

FAMILY HANDBOOK

2016-2017



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I. EXCEL

A. INTRODUCTION

Excel is a college preparatory, public, 6th – 12th grade school located in Kent, WA. We prepare students to be successful in college and career by balancing the day with core academic skill-building and a focus on Science, Technology, Engineering, Arts and Math (STEAM).

We are committed to creating an outstanding public charter school that achieves dramatically different outcomes for diverse students and to being a collaborative partner in creating outstanding public schools for all children in Washington State. To accomplish these goals, we must work together as partners to make sure that all of our students are successful.

The core values that drive Excel's educational program are Excellence, Community, Compassion, Endurance, Leadership, and Love of Learning (ExC²EL²). We believe in partnering closely with families and communities to foster a growth mindset focused on continuous improvement in all students.

B. MISSION

Excel's academic mission is to provide all students an academically rigorous, STEAM-focused, college preparatory educational program that will help them achieve both academic and personal success in college and career

Our civic mission is to empower all students to become agents of positive change in their communities through character development and culturally-responsive pedagogy.

C. BOARD OF DIRECTORS

The school is governed by a Board of Directors that brings community, educational, and professional perspectives to maintaining a viable and thriving school.

II. RESPONSIBILITY AND ACCOUNTABILITY

Public Charter School FAMILY ACCOUNTABILITY CONTRACT

ATTENDANCE

- I will ensure that my child comes to school every day on time to begin school at 8:00 AM.
- I understand that if my child is absent more than 10 days of the school year, he or she will be in jeopardy to repeat his or her current grade.
- I understand that my child is expected to make up all work missed from both excused and unexcused absences and that it is my student's responsibility to collect and complete this work.
- I understand that first dismissal is at 3:40 PM (or 2:15 PM on Wednesdays), but my child may choose to stay until 4:45 PM for after school enrichment programming.
- I agree that my child must be picked up from the school or make alternative transportation plans by the following times: no later than 4:45 PM on Monday, Tuesday, and Thursday; no later than 2:15 PM on Wednesday; and no later than 3:45 PM on Friday.

If students are not picked up within 30 minutes of dismissal we will call alternate and emergency contacts to pick-up the student. If the student is not picked up within 60 minutes of dismissal we will call Kent Police Department to pick-up the student and transport them home.

- I understand that my child will not be permitted to enter the building before 7:40 AM.

HOMEWORK

- I agree to check my child's homework daily to ensure that it is complete by signing their Student Planner daily.
- I understand that my child may be required to participate in Homework Center (3:45 PM – 4:45 PM Monday, Tuesday, & Thursday) if he or she does not complete assigned homework or completes homework that does not meet classroom standards.

Compass System

- I agree to promote and support the Compass System as outlined in the Family Handbook, and accept responsibility as a partner in my child's learning.
- I understand that my child will be required to serve Recommitment during lunch if he or she earns a Recommitment-level consequence.
- I understand that it is my child's responsibility to notify me if he or she earns a Recommitment. I understand that I will be notified if my child receives an automatic re-commitment.
- I understand that while my child is in school, they are not permitted to use, or carry with them, cell phones, iPods, music players, video game players, or other electronic devices.
- I understand that the school will not be responsible for any lost or stolen items, including electronic devices.

PROMOTION POLICIES

- I understand that my child may be retained if he or she fails 1 or more core academic classes.
- I understand that if my student misses more than 10 days of school, he or she will be in jeopardy of retention.

STUDENT DRESS POLICY

- I will ensure that my child comes to school in the school uniform, according to the guidelines listed in the Student and Family Handbook.
- I understand that if my child comes to school out of uniform, he or she may not be permitted to attend class, may need to wait for the appropriate dress to be brought in from home, and/or shall receive school consequences.

FAMILY SUPPORT

- I agree to support my child's academic work by communicating regularly with my child's teachers and advisor, by scheduling appointments to talk with them as needed, and by attending all Family-Teacher Conferences.
- I agree to pick up my child's report card at the Family-Teacher Conferences.
- I agree not to send soda, candy or gum to school with my child since students are not allowed to have these at school.
- I agree to respond to phone calls from any school staff member promptly.
- I agree to bring up any concerns or issues with the school in a timely, solutions-oriented way.

III. SCHOOL CULTURE

A. HABITS OF EXCELLENCE

EXCEL is an acronym for the values we expect Excel students, staff, and families to live by everyday: excellence, community, compassion, endurance, leadership, and love of learning. We call these our "Habits of Excellence" and we strive to go beyond expectations as we seek to develop our students and achieve our mission of college graduation and life of leadership.

Definition

We believe in holding ourselves and others to exceptionally high standards. We work with high intention, sincere effort, intelligent direction, and the vision to see obstacles as opportunities. In doing so, we become our own yardstick of quality.

<p>Excellence</p>	<p>We believe that we are what we repeatedly do. Excellence is a habit developed through lots and lots of practice. Those who achieve at the highest level do so because they've developed great habits of heart and mind. We seek to create a community built around mindsets, routines, and rituals that help to model, teach and learn the habits of heart and mind that we believe lead to excellence.</p>
<p>Community</p>	<p>We believe that our differences make us stronger. We treat diverse perspectives, experiences, and identities as opportunities to learn about the world, about our community, and about ourselves. We seek to create a community where every member feels connected to and values their own and others' unique identities, stories, and perspectives.</p> <p>We believe that our individual well-being and success is directly tied to the well-being and success of the whole community. We recognize the power of healthy, strong, and meaningful relationships and work deliberately to build and nurture them. We seek to create a welcoming and inclusive atmosphere that allows all students, staff, and family members to be integral members of the community. We extend this sense of responsibility to the community beyond the school walls.</p>
<p>Compassion</p>	<p>We believe that compassion for others begins with compassion for one's self. We seek to build compassionate actions toward ourselves and others through three important pursuits: becoming more aware (noticing what we do), becoming more intentional (doing what we mean), and becoming more purposeful (doing it for a reason).</p> <p>We believe that everything can be done through kindness. We believe that kindness emerges from vulnerability.</p> <p>When we are honest about our own successes and setbacks, we can use our experiences to help others. We work to create a community that values the courage it requires to be vulnerable, known, and seen.</p>
<p>Endurance</p>	<p>We believe that adversity is an opportunity for growth. We embrace challenges with gratitude and grit. We see effort and failure as a necessary part of the continuous journey toward success and happiness.</p> <p>We believe that endurance is a combination of passion, persistence, and optimism. We set personally meaningful goals and remain committed to them even amidst setbacks, even when we feel like quitting. We believe that through effort, ingenuity, and purposeful practice, we can all accomplish great things.</p>
<p>Leadership</p>	<p>We believe that true leadership is about empowering others to be their best selves. We work everyday to create future leaders and citizens who have the power to advocate for themselves, to pursue their dreams, and to make a difference in their communities and the world.</p> <p>We believe that leadership is about action and service, not position. We lead by example and do so with humility and respect. We do the right thing even when no one is watching.</p>
<p>Love for Learning</p>	<p>We believe that everyone, given the right tools and supports, can learn at the highest of levels. We seek to empower our students by helping them uncover their passions, define and embrace their unique strengths, and develop the strong work ethics and habits that will allow them to create the lives they imagine for themselves.</p> <p>We believe learning is an endlessly joyful endeavor. We continually ask questions, dive deeper, and risk being wrong in order to learn new things. By connecting our learning directly to our lives and values, we ask infuse joy deliberately and authentically into our learning everyday.</p>

B. UNIFORMS AND DRESS CODE

Uniforms and a Dress Code help maintain a school culture of unity and academic excellence. Our students wear uniforms to make it easier for families, avoid the inevitable distractions and status distinctions caused by clothing, and ensure that our students are focused on learning.

When students enter the school building, they must be in the proper uniform. They cannot change into the school uniform upon arrival, nor change out of their uniform before dismissal. Students who attend school events at night – on school grounds or otherwise – are expected to be properly dressed, either in the school uniform or as young professionals. This includes never wearing hats inside.

Uniform:

- Khaki pants, skirt or shorts – at or below the knees. Cargo shorts are not permitted.
- Polo shirt with Excel logo
- Sweatshirt with Excel logo, no non-uniform outerwear will be permitted (hoodies, sweaters, cardigans, etc.)
- Closed-toe, solid black or brown shoes. No sandals, heels, or tall boots.
- Gym clothes: Students may wear gym shoes of their choosing for Gym class. Uniform shoes must be put back on after Gym class is finished.
- Additional items may be added during the school year

Dress Code:

- Hats are not permitted indoors
- Jewelry should be appropriate for a professional, school setting and may not serve as a distraction to others or it will be confiscated. Medium- or large-sized chains must stay inside a student's shirt. Earrings should be no larger than a penny for safety reasons during PE class.

Purchasing Additional Uniform Items:

- Additional uniform items (polos and sweatshirts) may be purchased at the main office.

V. ACADEMICS

A. HOMEWORK

Homework is assigned in order to establish patterns of responsibility, develop successful study habits, help students learn to work independently, provide additional time for students to practice and reinforce the material they are learning at school, and prepare students for rigorous college prep classes. Homework is assigned everyday and homework is part of the grading system at Excel. It is the student's responsibility to turn in homework everyday. Additionally, homework may be assigned over breaks as needed.

B. SPECIAL EDUCATION AND STUDENTS WITH SPECIAL NEEDS

Excel is dedicated to ensuring that every student has the skills and services necessary to excel in school. We work closely with families through the special education referral and evaluation process to coordinate special education services both in-house and with outside agencies.

