# Table of Contents

Superintendent’s Letter ................................................................. 1  
School Board ............................................................................. 2  
General Information /Quick Reference ...................................... 3  
  District Contact Information ................................................... 3  
  General School Hours ............................................................. 3  
  Frequently Called Phone Numbers ........................................... 4  
School Meals .............................................................................. 5  
District Map ................................................................................ 6  
Student Calendar .................................................................... 8  
School Closures for Inclement Weather ..................................... 9  
Graduation Requirements ......................................................... 9  
Student Fees ........................................................................... 9  
Innovative Schools ................................................................... 10  
District Programs and Services .................................................. 11  
  College Credit Programs ....................................................... 11  
  Career and Technical Education (CTE) ................................... 11  
  Early Learning - Free Preschool ............................................ 11  
  Developmental Screenings .................................................... 11  
  Highly Capable Programs ..................................................... 12  
  Summer Learning .................................................................. 12  
  Services for Students with Special Needs ............................... 12  
  Other Special Schools or Programs ........................................ 12  
Enrollment and Choice Services ................................................ 13  
Health and Wellness ................................................................ 14  
Safety Guidelines .................................................................... 16  
Transportation Guide ............................................................... 17  
Community Partnerships .......................................................... 21  
Education Rights of Homeless/  
  Transitional Children and Youth ............................................. 22  
Additional Information .............................................................. 22  
Every Student Succeeds Act (ESSA) ........................................... 25  
Public Records Requests ........................................................... 25  
Parents’ Rights to Participate In Student’s Education ................. 26  
  Student Rights ....................................................................... 26  
  Student Conduct Expectations and Discipline ....................... 28  
  Student Prohibition of Harrassment, Intimidation  
    and Bullying ...................................................................... 29  
  Discrimination Complaint Procedure ................................... 35  
  Student Records, Photographs and Information ..................... 37  
  Student Regulations .............................................................. 39  
  Surveys and Interviews .......................................................... 40  
  Student Use of District Technology ....................................... 41  
Request to Restrict Release of Information Form ....................... 42
I love my Apple iPhone.

I can say with confidence there has NEVER been a time while using my iPhone that I’ve thought about Steve Jobs. Before Jobs died in 2011 from cancer, his creative genius inspired the iPhone and many other accomplishments that made Apple the world’s most valuable company.

I recently did think about Steve Jobs when contemplating the past school year and looking ahead to the school year about to start.

During a commencement address at Stanford University in 2005, Jobs described his humble beginnings as the child of an unwed mother who put him up for adoption to college-educated parents because she wanted a college education for her son. Something she couldn’t give him.

Jobs didn’t live up to his biological mother’s expectations. He dropped out of college after 18 months, because he didn’t see any value in it. Instead, he took a calligraphy class for fun. And what he learned about typography in that class would later influence his invention of the revolutionary Macintosh computer.

“You can’t connect the dots looking forward,” Jobs told the Stanford graduates, “you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.”

What does that have to do with Tacoma Public Schools?

Last year, our school district experienced a run of unprecedented recognition.

- We set an all-time record graduation rate of 82.6 percent.
- Our school board’s leadership and the successes of our schools, earn a 2015 District of Distinction award from District Administration Magazine.
- Lincoln High School’s Nathan Gibbs-Bowling won the state Teacher of the Year Award and was named one of four finalists for the national Teacher of the Year.
- Lister Elementary School’s Kate Frazier won the state Elementary School Principal of the Year Award.
- ASCD, the international association dedicated to education of the whole child, gave its 2016 Vision in Action Award to Jason Lee Middle School for changing the conversation about education.
- Lincoln, Stadium and Wilson high school’s made the Washington Post’s list of the nation’s Most Challenging High Schools.
- Downing and DeLong elementary schools and Gray Middle School won Washington Schools of Distinction Awards for their sustained academic growth
- AASA, the national Superintendents Association, named me as winner of its prestigious Women in School Leadership award – an honor more for our school district’s collective achievements than mine.

Looking backwards, you can connect the dots to see how we got to this point.

