
</tr>
</tbody>
</table>

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>ALL</td>
<td>SBAC ELA</td>
<td>SBAC Math</td>
<td>Science NGSS Test</td>
</tr>
</tbody>
</table>

3. Use Career Cruising to complete High School Portfolio & Post High Plan
<table>
<thead>
<tr>
<th>Grade Destination</th>
<th>Level</th>
<th>Number of Credits Earned</th>
<th>Number of Semester Classes Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td></td>
<td>0.0 - 4.5</td>
<td>0 to 9 classes passed</td>
</tr>
<tr>
<td>Grade 10</td>
<td></td>
<td>5.0 - 10.5</td>
<td>10 to 21 classes passed</td>
</tr>
<tr>
<td>Grade 11</td>
<td></td>
<td>11.0 - 16.5</td>
<td>22 to 33 classes passed</td>
</tr>
<tr>
<td>Grade 12</td>
<td></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 8 class 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**

SOTA 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 your Mentor.