Students learn at different rates but some have significant difficulty in one or more of the following areas: social interaction, play, speech and language, vision, hearing, attention, behavior, or coordinating movement. Excel is here to help you access services to meet the unique learning needs of your student. If you have questions about your student's services or about special education in general, please contact Carrie Russell (carrie@excelwa.org).

C. REQUESTS FOR SPECIFIC TEACHERS OR PEERS

Each year, we do our best to ensure that your student is placed in a classroom with teachers and other students that will provide the best possible learning experience. However, we do not accept or accommodate requests for a specific teacher or for certain students to be placed in the same class.

VI. FAMILY INVOLVEMENT AND COMMUNICATION

A strong family-school partnership is critical to a student's success. We look forward to collaborating closely with you in your student's pursuit of a pathway to college and lifetime of leadership. You can collaborate with us by:

A. COMMUNICATION

Our contact information:

Excel Public Charter School
19300 108th Ave SE
Kent, WA 98031
Phone: 253-487-7530
Email: mainoffice@excelwa.org
www.excelwa.org

Communication is a two way street at Excel! We are committed to establishing and maintaining an open and respectful line of communication between families and Excel staff, each of whom has their own e-mail address. Families should contact staff by e-mail and understand that we will try our best to return contacts within 24-48 hours. Families will also have an opportunity to meet with staff during the scheduled family-teacher conference days, and other school events. In addition, meetings can be arranged by appointment.

While we certainly welcome, encourage, and appreciate contact between families and teachers, we also ask that families be respectful of the enormous and constant demands made on all of our staff. We encourage families to use the school's advisory system by treating a student's Advisor as the point person in order to coherently address or answer any questions.

We regularly communicate with you through phone calls, newsletters, emails, recorded calls, text messages, and in-person meetings. Please make sure the Main Office and your student's advisor has your most up-to-date contact information.

If you have any questions or concerns, please contact the school at **253-487-7530** or mainoffice@excelwa.org.

B. CLASSROOM OBSERVATIONS

If you would like to observe your student's classroom, please speak to your student's teacher or advisor at least one day before to ensure there is no conflict with an assessment, or other scheduled event. Observations should be no more than one hour and should not occur during the first four weeks of school while students are getting accustomed to their classroom and routines. For safety reasons, always check in with the Main Office before going to the classroom.

C. GETTING INVOLVED

We welcome and invite family and community participation in our school! Excel will provide parents and families the opportunity to engage with Excel by encouraging them to participate in various activities. Volunteering can happen in a variety of ways including, but not limited to, chaperoning field trips, volunteering in a classroom, and school-wide clean-up. We will keep you informed about volunteer opportunities as they arise throughout the school year. Contact Deanne Hilburn (deanne.hilburn@excelwa.org) for more information.

VII. SCHOOL DAY INFORMATION

A. ATTENDANCE

Students can only be successful if they are present and prepared in school every day. We are committed to ensuring that all students come to school on time every day. If for some reason your student will be absent/late to school, you must call or email the Main Office by 8:30AM. Calls should be made as far in advance as possible and can be left on the school's main voice mail if necessary. If a student is not in homeroom and the school has not been notified that he or she will be absent, his or her parent or guardian will be called at home and/or work. In phone calls, voice mails, and notes, please leave your child's name, your relationship to the child, and the reason for and date(s) of the child's absence.

If your student is regularly absent from school, he/she is likely to fall behind his/her classmates both academically and socially, and we will expect you to meet with us to discuss strategies to improve your student's attendance. If a student is absent **without excuse** for more than 10 days of the school year, it may affect your child's promotion to the next grade.

If a student is absent for the first five days of school, and there has been no successful contact between the family and the school to explain his or her absences, that student will lose his or her seat at Excel and will be considered un-enrolled from the school.

Students who are absent from school cannot attend school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

Absences can be either excused or unexcused, as set forth in the chart below. An absence can only be excused if a note signed by the parent or guardian is received on the date the child returns to school. An extended absence due to illness of 3 or more days will require a signed note from a doctor in order to be considered excused.

Excused Absences	Unexcused Absences
<ul style="list-style-type: none">● Participation in a district or school approved activity or instructional program;● Illness, health condition or medical appointment (including but not limited to medical, counseling, dental or optometric);● Family emergency, including but not limited to, a death or illness in the family;● Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;● Court, judicial proceeding or serving on a jury;● Absence directly related to the student's homeless status;● Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and	<ul style="list-style-type: none">● Participation at sports events● Attendance at entertainment events● Parent/guardian illness● Bad weather● Trouble with transportation● Family Vacation

- Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

Excel’s executive director (or designee) has the authority to determine if an absence meets the above criteria for an excused absence. We track the following infractions: absences, tardies, early dismissals, and late pick-ups.

If your student is ill with a contagious illness or has the following symptoms or ailments, please keep him/her home and seek a doctor’s care.

- Fever of 99.5 degrees or higher
- Flu or sickness involving vomiting
- Pinkeye (Conjunctivitis): eye infection; causes redness, swelling, discharge
- Ringworm: fungal infection affecting any part of the skin

If school personnel believe your student has any of the conditions mentioned above, your student may be sent home to reduce the chance of spreading/infecting others. Please keep your student home until their flu symptoms or fever have been gone for 12 hours. Your student may return to school if he/she provides documentation from a doctor stating that pinkeye is no longer contagious/spreadable or that treatment has started for ringworm.

Per Washington State Health Guidelines and recent findings in the Health Field, the issues noted below should not prevent a child from attending school. However, if your student or household is experiencing any of the following, please alert the main office. We will respect your student’s privacy, while reducing exposure to others.

- Lice: tiny insects that live on the scalp or in a person’s clothing
- Bed bugs: tiny insects that are reddish-brown, flat, and oval that live in clothing and furniture

B. ARRIVAL AND DISMISSAL

Anyone picking up your student (including parents) must be on the Pick-Up List. To add/remove people to/from this list, the legal guardian must contact the Main Office at least 24 hours before this authorized adult will pick up your student.

There are two daily dismissals at Excel. The first dismissal is at 3:35 PM. The second dismissal is at 4:35 PM for students who are staying for extended day activities, including tutoring, Homework Center, Recommitment, or extracurricular activities.

Doors Open, School Starts, and Dismissal Schedule:

	Doors Open	School Starts	1st Dismissal	2nd Dismissal
Monday, Tuesday, Thursday	7:40 AM	8:00 AM	3:35 PM	4:35 PM
Every Wednesday	7:40 AM	8:00 AM	2:15 PM	NONE
Friday	7:40 AM	8:00 AM	3:35 PM	NONE

C. LATENESS

Late students who arrive at school should go to the Main Office to sign in, receive a late pass, and drop off their homework in the homework bins, before proceeding to their classroom. Lateness due to busing will not be held against the student, but a parent will need to call the school to inform the Main Office that the student left on time for school.

D. SCHOOL CLOSURES

Due to the fact that many of our students have siblings who attend Kent Public Schools, we adhere to Kent School District decisions around school closures and late starts. In the event that inclement weather causes a late start or a school closure, you will receive a robocall, email and text from Excel notifying you of this decision. You may also check the Excel website, or the Kent School District website for notifications about school delays and closures.

E. EARLY DISMISSAL

In the event that a student needs to leave school early, a parent or guardian must contact the school in advance and provide a written note to the school explaining the situation. In addition, an authorized contact must sign the student out with the Main Office before removing the student from school grounds. Students will not be dismissed unless the parent/guardian or authorized contact has physically come to the Main Office. Anyone picking up your student from school will need to present a valid government issued ID (state driver's license, passport, green card, etc.) and be listed in our Student Information System as an authorized contact.

We also ask that doctor and dentist appointments be limited to non-school hours to the greatest degree possible to avoid students missing class time. Families are encouraged to consider the class period start and ending times when determining early dismissal requests.

F. STUDENT SUPPLIES

While this is certainly not a complete list of everything students need to be successful at Excel, the following is a list of supplies all students are expected to have by the first day of school:

- Appropriate backpack/book bag (please avoid backpacks on wheels or drawstring backpacks)
- Independent reading book (chapter book)
- Five sharpened pencils

Please make sure that the above items are purchased by the first day of class. Families may purchase other supplies for students to use at home, but the school will provide any supplies needed during the school day unless otherwise requested by the school over the course of the year.

We encourage all students not to bring non-essential items of value to school – monetary or otherwise – since they cannot be securely stored. Students who bring inappropriate items to school, including, but not limited to, toys, hats, music players, iPods, video game players, laser pointers, beepers, pagers, and cell phones, will have such items confiscated.

Excel will supply necessary books for all classes. In the case that a student loses an Excel book, he or she will need to pay the school for a replacement.

G. SCHEDULE

Excel will make breakfast and lunch available to all students. Family eligibility to participate in the National School Lunch Program will determine the price of meals for each student. Each family will be asked to complete an eligibility application. We urge families – regardless of whether they think will officially qualify – to return the form, as school funding decisions are made by the state depending on the totality of responses. The form includes the option to not disclose financial information. Breakfast is served each day between 7:40 AM and 8:00 AM.

Lunch will be for approximately 30-minutes. During lunch, students are expected to remain in their seats unless otherwise give permission to use the bathroom, ask a teacher a question, etc. All students must eat a lunch, either from home or from the school. We encourage students bringing lunch from home to bring a healthy meal that does not contain any soda, candy or chips. **Nuts are not permitted at school due to allergies.**

All students at Excel have an assigned Advisor. The Advisor is responsible for checking in regularly with students and helping students achieve their best. While students should feel free to speak with any of their teachers about difficulties or challenges they encounter in or out of class, their Advisor is the person who is most aware of their particular needs. The Advisor also speaks with parents or guardians regularly to report on specific academic and behavioral progress. Families are strongly encouraged to call their child's Advisor when calling with any questions or family information.