It started from humble beginnings. In 2010, Tacoma Public Schools recorded a paltry graduation rate of 55 percent. Our high schools wore the label of “dropout factories,” thanks to a national study reported in USA Today and repeated in the local news. The Great Recession, which hammered the national, state and local economies, caused us to close two schools and slash spending. You’ve heard the term “rock bottom?” On performance and reputation, Tacoma Public Schools had nowhere to go but up.

Your school board members stepped up to change things. They adopted a new strategic plan with four primary goal areas—academic achievement, partnerships, early learning and safety.

Eventually, we began to tie annual district spending to those four goal areas. We identified the data we needed to track and benchmark that would best guide our work, then we built a public website where you could follow the data trends too. I often say, “What gets measured, gets done.” And, for example, we began to see huge advances each year in graduation rates after our school board set a goal to raise the graduation rate to 85 percent by 2020.

Most recently, in the school year just past, for the first time anyone can remember, we have begun to show minor improvements in the discipline gaps between white students and alarmingly higher rates of suspensions and expulsions for students of color – another one of the data benchmarks we track so that we can lower it.

Connecting the dots is easy looking backwards. So what about the future? Steve Jobs said, “…you have to trust that the dots will somehow connect in your future. You have to trust in something—your gut, destiny, life, karma, whatever.”

The dots MUST continue to connect in the future of Tacoma Public Schools, because the futures of our students depend on it.

The accomplishments of the past, while certainly worth celebrating, still leave us with MUCH more work to do.
• We must do better at reducing the discipline disparities between white students and students of color. I know that a student’s academic performance won’t get better if they’re not in school because they have been suspended or expelled.

• We have not yet reached our 2020 graduation goal. While we have narrowed our graduation gaps between traditionally higher performing students and traditionally lower performing students, we still have gaps we must eliminate.

• We don’t believe in standardized tests scores as the only high-stakes measure of student academic performance, but we must do better across the board on test scores.

That’s why my trust for our future will continue to rely on our school board’s strategic plan and goals. I will continue to trust in the Tacoma

Whole Child Initiative—our 10-year partnership with University of Washington Tacoma that trains our teaching corps to set and reward positive behavior standards in school and work to keep more students in school rather than suspending them. I will continue to trust in our district-wide focus on equity, access and high expectations. I will continue to trust in our preschool expansions, which have created hundreds more classroom seats, especially in impoverished neighborhoods. I will continue to trust in the leadership of our school principals. I will continue to trust in the growth and expertise of our teachers. I will continue to trust in our growing numbers of community partners whose time and resources help our students in ways the schools cannot.

If we hope to connect more dots on this path of success, I would much rather trust those things than my “gut, destiny, life, karma, whatever,” as Steve Jobs would say. The future of our students depends on it.

---

School Board

About the Board
The five Tacoma school board members are elected in odd numbered years and serve six-year terms. Terms are staggered so that no more than two positions will be up for election at one time.

In addition to reviewing and adopting all school district policies, the Tacoma Public Schools Board of Directors selects and appoints the superintendent, sets direction for the district and has the authority to enter into written contracts.

The school board generally meets the second and fourth Thursdays of each month beginning at 6 p.m. in the fourth floor auditorium in the Central Administration Building, 601 S. 8th St., Tacoma. Contact school board members by writing them c/o Tacoma School District, P.O. Box 1357, Tacoma, WA 98401-1357 Tacoma Public Schools District Offices 601 S. 8th St. Tacoma, WA 98405 | Phone: 253-571-1000 | tacomaschools.org

Karen Vialle
President
253-571-1396
kvialle@tacoma.k12.wa.us
Term expires: November 2017

Catherine Ushka
Vice-President
253-571-1398
cushka@tacoma.k12.wa.us
Term expires: November 2021

Andrea Cobb
253-571-1290
acobb@tacoma.k12.wa.us
Term expires: November 2021

Scott Heinze
253-571-1397
sheinze@tacoma.k12.wa.us
Term expires: November 2017

Debbie Winskill
253-627-7377
Term expires: November 2019
Mission Statement
In partnership with parents and community, we will provide a comprehensive educational experience that is rigorous, individualized and enables students to contribute to a changing and diverse world.