During afternoon homeroom, students double check their agendas, listen to announcements, file flyers and letters into their family correspondence folder, and reflect on the day.

H. CLASSROOM BEHAVIOR AND EXPECTATIONS

Students should use their quiet, professional, inside-the-school-building voices when walking and talking in the hallways or other parts of the building.

Prior to entering a classroom, students are expected to line up in an orderly single line outside their rooms in order to greet their teachers as they enter. Students should wait until all preceding students have left the room, and their teacher has greeted them and invited them in to sit down. Students will keep their school supplies in their backpacks and carry them with them throughout the day. The backpack should only contain students' homework folder, notes/classwork folder, independent reading book, pencils, and any materials required for class by their teachers.

Students are expected to be in their seats when the bell rings. Students should remain in their seats at all times unless given permission to move by the teacher. Every student is expected to actively participate in class work through participating in the discussion or activity, taking notes, and following the lesson. At all times, students are expected to have with them an independent reading book, which they can take out if they have completed the work assigned by the teacher.

Students may **not** have any food or drink in class. Students may have a clear water bottle that contains water only. Students should follow SLANT in class.

Students failing to follow these expectations, including being late to class or not in their seats when the bell rings, may receive a loss of Compass Points.

Once students are settled into class, four items will always be on the board:

1. **Lesson Objectives and Learning Standards**
2. **Do Now.** In each class, the teacher will place on the board a brief "Do Now" problem or activity that students should begin completing as soon as they take their seats.
3. **Daily Agenda**
4. **Homework.** Homework will be assigned each day in each class. The homework assignment will be posted on the board, and students should record the homework assignment into their schools planners at the end of each class period.

At the end of class, students are dismissed at the discretion of their teacher, which may not necessarily be when the bell rings. No student should leave his or her seat or class until instructed by their teacher.

I. OTHER SCHOOL DAY POLICIES

Nut Policy: The school is nut-aware. This means that all snacks should be free of nuts to accommodate our students with nut allergies.

Junk Food Policy: We offer nutritious breakfasts and lunches. If you choose to send food to school with your student, please send healthy items like fresh fruits, vegetables, juice boxes that contain 100% juice, sandwiches, whole wheat crackers, etc. **Please do not send your student to school with candy, gum, or soda. If students bring these items to school we will confiscate them and throw them out.**

Birthday Celebration: Birthdays may be celebrated in homeroom. Parents may send birthday treats to school with their student if they choose, and the homeroom teacher will do their best to find time for students to partake.

Lost & Found: The Lost & Found is located in the Main Office. Items left in the Lost & Found will be donated at the school's discretion after a certain period of time.

Anti-Harassment, Anti-Intimidation, Anti-Bullying, and Anti-Discrimination Policy: Harassment, intimidation, and bullying are unacceptable in our schools and will not be tolerated. Please ensure that you and your student read and understand the Student Anti-Harassment, Anti-Intimidation, and Anti-Bullying Policy (see Appendix A). This policy sets forth guidelines for preventing, reporting, and responding to potential acts of harassment, intimidation, and bullying.

Technology and Social Media Acceptable Use Policy: Please ensure that you and your student read and understand the Technology and Social Media Acceptable Use Policy (see Appendix C). This policy sets forth guidelines and rules for your student's use of computers, the Internet, and other school technological resources.

Nondiscrimination Excel does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to WCCS on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by WCCS on the basis of race, sex, color, religion, national origin, or sexual orientation. Finally, pregnant students are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

VIII. REQUIRED DOCUMENTATION

Several forms are required upon admission to Excel and some are also required annually thereafter. The following is a summary of the forms that must be submitted to the school's Main Office. They will remain in your student's file and are confidential. Blank copies are available upon request in the Main Office.

A. HEALTH FORMS

Immunization Records: Based on your student's age, there are certain immunizations your student must receive to attend school (please see table below from the Washington State Department of Health). Your doctor records the immunization information on your student's Certificate of Immunization Status and a copy of this record is required

upon admission to Excel. Any time he or she receives additional immunizations, please provide an updated copy. If your student's immunizations are not up-to-date, your student may not attend school.

Please note, 1 dose Tdap is required on or after a student's 11 birthday.

	Hepatitis B	DTaP/TD/Tdap*	Polio*	MMR	Varicella
K-5th Grade	3 doses	5 doses	4 doses	2 doses	2 doses OR Healthcare provider verifies child had disease
6th-8th Grade	3 doses	5 doses DTaP and 1 dose Tdap	4 doses	2 doses	2 doses OR Healthcare provider verifies child had disease

** Recommended but not required**

B. OTHER FORMS

Family Commitment to Excellence: As part of your student's enrollment and re-enrollment each year, you sign a commitment—your pledge to abide by Excel policies and values.

Media Release, Permission, and Consent: We often document and share our success by taking pictures and videotaping our students, families and staff. These pictures may be used for professional development, educational materials, or school promotional materials. This form gives your consent for your student and/or your family to be included in these recordings, pictures or videos.

Student's Birth Certificate: Birth certificates verify identification and date of birth for students. A copy of your student's birth certificate must be provided to the Main Office before school begins.

Enrollment Form: This form provides pertinent details about you and your student that allow us to serve your student in an educational setting. This form also includes information typically gathered by the Federal government through other documents such as the Ethnic Identification Form, Home Language Questionnaire, Residency Questionnaire and Temporary Housing Form.

Washington State Residency: Students must live in Washington State to attend our school because we are a Washington State public school. You must provide a proof of residency upon admission. If your permanent address changes during the school year, please provide a new proof of residency and change your address information in the Main Office. Students who move out of Washington State must withdraw immediately. Withdrawal forms are available in the school's Main Office.

Acceptable Documents

Any of the following, showing the parent/guardian's name and address:

- Utility bill (cable, gas, landline phone, electric, water bill)
- Lease or rent statement
- Tax documents
- Paychecks
- Social security card
- Bank statement
- Letters from banks, employers, private insurance companies, or hospitals
- Any letter from a government agency (for food stamps, from the IRS, HRA, Medicaid, City Housing Authority, ACS, Child Health Plus, etc.) Any document missing resident's name and address

Privacy of Information: You will receive a form and notification relating to the Family Educational Rights and Privacy Act (FERPA). The form relates to the display of your student’s schoolwork in our halls and classrooms. The notification provides you with additional details about directory information and accessing your student’s educational records.

Re-Enrollment Forms: In the spring of every school year, Excel parent/guardians will be required to declare their intention to re-enroll for the next school year. Parents/guardians who choose to re-enroll for the following year will also be required to re-sign certain forms.

IX. DISCIPLINE

Excel is an institution of learning. We believe that learning and creativity flourish in safe and structured environments. We expect all community members to be respectful, embrace our Habits of Excellence, and create a safe, orderly space for learning and growth. Preparing our students to excel in a four-year college and be leaders in their community is no simple feat and every moment is valued. Therefore, we cannot allow one child to disrupt the learning environment for all.

The Compass System will be enforced at all times. Students must adhere to the Compass System when at school, on school grounds, participating in a school-sponsored activity, and walking to or from, waiting for, riding the school bus, or riding on public transportation to or from school or a school-sponsored activity. Serious misconduct outside of the school—including electronic activities—can be considered a school disciplinary offense when the misconduct or the student’s continued presence at the school has or would have a significant detrimental effect on the school and/or has created or would create a risk of substantial disruption to the work of the school.

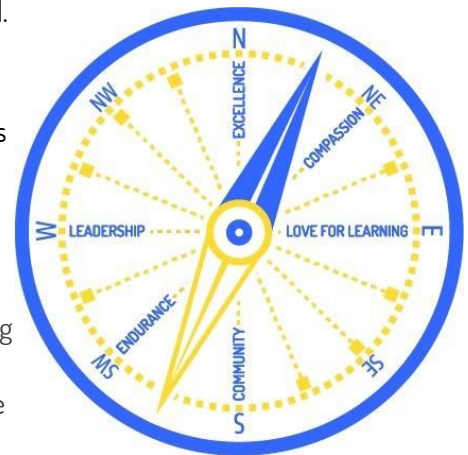
A. VIOLENCE AND AGGRESSION

We must ensure that our students are safe at all times in our schools. Excel does not tolerate aggressive or violent conduct that puts the safety of our students, staff, or community in jeopardy.

B. COMPASS SYSTEMS

The Excel Compass serves as a guide and metaphor for our approach to learning and growth in our school community. Our Core Values, which are contained within the Compass, represent the ideals of individual and communal excellence within our community and serve as guideposts for all we do as a school.

Everyone in the community measures their own learning and growth in each of the Core Values.



The Compass Systems at Excel Public Charter School emerge from our core values and are centered around and rooted in the Excel Compass.

To this end, we have drawn on Positive Behavioral Interventions and Supports (PBIS) theory and practice to develop a set of systems, interventions, and supports to empower and teach our scholars how to achieve excellence in each of the Core Values within the Compass.