Vision Statement
We will be an outstanding school district in which all students exhibit high standards of achievement and critical thinking skills, and are socially responsible, contributing members of their community.

**DISTRICT CONTACT INFORMATION**
**Central Administration Building**
Switchboard: 253-571-1000
Website: tacomaschools.org
Newsroom: tacomaschools.org/news

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

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

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

**Download our Mobile App**
Information from the most-visited pages on Tacoma Public Schools’ website is now conveniently available in a mobile-friendly view. Download the district’s free app for iPhone and Android for easy access to these features:

- Home Access Center: Student grades, test scores, homework assignments and attendance
- Calendars: District-wide and school-specific events
- News: Latest about the district, schools, events, and more
- Parent information: Resource list with links to information
- Directory: Phone numbers and email addresses
- Sports: General sports information, schedules and forms
- Lunch Money Now: School meal account balances
- Cafeteria: Menus
- Social media: Facebook, Twitter, YouTube and Instagram
- Careers: District job openings
- Notifications: Districtwide announcements and reminders

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

**Testing Dates**
To check for the latest updates to the district’s testing dates, please go to the district website at tacomaschools.org and click on the Calendars tab near the top of the page. There you will find a calendar of all the district’s testing dates.

**GENERAL SCHOOL HOURS**
Elementary school hours
9 a.m.–3:30 p.m.

Middle school hours
8:15 a.m.–2:45 p.m.

High school hours
7:30 a.m.–2:05 p.m.

Early dismissal times
Elementary – 12:15 p.m.
Middle – 11:30 a.m.
High – 10:50 a.m.

Note: Please check with your school to confirm school operating hours. The following schools have varied bell schedules:

- Blix Elementary
- Bryant Montessori
- Baker Middle School
- First Creek Middle School
- Giaudrone Middle School
- Industrial Design Engineering and Art School (iDEA)
- Jason Lee Middle School
- Lincoln High School
- Lyon Elementary
- Oakland High School
- Roosevelt Elementary
- School of the Arts (SOTA)
- Science and Math Institute (SAMI)
- Stewart Middle School
FREQUENTLY CALLED PHONE NUMBERS

GENERAL INFORMATION ................................................................. 253-571-1000
Athletics/Activities/Student Life ...................................................... 253-571-1123
Attendance Area Boundaries ........................................................... 253-571-1142
Bilingual Education (ESL) .............................................................. 253-571-1415
Bus Route Information (Durham) ..................................................... 253-475-0334
Career & Technical Education (CTE) .............................................. 253-571-1126
Child Find (Developmental Screenings) .......................................... 253-571-2610
Comprehensive Guidance ............................................................ 253-571-171
Teaching & Learning: Literacy, Math and Science, Social Studies, Health & Fitness, Music & Arts ............................. 253-571-1115
Department of Assessment ............................................................ 253-571-1190
Early Childhood Education Assistance Program (ECEAP) ............... 253-571-2620
Early Learning Department (Preschool) ......................................... 253-571-2620
Elementary School Support .......................................................... 253-571-1032
Enrollment and School Choice Services ..................................... 253-571-1142
Fresh Start ..................................................................................... 253-566-5281
Head Start ..................................................................................... 253-571-1948
Health (Nursing) Services ............................................................ 253-571-1506
High School Support ................................................................... 253-571-1191
Highly Capable Student Programs (Gifted) .................................... 253-571-1120
Instructional Technology ............................................................... 253-571-3541
K-12 Support ................................................................................ 253-571-1036
Middle School Support ............................................................... 253-571-1191
Nutrition Services ........................................................................ 253-571-3370
Partnerships–School, Family, Community and Business ............. 253-571-1087
Public Information Office ............................................................. 253-571-1015
Research and Evaluation ............................................................... 253-571-1193
School Board .............................................................................. 253-571-1443
Security ....................................................................................... 253-571-1087
Student Life/Athletics/Activities .................................................. 253-571-1123
Student Services (Special Education) ............................................ 253-571-1224
Summer Learning Programs ......................................................... 253-571-1343
Superintendent’s Office ............................................................... 253-571-1010
Tacoma Business Academy ........................................................ 253-571-5146
Tacoma Virtual Learning ............................................................. 253-571-3551
Title I / Learning Assistance Program (LAP) ................................ 253-571-1049
Transportation, Special Education .............................................. 253-571-1906
Transportation .............................................................................. 253-571-1853
Truancy ......................................................................................... 253-571-1013
Volunteer Services ...................................................................... 253-571-7980
SCHOOL MEALS

Breakfast and lunch are available starting the first day of school. All school meals include milk.