The PBIS approach creates a culture of caring, teaching and nurturing, where everyone can succeed, be safe, and feel needed - a school where civility is taught, understood and practiced, a community where students, teachers, administrators, and parents consistently practice the “golden rule.” PBIS is based on empirically-validated strategies and system change procedures structured to produce socially important outcomes. PBIS proactively teaches social

interaction skills, self-management skills, and more functional and other life skills necessary for living a quality life. When problem behaviors do occur, more functional and appropriate replacement behaviors are taught and an environmental support network is established. Furthermore, we actively teach, model, and reinforce our School-Wide Routines and Expectations as a means for helping every community member grow in a balanced and integrated manner according to the Excel Compass.

PBIS attempts to:

1. Teach, not punish
2. Recognize yourself as the teacher
3. Create a safe environment
4. Teach correct behavior
5. Build positive relationships
6. Give positive feedback

PBIS is not a curriculum, but a decision-making framework, which incorporates a range of strategies to support scholars in making positive choices and building habits of success and well-being. The basic components of this framework include:

1. Explicit definition of behavioral expectations
2. Explicit instruction and practice of specific behaviors and behavioral routines
3. Acknowledgement of positive behaviors
4. Proactive correction of behavioral errors with a restorative learning process aimed at teaching replacement behaviors.
5. Data-based decisions about additional behavioral supports and interventions

Tier 1: Compass Systems Overview

- We specifically work to name, learn, and practice the behaviors, skills, and competencies that embody our Compass approach to learning and growth. We seek to keep these positive behaviors at the forefront of our culture and community and try to remind ourselves to hold each other accountable to live by them at all times. We use on-points to codify and celebrate the positive in our community. On-points are stored in a _____ to be spent at _____ or _____

_____ The Excel leadership team will select specific core values to highlight from week to week. The selected value will be a focal point for academic and behavioral instruction. At the end of the week, leaderboards will be calculated (through _____) and displayed for the community to collectively celebrate. Being 'on-compass' will earn student additional privileges throughout the week.

- Excel honors _____ for scholars that have earned a significant amount of on-compass points throughout the week. Excel requires that _____ winners adhere to the following rules:
 - Appropriate Seahawks gear (no hats, no profanity or language that would be deemed inappropriate in a school)
 - Blue or Green sneakers (black or brown uniform shoes are also permitted)
 - Jeans or Khaki pants or shorts/skirts that are to the knees (**legging are not permitted**)

Four to five times throughout the year, student will receive their _____. The paycheck can be used to _____ on items (trips, special privileges, gifts, etc.) up for auction. The _____ is an accumulation of the on-points earned throughout the school year. If a student doesn't bid on an item, their paycheck will continue to accumulate and can be used at the following compass auction.

4. _____ - When students have mastered Excel's Core Values, we recognize for the **Excellence** that they've achieved. Following the completion of each quarter (_____), Responsibility lanyards will be

given to student that have consistently earned on-points and **didn't earn** a single off-point (). Responsibility lanyards allow the student to travel around the school without any type of pass (bathroom, office, nurse, etc).

5. - Sometimes the Excel community can't contain the level of excitement and admiration had for a particular student's demonstration of our Core Values. So, weekly, to kick off , the Excel community will reward one student with the Golden Compass. The Golden Compass carries the same privileges of a Responsibility Lanyard and +50 on-points.

- We recognize that part of the learning process is quickly recognizing when we get "off track", reflecting on our choices, and learning the skills we'll need to make better choices in the future. To support this growth process we use off-points as **reminders** to stay on track. *off-points **don't** deduct from our paycheck.

- The Excel community strongly believes in to help us grow as professionals. We believe that re-commitment offers the same opportunity for students to receive coaching in our core values. If a student earns off-points in **one academic day**, the student will serve re-commitment at lunch on the following day. Teachers will notify parents **only if** a student earned an auto re-commitment.

8. **Re-Set** - If a student earns off-points in **one academic day** (equal to three re-commitments), the Dean of Culture will schedule a **Re-Set** with the student and family. Together, we will analyze the behaviors that are adversely affecting the students instructional time and create an action plan.

On-point reference guide

The following is a reference for *possible* earned points. This list is living and subject to change.

Core Value	Behavior	Point(s)
Love of Learning (LL)	Best Effort	+1
LL	Asking critical questions	+1
LL	Relating content to outside of school	+1
LL	Learn from your mistakes	+1
Community (CM)	Sharing your experience	+1
CM	Assisting a fellow scholar	+1
CM	Creating artwork/materials for the school	+1
Leadership (LD)	Speaking up for others	+1
LD	Volunteering	+1
LD	Modeling high expectations for other scholars	+1
LD	Asking for help	+1

LD	Showing school spirit	+1
Endurance (EN)	Showing grit throughout the period	+1
EN	Demonstrating patience	+1
EN	Working through a challenging problem while waiting for assistance	+1
EN	Remaining positive	+1
Compassion (CP)	Standing up for another scholar	+1
CP	Being a great partner	+1
CP	Reminding class of core values	+1

Off-point reference guide

The following is a reference for *possible* earned points. This list is living and subject to change.

An Off-Compass point deduction is an intervention that serves as a reminder and moment of guidance for an individual to return to living out the Compass. It is either a one (1) point deduction or for more serious behaviors, a 4 point deduction which results in an auto recommitment.

Core Value	Behavior	Point Deduction
Love of Learning (LL)	Off-task (not completing current assignment)	-1
LL	Unprepared	-1
LL	Lack of effort	-1
Community (CM)	Disruptive Behavior	-1
CM	Minor Disrespect (eye roll, 'shut-up')	-1
CM	Minor Destruction of property (writing on desk)	-1
Leadership (LD)	Swear (not maliciously)	-1
LD	Gum, food, non-water during class	-1
LD	Minor uniform adjustment	-1
LD	Lying	-1

Endurance (EN)	Sleeping	-1
EN	Giving up	-1
EN	Out of seat during instruction	-1
Compassion (CP)	Minor Violence (play-fighting)	-1
CP	Minor Disrespect (non-malicious name calling - stupid)	-1

*When a point deduction is earned the teacher will:

- Acknowledge the scholar, the behavior, and the assigned point loss explicitly. This may be done publicly or privately depending on the situation. Teachers will be discreet when possible.
- Record the point loss on Kickboard in real-time. Families will be notified **only if** scholar earns -4 deduction in one day.
- Provide moment for scholarly reflection and regroup as needed/appropriate; remind scholar of the “why” of the routine or expectation that was violated; redirect scholar to next task or routine. Scholars should not view off-point deductions as the . Off-points are a reminder to help scholars get back on track.

Compass Points are viewable by scholars and families through the Kickboard Parent/Scholar Portal.

If a scholar earns four points worth of deductions in a day , the result is a Re-Commitment served at lunch the following day.

Auto Re-Commitment

Re-commitment is a consequence for demonstrating more seriously disruptive or disrespectful behaviors, for not following a specific set of routines, or for breaking an Excel Commitment. Re-Commitments consist of a 4 point deduction, and a lunch reflection period that will be used to do restorative reflection work to ensure scholars are learning new skills, working to “make things right” with those their actions impacted, and have a proactive plan for using alternate strategies in the future.

Scholars earn automatic Re-Commitments for:

*The following list serves as a sample of possible automatic recommitment behaviors

Core Value	Behavior	Point Deduction
Compassion	Major Violence (punching, kicking, violation of personal space)	-4 or more
Compassion	Excluding/Targeting/Bullying/ Rumors/ Name Calling	-4 or more
Compassion	Major Disrespect (Maliciously swearing at a member of the community, intentional disruption of academics, malicious defiance)	-4
Endurance	Leave Room w/o permission	-4
Endurance	Laptop Violation	-4
Leadership	Cell phone during school	-4

Leadership	Skip recommitment	-4 or more
Community	Major property destruction (instruments, desks, walls, throwing food or beverages)	-4
Community	Stealing	-4
Love of Learning	Cheating	-4

If Re-Commitment is earned, the following table will be referenced as to when the re-commitment will be served.

Recommitment earned on...	Parent notified...(only if scholar earned an automatic recommitment)	Recommitment served on...
Monday	Monday EOD	Tuesday @ lunch
Tuesday	Tuesday EOD	Wednesday @ lunch
Wednesday	Wednesday EOD	Thursday @ lunch
Thursday	Thursday EOD	Friday @ lunch
Friday	Friday EOD	If possible Friday @ lunch or Monday @ lunch

The Dean of Culture will check throughout the day. By EOD, the Dean or Culture, or an Excel staff member, will notify the family of re-commitment. Family will be able to check the Kickboard portal to view detailed descriptions of the off-point deductions earned.

Staff will review Re-commitment numbers with their grade teams to identify scholars who may need additional support in meeting behavior goals. During Re-Commitment scholars will engage in a reflection process to help them understand the connection between their actions and the consequences.

Tier Two: Behavioral Trackers

We know that Tier 1 Supports will encourage positive growth for most of our scholars, but may not work for all. In recognizing this, we want to set up a robust Tier 2 system that aims to support scholars where they are and encourage academic and personal growth. Tier 2 supports mainly target those scholars (5-15%) who are at-risk for challenging behavior and academic stagnation, reflected by multiple Re-Sets even after universal level supports have been provided to teach expected behaviors.

Per the PBIS model, Tier 2 supports are supplemental supports designed for small groups of scholars. We have selected several Tier 2 support options that aim to support scholars with varying needs. When a scholar demonstrates need for Tier 2 support, the Student Success Team (SST) will discuss and select the most appropriate Tier 2 intervention.

The following are Tier 2 support options that will be utilized:

- Social Skills Instruction/Group
- Check-in/Check-out
- Conflict resolution, coping skills, relaxation techniques
- Behavior contract
- Family partners

- Peer tutoring/mentors/buddy
- Bully prevention/intervention
- Etc

Tier 2 support options may be added as we get to know our scholars and their needs.

Scholars will participate in Tier 2 supports for at least 8 weeks. During this time, the Dean will actively track numbers of Re-Commitments and Re-Sets assigned to the scholar as a measure of his/her success with the intervention. At the end of 8 weeks, the team will examine the data and make one of the following decisions:

- 1) Continue with the Tier 2 support
- 2) Change Tier 2 support
- 3) Increase intensity of support to Tier 3
- 4) Remove Tier 2 support, return to Tier 1 without support

The Dean of Culture will communicate any decision to the scholar’s family within 24 hours.

Tier Three: Behavioral Intervention Plans

When data demonstrates that Tier 2 supports have not been effective in supporting the scholar, the scholar will be considered for Tier 3 supports. We predict that about 1-5% of scholars will need the intensity of Tier 3 supports. At this level, supports will be highly individualized and consider all dimensions of scholar growth (academic, behavior, social-emotional) rather than having support options built into school structure (Tier 2).

The team will make the decision to move to scholar to Tier 3 following a Student Success Team (SST) meeting. However, the Support Plan creation will be a coordinated effort between team and family (and scholar as appropriate). The Dean will coordinate and facilitate this meeting within a week of the decision.

When necessary, a scholar may be considered for Tier 3 support without receiving Tier 2 support due to an egregious behavior or pattern of highly disruptive or disrespectful behavior in a short period of time. This kind of situation may also warrant the creation of a Safety Plan/Crisis Support Plan.

When more information is needed in order to plan an appropriate intervention, the team may decide to conduct a Functional Behavioral Analysis. In this case, the team will commit to conduct such an analysis and reconvene the team within 30 days. The Dean and school-based support team will work together to conduct this analysis and share/interpret with the team.

The Compass System will be enforced at all times. Students must adhere to the Compass System when at school, on school grounds, participating in a school-sponsored activity, and walking to or from, waiting for, riding the school bus, or riding on public transportation to or from school or a school-sponsored activity. Serious misconduct outside of the school—including electronic activities—can be considered a school disciplinary offense when the misconduct or the student’s continued presence at the school has or would have a significant detrimental effect on the school and/or has created or would create a risk of substantial disruption to the work of the school.

We must ensure that our students are safe at all times in our schools. Excel does not tolerate aggressive or violent conduct that puts the safety of our students, staff, or community in jeopardy.

VII. BUILDING SAFETY AND SECURITY

The school has a number of basic procedures in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

A. CLOSED CAMPUS

Under no circumstances are students to leave the school building, or use any exit other than the main one without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult – who has physically come to the Main Office to sign a student out – unless the school has been given prior written permission authorizing unaccompanied departure. Once students have entered in the morning, they may not leave the building unless a staff member escorts them.

B. VISITORS TO THE SCHOOL

The School encourages parent(s)/guardian(s) and other school citizens to visit the School's classrooms to observe the work of students, teachers and other staff. Our teachers and staff members are very busy. It is always best to schedule an appointment with someone before coming to school. The Executive Director is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the School:

- 1) Anyone who is not a regular staff member or student of the School will be considered a "visitor."
- 2) All visitors to the School must bring ID, sign in and report to the main office.
- 3) Teachers are expected not to take class time to discuss individual matters with visitors.
- 4) Any unauthorized person on school property will be reported to the Executive Director. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- 5) All visitors are required to abide by the rules for public conduct on school property contained in this Compass System. By entering school property, visitors accept these rules.

The School is committed to providing an orderly, respectful environment; therefore, it is necessary to regulate public conduct on school property and at school functions.

C. SHARED SPACE

The school is extremely fortunate to share space with NBCF. Therefore, all members of the Excel community need to be thoughtful and respectful toward members of the NBCF community.

- Students should never be in designated NBCF spaces without a staff member or explicit permission from school staff.
- Students will exhibit professional and courteous behavior whenever traveling to or walking in other parts of the school building.
- If an Excel student has a negative interaction with any member of the NBCF community, that student should inform an Excel staff member and allow the Executive Director or his/her designee to resolve the situation.
- Students traveling to and from school on foot or via public transportation need to conduct themselves as if they were in the school hallways: travel on the sidewalk in a safe and orderly fashion; dispose of waste appropriately; do not loiter outside or near the school building; and remember that they are representatives of Excel and treat all neighborhood community members with respect.
- In general, all members of the Excel community need to be sensitive to how their actions affect the school's neighbors in and around the school.

D. EMERGENCIES

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

E. FIRE SAFETY AND EVACUATION PROCEDURES

The school follows the General Response Protocol for all building-related safety drills and emergency events, as required by the Washington Department of Education. In case of an emergency, if a student or staff member sees fire or smells smoke, he or she should close the door. Upon hearing an alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of staff members who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

Frequently throughout the school year, students and staff will participate in a minimum of 9 safety and evacuation drills to ensure that the entire school community is familiar with the appropriate response in the event of each type of emergency. This handbook shall serve as notice that these drills will take place. The school will notify families by letter or auto-dialer in the event of an actual evacuation.

In case of a more serious emergency, should it be necessary to evacuate our school before, during, or after the school day—and it appears that we will be unable to return to the school for an extended period of time or for the rest of the day—school staff and students will evacuate according to the school's evacuation plan. Staff will line up students in a safe and orderly fashion on the sidewalks outside of the evacuation site. After staff takes attendance, should conditions permit, all staff and students will return promptly to school.

F. TRANSPORTATION AND SAFETY

Students should not arrive at school earlier than 7:40 AM. At dismissal, students should either leave the school building, or attend extended day. Students are never allowed to wait in any other portion of the building. They must wait in the Main Office or in another designated afterschool location, under the supervision of a staff member. Students may not wait outside without staff supervision.

Most student transportation will be provided by school buses. Buses will pick up and drop off students directly in front of the building. As a result, we ask that parents who are dropping off and/or picking up students be mindful of the tight traffic situation and plan accordingly.

We also encourage families who drive their children in the afternoon to arrive no earlier than 3:35 PM. Announcements and a staggered dismissal sometimes delay students from leaving the building at exactly 3:35 PM.

We ask for families to please cooperate with this policy to guarantee a safe, timely, and orderly environment for all students and families at dismissal.

It should be clear to all students and their families that a public school bus is a form of school-sponsored transportation. Therefore, appropriate behavior as laid out in the Compass System is expected at all times. Students who do not follow these rules are subject to receiving Refocus in school or a bus suspension. The transportation company has the right to refuse service to students they deem as a safety hazard on the bus.

For students who walk to and from school, a number of streets must be crossed. Families should instruct students to use all of the appropriate crossing lights at each intersection, and to cross each intersection only when it is safe to do so within the designated crosswalks.

G. FIELD TRIPS/END-OF-YEAR EVENTS

The school’s curriculum may sometimes require outside learning experiences or special school events. During these activities – which are a privilege and not a right – it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip or event will be sent home prior to the trip/event, and should be signed by a parent or guardian. Students who fail to return the signed slip – or who are not permitted to attend as a result of an earlier incident – will not be eligible to participate, and will be required to make alternative arrangements with an excused absence.

If parents or other volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. The use of portable electronic devices is prohibited on field trips unless the staff chaperones indicate otherwise.

STATEMENT OF UNDERSTANDING

I have received and read a copy of Excel Public Charter School’s Student and Family Handbook and understand the rules, regulations, and procedures of the school. I understand that if I ever have any questions regarding school policies, I can always ask my parent or guardian, or other member of the school community for a further explanation.

Student Name

Parent/Guardian Name

Student Signature

Parent/Guardian Signature

Date

Date

APPENDIX A

STUDENT ANTI-HARASSMENT, ANTI-INTIMIDATION, ANTI-BULLYING, AND ANTI-DISCRIMINATION POLICY

All students should feel safe and welcome at school. We do not tolerate acts of harassment, intimidation, bullying, or discrimination. This includes behaviors that take place outside of school if they harm others or disrupt students' education.

We are **all** responsible for stopping harassment, intimidation, bullying, and discrimination before and when they happen.

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION

In general, bullying:

- Is **targeted** and **repeated**;
- involves a **power imbalance**;
- creates a **hostile environment**; and
- has **substantial negative consequences**.

Harassment, intimidation, bullying, and discrimination can be behaviors that are physical, verbal, social, written and/or electronic. Here are examples of harassing or bullying behaviors when targeted and repeated:

- _____ Hitting, kicking, pinching, pushing, or damaging/forcibly taking others' property
- _____ Name-calling, put-downs, making threats, teasing, or spreading harmful rumors
- _____ Deliberately harming another student's friendships or relationships
- _____ Slam books, graffiti, or texting that hurt or embarrass others
- _____ Posting or sending messages, pictures, or emails that hurt or embarrass others

PREVENTING HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION

Respect toward others is one of our most important principles. Always treat others as you would want to be treated. It is never okay to engage in conduct involving harassment, intimidation, or bullying.

You are responsible for your own actions, even if everyone else is acting inappropriately. While you don't have to be friends with every single student at school, you do have to be respectful at all times.

REPORTING HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION

Tell your teacher, an administrator, or another adult (including a parent/guardian) right away if you believe you or someone else is being harassed, intimidated, bullied, or discriminated. Parents/guardians may also report these types of potential acts to teachers and administrators. Excel will investigate and put a stop to any harassment, intimidation,

bullying, and discrimination. Reports may be made orally or in writing. For any additional questions, concerns, or information on Excel’s policy and procedures, please contact Excel’s Compliance Officer.