If your child brings lunch from home, he/she can purchase milk separately. Menus and nutrient facts are available on the Nutrition Services’ web page, tacomaschools.org/nutrition.

Prices are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>1.65</td>
<td>2.75</td>
</tr>
<tr>
<td>Middle school</td>
<td>1.65</td>
<td>3.00</td>
</tr>
<tr>
<td>High school</td>
<td>1.65</td>
<td>3.00</td>
</tr>
<tr>
<td>Reduced price K-3</td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td>Reduced price 4-12</td>
<td>.00</td>
<td>.40</td>
</tr>
<tr>
<td>Milk</td>
<td>.55</td>
<td>.55</td>
</tr>
</tbody>
</table>

Apply for Free and Reduced-Price school meals
Tacoma Public Schools offers free and reduced price breakfast and lunch for eligible students. Eligibility is determined by application based on household income and size. Access the online application on the district website at tacomaschools.org and click Meal App Now. This is a quick and convenient method for parents to apply for free and reduced-price school meals for their children via the Internet.

Meal App Now
- Safe and secure
- Apply online anytime 24/7
- Fastest response
- Eliminates lost paper applications

Pay for school meals online
Parents can pay for their children’s school meals by credit card 24-hours a day using our secure, online system called Lunch Money Now. This convenient, easy-to-use, low-fee system allows parents to prepay for meals, access meal account balances, check recent meal purchases and receive email notification when the account balance is low. Access Lunch Money Now from the district website at tacomaschools.org/nutrition and click Lunch Money Now. You can also prepay school meals by cash or check with the cafeteria cashier.

Additional information and instructions are available on the Nutrition Services’ website. If you do not have access to a computer or need assistance, you may go to the Nutrition Services Office at 3321 S. Union Ave. or call 253-571-3370. You can also get paper applications at all school locations. One application per household is required annually unless you receive a letter notifying you that the Department of Health and Human Services (DSHS) has approved your children for the 2016-2017 school year.

Learn more about FAQs, charging policy and grace period deadline on the Nutrition Services’ web page, tacomaschools.org/nutrition.
### Tacoma Public Schools
#### 2016-17 School Year Student Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>District Data Day (no school)</td>
</tr>
<tr>
<td>5th</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>6th</td>
<td>Teacher Workshop Day (no school)</td>
</tr>
<tr>
<td>7th</td>
<td>First Student Day</td>
</tr>
<tr>
<td>12th</td>
<td>Kindergarten Start Date</td>
</tr>
<tr>
<td></td>
<td>18 days</td>
</tr>
<tr>
<td>11th</td>
<td>Veterans’ Day Holiday</td>
</tr>
<tr>
<td></td>
<td><strong>SEPTEMBER</strong></td>
</tr>
<tr>
<td>21st</td>
<td>Kindergarten Data Day</td>
</tr>
<tr>
<td></td>
<td>*No school for Kindergarten students only</td>
</tr>
<tr>
<td>24th</td>
<td>District Data Day (no school)</td>
</tr>
<tr>
<td></td>
<td>20 days</td>
</tr>
<tr>
<td>11th</td>
<td>New Year’s Day (observed)</td>
</tr>
<tr>
<td>3rd</td>
<td>School resumes</td>
</tr>
<tr>
<td>16th</td>
<td>Martin Luther King Jr. Day</td>
</tr>
<tr>
<td>23rd, 24th, 25th</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td></td>
<td>18 days</td>
</tr>
<tr>
<td>2nd</td>
<td>Elementary Trimester Break</td>
</tr>
<tr>
<td></td>
<td>*No school for elementary students only</td>
</tr>
<tr>
<td>7th</td>
<td>Elementary Conferences</td>
</tr>
<tr>
<td>8th, 9th</td>
<td>All Grades Conferences Early Release grades K-12</td>
</tr>
<tr>
<td></td>
<td>Dec 19 – Jan 2 Winter Break/No school</td>
</tr>
<tr>
<td></td>
<td>11 days – elementary students</td>
</tr>
<tr>
<td></td>
<td>12 days – secondary students</td>
</tr>
<tr>
<td>29th</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td></td>
<td>22 days</td>
</tr>
<tr>
<td>3rd – 7th</td>
<td>Spring Break</td>
</tr>
<tr>
<td></td>
<td>15 days</td>
</tr>
<tr>
<td>16th</td>
<td>Last Day of School/Early Release</td>
</tr>
<tr>
<td></td>
<td>19th, 20th, 21st, 22nd Snow make-up days,</td>
</tr>
<tr>
<td></td>
<td>if needed</td>
</tr>
<tr>
<td></td>
<td>12 days</td>
</tr>
</tbody>
</table>

**Note:**
- **N** = Non-School Day
- **H** = Holiday (no school)
- **SS** = School Starts
- **KS** = Kindergarten Start Date
- **S** = Snow Make-Up Day
- **E** = Early Release
- **D** = District Data Day (no school)
SCHOOL CLOSURES FOR INCLEMENT WEATHER
The decision to close schools due to inclement weather or bad road conditions is made by the superintendent as early as possible, usually around 5:30 a.m. The district will announce the decision to close schools in a variety of ways to help parents get the information quickly and accurately. These include:
- A large banner on the top of the district’s website home page (tacomaschools.org)
- A post on the district’s Facebook page (facebook.com/tacomaschools)
- A tweet to the district’s Twitter followers (twitter.com/tacomaschools)
- Recorded phone message sent to all households in the district
- An update posted on www.schoolreport.org, accessible to the public and monitored by regional media
- A recorded message left on the district information line at 253-571-1000 by 6 a.m.

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

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

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

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

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

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

If you hear an announcement that “school is closed, district offices closed,” it means:
- School is closed.
- All activities are canceled.
- No out-of-district transportation.
- All district offices are closed.
- School District employees do not report to work.

For additional details on bus transportation during inclement weather, see “Emergency bus route information” in the Transportation section of this handbook.

GRADUATION REQUIREMENTS
The Washington State Board of Education established graduation requirements that will require each student to develop a high school and beyond plan to guide his/her high school experience along with expectations for the year following graduation.

Graduation requirements for the school district are to:
- Qualify for a Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA);
- Develop a High School and Beyond Plan – a plan for meeting high school graduation requirements and post high school career goals;
- Earn 23 high school credits* within required categories detailed in Policy 2410.

* Beginning with the graduating class of 2019, the state-required minimum number of credits has change from 23 to 24. The specific requirements for the Class of 2019 can be found in the WAC 180-51-068.

* Students who entered 9th grade in the fall of 2015 are considered a member of the 2019 class.

* This change includes the Personal Pathway Requirement (PPR) which supports a students’ pursuit toward a post-secondary plan.

STUDENT FEES
Schools provide students with most of the books, materials and equipment they need for class. Fees may be charged to students for consumable supplies, materials used on projects that are taken home or field trips. Students will be charged for any property or materials that are lost, stolen or damaged. The district is authorized to withhold grades, diplomas and/or transcripts unless arrangements are made with the principal for payment. (RCW 28A.635.060; Policy 3231, 3520)

Fees may be waived if you cannot afford them. Contact your school principal for more information.
Innovative Schools

We recognize that every student is an individual with a unique learning style, personality and talent. That’s why we are committed to providing learning environments that fit every student. Students in Tacoma Public Schools have their pick of more innovative options for their education than any other district in the state.

Diverse programs across Tacoma

From school to school you will find diverse programs that connect students to their passions and keep them engaged in learning. Tacoma Public Schools designates 18 schools as “Innovative Schools” for infusing a unique learning environment into the total school experience.