NO RETALIATION

There will be no retaliation against anyone who, in good faith, reports or assists in the investigation of potential acts of harassment, intimidation, bullying, or discrimination.

Appendix B

CONSEQUENCES

Students will be disciplined for violating this policy up to and including suspension and expulsion. Excel adheres to a progressive discipline policy. The progress of discipline is as follows:

Reset Number	Administrative Follow-up*
1 (-12 deduction)	<ul style="list-style-type: none"> ● Student serves first reset during school day (~60-90 minutes)
2	<ol style="list-style-type: none"> 1. Mandatory family meeting with a leadership team member and (including incident processing and action plan for next steps) 2. Referral to Student Success Team (SST) 3. Student serves 2nd reset during school day
3	½ day ISS (in-school suspension)
4	1 day ISS (in-school suspension) or OSS (out-of-school suspension)
5	1 day ISS (in-school suspension) or OSS (out-of-school suspension)
6	<ol style="list-style-type: none"> 1. 2 day ISS (in-school suspension) or 2 day OSS (out-of-school suspension) 2. Mandatory meeting with leadership team and family and 30 day follow-up. 3. Second referral to SST
7	3 day ISS (in-school suspension) or 3 day OSS (out-of-school suspension)
8	4 day ISS (in-school suspension) or 4 day OSS (out-of-school suspension)
9	5 day ISS (in-school suspension) or 5 day OSS (out-of-school suspension)

*These follow-up actions are subject to change at any time without notice.

*If scholar has been suspended, a community re-entry meeting must take place before the scholar is allowed to return to school.

Each time a student earns a reset consequence after their 9th reset then an additional 5 days is added onto the consequence. If the student earns multiple resets before they fulfill their full suspension requirement then the suspension days will accumulate and “stack”.

For example: If a student is on their 5th reset but then earns 2 more resets during their inschool suspension then they will need to serve 3 days of inschool suspension for their 6th reset and then 5 days of inschool suspension for their 7th reset. That would also mean that a family and team meeting would need to happen within 48 hours, as well as the referral to the school’s SST program.

APPENDIX C

EXCEL STUDENT TECHNOLOGY AND SOCIAL MEDIA ACCEPTABLE USE POLICY

Technology is an important part of Excel's school model and a great learning tool. Students will use technology to research projects, watch educational videos, build websites, take assessments, and so much more. Students should be safe, appropriate, and responsible when using technology in order to ensure that Excel is a community in which all students can thrive.

If you violate this policy, you may lose technology privileges or be subject to other disciplinary consequences. Excel can monitor the use of its technology at any time. Excel may also use filtering software that blocks inappropriate content and/or websites.

By "technology" we mean computers, tablets, phones, mobile devices, the Internet, social media (which includes Facebook, Instagram, and others), blogs, email, chat rooms, and other online services.

This policy covers the use of **ANY** technology (not just technology owned by the school), **including off-campus use**, which could disrupt the school or students' education and/or interfere with others' rights. This policy is meant to be representative, and does **NOT** cover every single situation.

BE SAFE

- Never share information about yourself or pictures with strangers
- If you meet someone online, do **not** meet in person
- If someone sends you a message that makes you feel uncomfortable, tell your parents or a teacher right away

BE APPROPRIATE

- Be polite, kind, and respectful. It's okay to disagree with others' views, but do so respectfully
- **Harassment, inappropriate language, intimidation, and bullying will not be tolerated. It is not acceptable to be mean, make fun of, embarrass, or pick on others. You also cannot curse or use other language online that you would not be able to use at school.**
- Don't post anything you wouldn't want friends, parents, teachers, college admissions officers, or a future employer to see! (Even if you think your site is private, it's probably not—people can view and share what you post, now and far into the future.)
- Don't "friend" your teachers or other Excel staff online
- Don't view, send, or post messages or pictures that would be inappropriate for school, would harm another person, and/or would disrupt school
- Respect other's privacy
- Don't pretend you are someone else or use someone else's identity online
- Do your own work. Don't plagiarize (presenting others' ideas or writings as your own)

BE RESPONSIBLE

- **YOU** are responsible for **YOUR** online conduct
- When using technology at school, follow the teacher's instructions
- Don't copy or download books, music, movies, pictures, or anything else without the owner's permission.
- Don't gamble or engage in illegal activity online.
- If you are unsure whether something violates this policy, ask your teacher
- If someone violates this policy, immediately report the violation to a teacher
- If you accidentally come across something inappropriate, notify school staff immediately

APPENDIX D

STUDENT RECORDS/FERPA POLICIES AND PROCEDURES

The School recognizes the legal requirement to maintain the confidentiality of student records. Access to student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing regulations.

The School also recognizes its responsibility under the Local Government Records Law to ensure the orderly retention and disposition of the School's student records.

At least once each year, the School shall, by means of an individual mailing or by inclusion in one of the District's regular publications, notify all parents and eligible students of their rights under FERPA. The notice will include a statement that the parent or eligible student has a right to:

- 1) Inspect and review the student's education records;
- 2) A specification of the intent of the School District to limit the disclosure of personally identifiable information contained in a student's education records except:
 - a. by prior written consent of the student's parent(s) or guardian(s) or the eligible student;
 - b. as directory information; or
 - c. under certain limited circumstances, as permitted by FERPA.
- 3) Request that records be amended to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- 4) File a complaint with the U.S. Department of Education alleging failure of the District to comply with FERPA and its regulations; and
- 5) Obtain copies of this policy and the locations where copies may be obtained.

The policy applicable to the release of student directory information, which includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of degrees and awards received, and the most recent educational agency or institution attended by the student, applies equally to military recruiters, the media, colleges and universities, and prospective employers.

The School shall arrange to provide translations of this notice to non-English speaking parents in their native language.

Appendix E

MODERATE AND SEVERE INFRACTIONS

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to protect the student body as a whole from dangerous and disruptive behavior.

A student serving _____ reports to school at the regular time in full uniform. Each teacher will give the student written assignments that he or she must complete under the direct supervision of the Dean of Culture or designee. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room for the duration of the lunch period.

SUSPENSION PROCESS

In addition to the above list of severe violations, the Principal or designee has the authority to suspend a student for a period of up to ten (10) school days to further investigate an incident or because of an emergency constituting endangerment to health or safety of students or staff.

1. PREREQUISITES TO SUSPENSION

Prior to suspending a student, the Principal or designee must hold an informal conference with the student to:

- A. Provide an oral or written notice of the alleged misconduct and violation(s) of school rules;
- B. Provide an oral or written explanation of the evidence in support of the allegation(s);
- C. Provide an oral or written explanation of the corrective action which may be imposed;
- D. Allow the student the opportunity to present his/her explanation; and
- E. Determine whether the student's conduct warrants suspension.

2. NOTIFICATION TO PARENTS/GUARDIANS

If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee must notify the student's parents/guardians that the student has been suspended before the student is sent home on the day the suspension occurs. The Principal or designee will notify a suspended student's parents/guardians of the duration of suspension, the reason for the suspension, and the time and place for an opportunity to confer with the Principal, orally and/or by letter deposited in the United States mail as soon as reasonably possible. The notice shall also inform the parent or guardian of the right to an informal conference pursuant to WAC [392-400-255](#) and that the suspension may possibly be reduced as a result of such conference.

All short-term suspensions and the reasons therefor shall be reported in writing to the Executive Director or his or her designee within twenty-four hours after the imposition of the suspension.

3. CREDIT DURING SUSPENSION

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

EXPULSION PROCESS

In cases of extreme behavior, a student may be removed from Excel through our expulsion process. At Excel, student expulsion is a disciplinary method of last resort. School administrators may not expel a student unless they have used progressive discipline or the offense is considered extenuating or exceptional circumstances. No student shall be suspended or expelled for non-attendance.

Any student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, shall be expelled from school for not less than one year under RCW [28A.600.010](#).

1. For purposes of this section, "firearm" means a firearm as defined in 18 U.S.C. Sec. 921, and a "firearm" as defined in RCW [9.41.010](#).
2. This section does not apply to:
 - a. Any student while engaged in military education authorized by school authorities in which rifles are used but not other firearms; or
 - b. Any student while involved in a convention, showing, demonstration, lecture, or firearms safety course authorized by school authorities in which the rifles of collectors or instructors are handled or displayed but not other firearms; or
 - c. Any student while participating in a rifle competition authorized by school authorities.

A student may be dismissed from Excel for any of the violations listed below.

- Knowingly engaging in gang activity on school grounds.
 - Brandishing a knife at another person.
 - Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code).
 - Unlawfully selling a controlled substance listed in [RCW 69.50](#), including providing or selling narcotics of any kind.
 - Committing or attempting to commit a sexual assault or committing sexual battery as defined in [RCW 70.125.030\(7\)](#).
 - Acting with malice as defined under RCW [9A.04.110](#) and displaying an instrument that appears to be a firearm.
- Repeated violation of severe infractions and/or extreme violation of school rules.

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or occurring within any other school district and that act occurs at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming from school, 3) during the lunch period whether on or off the campus, or 4) during or while going to or coming from a school sponsored activity.