<table>
<thead>
<tr>
<th>Innovative Schools</th>
<th>Grade Levels</th>
<th>Innovative Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boze Elementary</td>
<td>PreK - 5</td>
<td>STEAM (Science Technology Engineering Art Math)</td>
</tr>
<tr>
<td>Geiger Montessori</td>
<td>PreK - 5</td>
<td>Montessori educational model</td>
</tr>
<tr>
<td>Grant Center for Expressive Arts</td>
<td>PreK - 5</td>
<td>Art-infused curriculum</td>
</tr>
<tr>
<td>McCarver Elementary</td>
<td>PreK - 5</td>
<td>International Baccalaureate primary years</td>
</tr>
<tr>
<td>Stafford Elementary</td>
<td>PreK - 5</td>
<td>Art-infused curriculum</td>
</tr>
<tr>
<td>Sherman Elementary</td>
<td>K - 5</td>
<td>STEAM (Science Technology Engineering Art Math)</td>
</tr>
<tr>
<td>Bryant Montessori</td>
<td>PreK - 8</td>
<td>Montessori educational model</td>
</tr>
<tr>
<td>Whittier Primary</td>
<td>PreK - 3</td>
<td>In the consideration phase of International Baccalaureate primary years</td>
</tr>
<tr>
<td>Baker Middle School</td>
<td>6 - 8</td>
<td>National Board certified teachers (working toward)</td>
</tr>
<tr>
<td>First Creek Middle School</td>
<td>6 - 8</td>
<td>Wrap-around social services onsite</td>
</tr>
<tr>
<td>Giaudrone Middle School</td>
<td>6 - 8</td>
<td>International Baccalaureate middle years</td>
</tr>
<tr>
<td>Meeker Middle School</td>
<td>6 - 8</td>
<td>STEM (science, technology, engineering and math)</td>
</tr>
<tr>
<td>Wainwright Intermediate</td>
<td>4-8</td>
<td>Opening in the 2016-2017 school year, in the consideration phase of the International Baccalaureate middle years program</td>
</tr>
<tr>
<td>Foss IB World School</td>
<td>9 - 12</td>
<td>International Baccalaureate diploma program</td>
</tr>
<tr>
<td>Lincoln High School</td>
<td>9 - 12</td>
<td>Extended day and wrap-around services onsite</td>
</tr>
<tr>
<td>iDEA (Industrial Design Engineering and Art)</td>
<td>9-12</td>
<td>Industrial design, engineering and art-infused curriculum (Opening 2016-2017 school year)</td>
</tr>
<tr>
<td>SAMi (Science and Math Institute)</td>
<td>9 - 12</td>
<td>Environmental sciences and mathematics focus</td>
</tr>
<tr>
<td>SOTA (School of the Arts)</td>
<td>9 - 12</td>
<td>Art-infused curriculum</td>
</tr>
</tbody>
</table>

Designated innovation zone

In 2012, State Superintendent Randy Dorn named Tacoma Public Schools as the state’s first-ever and only district-wide Innovation Zone for education. In the first two years of the state’s effort to identify innovative schools, one third of schools statewide to earn the innovative designation are in Tacoma Public Schools.

Annual innovative proposal process

The Tacoma School Board isn’t done innovating. Annually the Board reviews our portfolio of innovative schools to ensure we offer a variety of opportunities that fit our students’ and community’s needs. We continue to partner with the community and find new ways to connect our students to their interests and help them achieve their dreams.
**District Programs and Services**

**COLLEGE CREDIT PROGRAMS**

- **Advanced Placement® (AP):** The College Board’s AP program enables academically-prepared students to pursue college-level studies – with the opportunity to earn college credit – while still in high school. Available at all high schools.

- **International Baccalaureate® (IB):** IB is a non-profit educational foundation with four programs to help students develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. Available at Foss High School.

- **Running Start:** Running Start provides qualified 11th- and 12th-grade students an option to attend certain higher education institutions while earning high school and college/university credit. Available at all high schools.

- **College in the High School (CIHS):** CIHS provides college-level academic courses in high schools for qualified high school students. Students enrolled in CIHS are officially enrolled in a dual-credit high school/college or university course. Students must meet college-specific course requirements to earn both high school and college credit. Available at all high schools.

**CAREER AND TECHNICAL EDUCATION (CTE)**

Select CTE classes allow students to earn both high school and community/technical college credit (Tech Prep). Class offerings, which vary by school, range from digital communications to skilled technical trades. Students must earn a 3.0 grade point or better to qualify. Please contact your high school counselor for more information.

**EARLY LEARNING – FREE PRESCHOOL**

**Head Start Preschool:** This comprehensive preschool program provides free services and support to eligible, low-income children and their families. Services include early learning preschool, family support, child health coordination and nutrition. Classes are Monday - Thursday, 3 1/2 hours per day for qualifying children from low-income families. Children must be 3 years old by Aug. 31 for fall enrollment.

Locations: Arlington, Birney, Blix, Downing, Edison, Franklin, Lister, Lyon, Madison, Mann, McCarver, Point Defiance, Reed, Roosevelt and Whitman

**Early Childhood Education and Assistance Program (ECEAP) Preschool:** This comprehensive preschool program provides free services and support to eligible, low-income children and their families. Services include early learning preschool, family support, child health coordination and nutrition. Classes are Monday - Friday, 3 hours per day, involving the whole family. Children must be 3 or 4 years old by Aug. 31 for fall enrollment.

Locations: Boze, Northeast Tacoma, Sheridan, Whittier and Willard Bryant - Full Day, Mon-Fri 8:50-3:40

**Peer Inclusion Preschool:** Children play and learn together with peers who have developmental delays. Families must meet Title I, Head Start or ECEAP eligibility and children must be 3 years old by March 31 for fall enrollment.

Locations: Arlington, Boze, Birney, Downing, Fawcett, Franklin, Grant, Hoyt, Jefferson, Larchmont, Mann, McCarver, Northeast Tacoma, Reed, Roosevelt, Skyline, Stanley, Whittier and Whitman

**Title I Preschool:** A foundation for the future, Title I preschool is designed for families whose children are 3 years old by Aug. 31 for fall enrollment and reside in a Tacoma Public Schools Title I attendance area. Eligibility is based on academic need.

Locations: Arlington, Boze, Stafford, Mann, Manitou and Stanley

For more information about any of Tacoma Public Schools’ preschool programs, please call 253-571-2620.

**DEVELOPMENTAL SCREENINGS**

**Child Find Screenings and Early Intervention:** Does your child have trouble achieving milestones in one or more of the following developmental or academic areas?

- Vision and hearing
- Motor control or coordination
- Behavior, emotional or social skills
- Cognitive or academic skills
- Speech or communication skills
- Self-care skills

Child Find is a free and confidential service helping families who have concerns about their child’s development. Child Find assists in locating, identifying and evaluating children ages birth through 21 years who may be in need of early intervention or special education services.

**Help for Infants and Toddlers:** Children aged birth to 2 years 10 1/2 months are screened through the Pierce County Early Intervention Program to determine if early intervention services are needed. Tacoma Public Schools provides Family Resources Coordination services at no cost to the family to assist in this process. If you reside in Tacoma and you have concerns about your infant or toddler, contact Tacoma Public Schools’ Child Find at 253-571-2610.

**Help for Preschool Aged Children:** Tacoma Public Schools’ Child Find team screens preschool-aged children, who are not enrolled in Tacoma Public Schools, at no cost to families. This includes children ages 2 years 10 1/2 months up to enrollment in kindergarten. During the appointment, a team of professionals will review existing information and conduct screenings in the following areas: vision; hearing; motor control and coordination; behavior, emotional, and social skills; cognitive and academic skills; speech and communication skills; and self-care skills. If you reside in Tacoma and you have concerns about your preschool-aged child, contact Tacoma Public Schools’ Child Find at 253-571-2610.