Expulsion Conditions & Limitations

A student may be expelled for violation of Excel rules adopted pursuant to WAC [392-400-225](#), subject to the following limitations or conditions, the notice requirements set forth in WAC [392-400-280](#), and the hearing requirements set forth in WAC [392-400-285](#):

1. The nature and circumstances of the violation must reasonably warrant the harshness of expulsion.
2. No student shall be expelled unless other forms of corrective action reasonably calculated to modify his or her conduct have failed or unless there is good reason to believe that other forms of corrective action would fail if employed.
3. An expulsion may not be for an indefinite period of time. An expulsion may not exceed one calendar year from the date of the corrective action unless:
 - a. The school petitions Excel Executive Director for an extension; and
 - b. The Executive Director authorizes the extension in compliance with the Executive Director of public instruction's rules adopted for this purpose.
4. Excel shall make reasonable efforts to assist students in returning to an educational setting prior to, and no later than, the end date of the corrective action.
5. Once a student has been expelled, the expulsion shall be brought to the attention of appropriate local and state authorities including, but not limited to, juvenile authorities acting pursuant to chapter [13.04](#) RCW in order that such authorities may address the student's educational needs.
6. Any student who has been expelled shall be allowed to make application for readmission at any time. Excel shall adopt written rules which provide for such an application for readmission and set forth the procedures to be followed.

7. All expulsions and the reasons therefore shall be reported in writing to the Executive Director of the Excel or his or her designee immediately following the imposition of the expulsion.

Expulsion Procedures: Notice of Hearing or Waiver of Hearing

1. Prior to the expulsion of a student, an oral or written notice of an opportunity for a hearing shall be delivered in person, or by certified mail to the student and to his or her parent(s) or guardian(s). The notice shall:
 - a. Be provided in the predominant language of a student and/or a parent(s) or guardian(s) who predominantly speak a language other than English, in accordance with Title VI of the Civil Rights Act of 1964;
 - b. Specify the alleged misconduct and the Excel rule(s) or policy alleged to have been violated;
 - c. Set forth the corrective action proposed;
 - d. Set forth the right of the student and his or her parent(s) or guardian(s) to a hearing for the purpose of contesting the allegation(s); and
 - e. Set forth the facts that:
 - i. A written or oral request for a hearing must be received by the Excel employee designated, or by his or her office, on or before the expiration of the third school business day after receipt of the notice of opportunity for a hearing; and
 - ii. If such a request is not received within the prescribed period of time, then the right to a hearing may be deemed to have been waived and the proposed expulsion may be imposed by the Excel without any further opportunity for the student or his or her parent(s) or guardian(s) to contest the matter. A schedule of "school business days" potentially applicable to the exercise of such hearing right should be included with the notice; and
2. The student or his or her parent(s) or guardian(s) shall reply to the notice of opportunity for a hearing and request a hearing within three school business days after the date of receipt of the notice. A request for a hearing shall be provided to the Excel employee specified in the notice of opportunity for a hearing, or to his or her office. A request for a hearing shall be accepted if in writing and may be accepted orally.
3. If a request for a hearing is not received within the required three school business day period, the Excel may deem the student and his or her parent(s) or guardian(s) to have waived the right to a hearing and the proposed expulsion may be imposed.

Expulsion Procedures: Pre-Hearing & Hearing Process

1. If a request for a hearing is received pursuant to WAC [392-400-280](#) within the required three school business days, the Excel shall schedule a hearing to commence within three school business days after the date upon which the request for a hearing was received.
2. The student and his or her parent(s) or guardian(s) shall have the right to:
 - a. Inspect in advance of the hearing any documentary and other physical evidence which the Excel intends to introduce at the hearing;
 - b. Be represented by legal counsel;
 - c. Question and confront witnesses, unless a Excel witness does not appear and the nonappearance of the witness is excused by the person(s) hearing the case based upon evidence of good reason for doing so submitted by the Excel. The evidence submitted by the Excel must at a minimum establish either:
 - i. That Excel made a reasonable effort to produce the witness and is unable to do so; or
 - ii. That it is not advisable for the student to appear due to an expectation and fear on the part of the responsible district official(s) or the student of retaliation against the student if he or she appears as a witness.
 - d. Present his or her explanation of the alleged misconduct; and
 - e. Make such relevant showings by way of witnesses and the introduction of documentary and other physical evidence as he or she desires.

3. The designee(s) of the Excel assigned to present the school's case shall have the right to inspect, in advance of the hearing, any documentary and other physical evidence which the student and his or her parent(s) or guardian(s) intend to introduce at the hearing.
4. The person(s) hearing the case shall not be a witness and the final decision regarding the imposition of corrective action shall be determined solely on the basis of the evidence presented at the hearing.
5. Either a tape-recorded or verbatim record of the hearing shall be made.
6. A written decision setting forth the findings of fact, conclusions, and the expulsion or lesser form of corrective action to be imposed, if any, shall be provided to the student's legal counsel or, if none, to the student and his or her parent(s) or guardian(s).

Expulsion Procedures: Emergency Expulsion

A student may be expelled immediately by a Excel Executive Director or designee in emergency situations: Provided that the Executive Director or designee has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to students, school staff, or poses an immediate and continuing threat of substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten school days from the date of the expulsion. A Excel must provide notice and due process rights if it converts the emergency expulsion to another form of corrective action.

Appeals to Suspensions or Expulsions

Appeals from decisions rendered pursuant to Washington Administrative Code which impose either a suspension or an expulsion upon a student shall be governed as follows:

1. Any Excel board member may delegate its authority to hear and decide suspension and expulsion appeals to a Excel disciplinary appeal council established by the board. Excel disciplinary appeal councils shall be appointed by the Excel board of directors for fixed terms and shall consist of not less than three persons.
2. If the case was not heard and decided by the Excel board of directors or Excel disciplinary appeal council, the student and his or her parent(s) or guardian(s) shall have the right to appeal the decision to the board of directors or the disciplinary appeal council. Notice indicating that the student or his or her parent(s) or guardian(s) desire to appeal the decision shall be provided to either the office of the Excel Executive Director or to the office of the person who rendered the decision within three school business days after the date of receipt of the decision. The notice of appeal shall be accepted in writing or orally.
3. If an appeal is not taken to the board of directors or disciplinary appeal council within the required three school business day period following a suspension or expulsion, the suspension or expulsion decided upon may be imposed as of the calendar day following expiration of the three school business day period.
4. If a timely appeal is taken to the board of directors or disciplinary appeal council, the suspension or expulsion may be imposed during the appeal period subject to the following conditions and limitations:
 - a. A suspension or non-emergency expulsion may be imposed during the appeal period for no more than ten consecutive school days or until the appeal is decided, whichever is the shortest period;
 - b. Any days that a student is temporarily suspended or expelled before the appeal is decided shall be applied to the term of the student's suspension or expulsion and shall not limit or extend the term of the student's suspension or expulsion; and
 - c. Any student subjected to a temporary suspension who returns to school before the appeal is decided shall be provided the opportunity upon his or her return to make up assignments and tests missed by reason of the suspension if:
 - i. Such assignments or tests have a substantial effect upon the student's semester or trimester grade or grades; or
 - ii. Failure to complete such assignments or tests would preclude the student from receiving credit for the course or courses.
5. An appeal from any decision of a school board or disciplinary appeal council to impose or to affirm the imposition of a suspension or an expulsion shall be to the courts. Whether or not the decision of a school board or

disciplinary appeal council shall be postponed pending an appeal to superior court shall be discretionary with the school board or disciplinary appeal council except as ordered otherwise by a court.

Appeals Hearing

1. If a notice of appeal to the school board of directors or Excel disciplinary appeal council is received within the required three school business days, the board or council shall schedule and hold an informal conference to review the matter within ten school business days after the date of receipt of such appeal notice. The purpose of the meeting shall be to meet and confer with the parties in order to decide upon the most appropriate means of disposing of the appeal as provided for in this section. At that time the student or the student's parent(s) or guardian(s) or legal counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the board or council deems reasonable. The board or council shall agree to one of the following procedures prior to adjournment or recess:
 - a. Study the hearing record or other material submitted and render its decision within ten school business days after the date of the informal conference, or
 - b. Schedule and hold a meeting to hear further arguments based on the record before the board or council and render its decision within fifteen school business days after the date of the informal conference, or
 - c. Schedule and hold a meeting within ten school business days after the date of the informal conference for the purpose of hearing the case de novo.
2. In the event the school board of directors or Excel disciplinary appeal council elects to hear the appeal de novo, the following rights and procedures shall govern the proceedings:
 - a. The student and his or her parent(s) or guardian(s) shall have the right to:
 - i. Inspect in advance of the hearing any documentary and other physical evidence which the Excel intends to introduce at the hearing,
 - ii. Question and confront witnesses, unless a Excel witness does not appear and the non-appearance of the witness is excused by the person(s) hearing the case based upon evidence of good reason for doing so submitted by the Excel. The evidence submitted by the Excel must at a minimum establish either:
 1. That Excel made a reasonable effort to produce the witness and is unable to do so; or,
 2. That it is not advisable for the student to appear due to an expectation and fear on the part of the responsible district official(s) or the student of retaliation against the student if he or she appears as a witness,
 - iii. Present his or her explanation of the alleged misconduct, and
 - iv. Make such relevant showings by way of witnesses and the introduction of documentary and other physical evidence as he or she desires,
 - b. The designee(s) of the Excel assigned to present Excel's case shall have the right to inspect in advance of the hearing any documentary and other physical evidence that the student and his or her parent(s) or guardian(s) intend to introduce at the hearing, and
 - c. Either a tape-recorded or verbatim record of the hearing shall be made.

Appeals: School Board or Disciplinary Appeal Council Decisions

Any decision by a school board of directors or school district disciplinary appeal council pursuant to this chapter to impose or to affirm, reverse, or modify the imposition of discipline, suspension, or expulsion upon a student shall be made:

1. Only by those board or council members who have heard or read the evidence.
2. Only by those board or council members who have not acted as a witness in the matter.
3. Only at a meeting at which a quorum of the board or council is present and by majority vote.

Appeal for Extension of a One-Year Expulsion

When warranted because of risk to the public health and safety, the principal or the principal's designee may petition Excel's Executive Director for authorization to exceed the one calendar year limitation on an expulsion. The Executive Director may exercise his/her discretion to grant the petition in limited circumstances, on a case-by-case basis, so long as there is evidence that, if the student were to return at or before one calendar year, he/she would pose a risk to public health or safety.

1. The petition to exceed the one-year limit shall include, at least, the following:
 - a. A detailed description of the student's misconduct, the school rules which were violated, and the public health and/or safety concerns of Excel;
 - b. A detailed description of the student's academic, attendance, and discipline history, if any;
 - c. A description of the lesser forms of corrective actions which were considered and reasons why those were rejected;
 - d. A description of all alternative learning experiences, vocational programs, and/or other educational services which may be available to the student;
 - e. The proposed extended length of the expulsion;
 - f. Identification of special education services or accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, if appropriate; and
 - g. A proposed date for the re-engagement meeting.
2. Designated staff shall submit the petition at any time after final imposition of a one-year expulsion and prior to the end of that expulsion.
3. A copy of the petition shall be delivered in person or by certified mail to the student and his/her parent(s)/guardian(s).
4. The petition shall be provided in the predominant language of the student and/or parent(s)/guardian(s) who speak a language, other than English, in accordance with Title VI of the Civil Rights Act of 1964.
5. The student and/or parent(s)/guardian(s) may submit a written or verbal response to the petition within ten school business days of the recorded receipt of the petition.
6. Within eleven school business days, but no later than twenty school business days of the date of the petition's recorded delivery to the student/parent(s)/guardian(s), Excel Executive Director shall issue a written decision indicating whether the petition is granted or denied. The written decision shall also include a description of all rights and procedures for appeal.
7. If the petition is granted, within ten school business days of the receipt of the decision, the student and/or parent(s)/guardian(s) may appeal the decision to Excel's school board in accordance with WAC [392-400-310](#) and [392-400-315](#).

Annually, all Excel schools shall report the number of petitions submitted, approved and denied to the office of the Executive Director.

Reengagement Plan for Suspended or Expelled Students

1. Excel will make efforts to have suspended or expelled students return to an educational setting as soon as possible. Excel should convene a meeting with the student and the student's parents or guardians within twenty days of the student's suspension or expulsion, but no later than five days before the student's enrollment, to discuss a plan to reengage the student in a school program.
2. In developing a reengagement plan, Excel will consider shortening the length of time that the student is suspended or expelled, other forms of corrective action, and supportive interventions that aid in the student's academic success and keep the student engaged and on track to graduate. Excel must create a reengagement plan tailored to the student's individual circumstances, including consideration of the incident that led to the student's suspension or expulsion. The plan should aid the student in taking the necessary steps to remedy the situation that led to the student's suspension or expulsion.
3. Any reengagement meetings conducted by the Excel involving the suspended or expelled student and his or her parents or guardians are not intended to replace a petition for readmission.

DISCIPLINE PROCESS FOR STUDENTS WITH DISABILITIES

Excel will follow all Discipline Procedures set forth in WAC 392-172A-05140-05175. Students eligible for special education may be disciplined in a manner consistent with the disciplinary rules that apply to all students. The Local Education Agency (LEA) Excel will determine on a case-by-case basis whether discipline that is permitted under WAC 392-400 should occur. However, students eligible for special education must not be improperly excluded from school for disciplinary reasons that are related to his/her disability or related to the LEA's failure to implement a student's Individualized Education Program (IEP). The LEA will take steps to ensure that each employee, contractor and other agents of the LEA responsible for education or care of a student is knowledgeable of special education disciplinary rules.

Authorized school personnel may order the removal of a special education student from his/her current placement for not more than ten consecutive school days, and additional removals of not more than ten total school days in the same school year for separate instances of misconduct, as long as those additional removals do not constitute a change of placement under WAC 392-172A-01155, to the extent such removal would be applied to students without disabilities.

Once a student has been removed from placement for a total of ten school days in the same school year, and if the LEA determines that the removal is not a change of placement, the LEA must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The LEA's principal or his or her designee, in consultation with one or more of the student's teachers, will make the determination of such necessary services.

CHANGE IN PLACEMENT

A disciplinary change of placement occurs when a student with a disability is:

1. Removed from his or her current placement for more than ten consecutive school days in a school year; or
2. Subjected to a series of removals in a school year which constitute a pattern of removal because: 1) the series of removals total more than ten school days in a year; 2) the student's behavior in each incident is substantially similar to the behavior in previous incidents that resulted in the series of removals; and 3) because of factors such as the length of each removal, the total amount of time a student is removed, and the proximity of the removals to one another.

MANIFESTATION DETERMINATION

Within ten school days after the date on which the LEA makes a decision to change the student's placement because of a violation of a code of student conduct, the LEA will conduct a manifestation determination meeting. The meeting will bring together the parent and relevant members of the IEP team who are selected by the parent and the LEA to review the relationship between a student's disability and the behavior subject to the disciplinary action. The review of the relationship between a student's disability and the behavior subject to the disciplinary action will occur at a meeting that includes the parent and relevant members of the IEP team who are selected by the parent and the LEA. The LEA's principal or his or her designee will contact the parent in order to determine relevant IEP team members and provide notice of the meeting. The team will review all relevant information in the student's file, including the IEP, teacher observations and information provided by the parent, to determine:

1. If the conduct was caused by or had a direct and substantial relationship to the child's disability; or
2. If the conduct in question was the direct result of the LEA's failure to implement the student's IEP.

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability.

If it is determined that the conduct was a manifestation of the student's disability, the LEA will take immediate action to remedy the deficiencies and will:

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan if one is not already in place; or
2. Review the existing behavioral intervention plan and modify it to address the behavior; and
3. Return the child to the placement from which he or she was removed from unless the parents and the LEA agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons or serious bodily injury.

INTERIM ALTERNATIVE EDUCATIONAL SETTING

School personnel may order a change in placement to an appropriate interim alternative educational setting (“IAES”) regardless of whether or not the child’s behavior was a manifestation of his or her disability for the same amount of time that a student without disabilities would be subject to discipline, but for not more than 45 school days, if a student with a disability:

- Possesses a “weapon,” as defined in WAC 392-172-05145(9), or carriers such a weapon at school, on school premises, or at a school function under the jurisdiction of the LEA;
- Knowingly possesses or uses “illegal drugs,” as defined in WAC 392-172A-05145(9), while at school, or school premises, or to or at a school function under the jurisdiction of the LEA;
- Sells or solicits the sale of “controlled substances,” as defined in WAC 392-172A-05145(9), while at school, on school premises, or to or at a school function under the jurisdiction of the LEA; or
- Inflicts serious bodily injury, as defined in WAC 392-172A-05145(9), upon another person while in school, school premises, or to at a school function under the jurisdiction of the LEA.

Any IAES in which the student is placed is determined by the student’s IEP team and will:

1. Be selected so as to enable the student to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s IEP; and
2. Include services and modifications designed to address the behavior or to prevent the behavior from recurring.

The LEA may ask an ALJ, or seek injunctive relief through a court having jurisdiction of the parties, to order a change in placement to an appropriate IAES, for not more than 45 school days or seek injunctive relief through a court having jurisdiction of the parties, when the LEA demonstrates by a preponderance of the evidence that maintaining the student’s current placement is substantially likely to result in injury to the student or others.

Unless the parent and the LEA agree otherwise, if a parent requests a hearing to challenge either the manifestation determination or the IAES, the student must remain in the IAES pending the decision of the hearing officer or until the expiration of the 45 day period, whichever occurs first.

If the LEA proposes to change a student’s placement, after expiration of a 45-day IAES, and the parent requests a hearing to challenge the proposed change in placement, the student’s “stay put” placement is his/her placement prior to the IAES, unless the ELA request and expedited due process hearing in accordance with WAC 392-172A-05160 and proves that it is dangerous for the student to return to said placement.

PROTECTIONS FOR STUDENTS NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION

A student who has not been determined eligible for special education services may assert the protections under WAC 392-172A-05145 through 05165 if the LEA should have known the student would be eligible for special education services before the behavior that precipitated disciplinary action occurred.

The LEA is deemed to have knowledge if before the behavior:

- The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to LEA supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
- The parent requested that the student be evaluated for special education services; or

- The teacher or other school personnel had expressed specific concern in writing about the behavior or performance of the student to the director of the special education director or to other supervisory staff.

The LEA is not deemed to have knowledge if:

- The parent has not allowed an evaluation of the student, has refused special education services, or revoked consent for the continuation of such services; or
- The LEA conducted a special education evaluation of the student and determined that the student was not eligible for services.

If the LEA is not deemed to have knowledge that a student is eligible for special education services, the student may be disciplined as a student without disabilities who engages in comparable behaviors. If an evaluation is requested during the time period that a student is subjected to disciplinary measures, it will be conducted in an expedited manner by the LEA. Until the evaluation is completed, such a student will remain in the educational placement determined by the LEA, which can include suspension or expulsion without educational services.

Notwithstanding the foregoing, the LEA may report a crime committed by a student with a disability to appropriate authorities. In the event of such a report, the LEA will ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the crime is reported, to the extent transmission of these records is permitted by the Family Educational Rights and Privacy Act (FERPA).