---

11 | District Programs and Services
Help for Children Enrolled in School: If your child is already enrolled in Tacoma Public Schools (preschool through 12th grade), contact your child's teacher, the principal of the school, or a member of the special education team at the school of attendance to discuss your concerns. If your child is homeschooled or attends another school that is located within the Tacoma School District, contact the special education department at 253-571-1224.

HIGHLY CAPABLE PROGRAMS
Gifted students often need support to work to their potential, and they need access to challenging curriculum based on high-level thinking skills. The district provides Highly Capable support classes for Highly Capable identified students, as well as accelerated learning opportunities for all students regardless of Highly Capable designation (through the district acceleration policy).

The Highly Capable Program offerings at the elementary level are transitioning from JAWS (Joining Abilities With Subjects) a one-day-a-week, pull-out enrichment program to GATE (Gifted and Talented Education), a five day a week blended classroom at each school. The plan of program offerings by school, the Enhancement Plan, can be found on our website. All elementary schools will transition by the 2017-2018 school year. We will continue to offer SAIL, a full-time self-contained class at three regionally located school sites.

Middle and high schools offer classes to all students to support accelerated learning through various pathways, which are infused with support for students’ social and emotional needs. Identified Highly Capable students are cluster-grouped with peers. Please refer to the Highly Capable website for additional information on testing and the identification process.

For more information about Tacoma Public Schools’ Highly Capable programs, please call 253-571-1120 or visit tacomaschools.org.

SUMMER LEARNING
Tacoma Public Schools offers summer programs and activities for all grade levels, free to registered students. Summer learning can give students a boost, help them catch up or ease the transition to a new school.

- Transition programs (Kindergarten, Middle School, High School)
- Reading programs
- English Language Learner programs
- Credit retrieval programs
- Student Services (Special Education) extended year programs

In addition to summer programs through our schools, the Foundation for Tacoma Students partners with community organizations to offer a wide variety of summer activities.

Information can be found at www.SummerLearningTacoma.org

Online registration for Summer Learning programs opens in May. For more information, visit TacomaSchools.org/SummerSchool or call 253-571-1343

SERVICES FOR STUDENTS WITH SPECIAL NEEDS
Special Education services are determined by a student’s Individual Education Plan (IEP) that addresses the unique needs of the student. A continuum of services for students with special needs is provided by the Tacoma School District. The range of services may include academic and/or social/emotional instruction, speech and language therapy, physical therapy, occupational therapy, audiology and transitional services. For more information, call 253-571-1224.

OTHER SPECIAL SCHOOLS OR PROGRAMS
Oakland High School: A small high school that offers a full-day learning experience and a flexible schedule to meet individual needs. This program is designed for students who need to make up credits or who progress at a faster rate. Call 253-571-5155 for more information.

At Oakland High School, Tacoma Business Academy is a partnership with Bates Technical College and Communities in Schools, focused on helping students who have dropped out of high school and may be working in low-paying jobs complete high school requirements and prepare for post-secondary classes on a college campus. Call 253-571-5146 for more information.

Hilltop Artists: A private non-profit with two hot shops, located at Jason Lee Middle School and Wilson High School. Its mission is “Using Glass Art to Connect Young People from Diverse Cultural and Economic Backgrounds to Better Futures.” Hilltop Artists offers in-school electives and after-school classes at both schools: an evening program, Team Production, for advanced students and a summer school program. Through arts learning, students engage in the creation of glass art, self-discovery and teamwork. They develop the attitudes, behaviors and skills necessary to achieve academically and socially. Call 253-571-7670 for more information.

Tacoma Virtual Learning (TVL): Providing many different avenues for students to access courses and learning in grades 9-12. TVL is designed for students who require a non-traditional learning environment or students who need flexibility in their school schedule. Because of the unique nature of TVL, students are able to take classes online that they might not be able to access at their school due to scheduling problems. It provides a chance for students to earn credits early and move ahead while providing an alternative for students who prefer something other than the traditional school setting.

Call 253-571-3351 or visit tacomavirtual.com for more information.
Enrollment and Choice Services

At Tacoma Public Schools we recognize that every child is an individual with a unique learning style, personality and talent. That’s why we offer a variety of learning environments to fit every child’s need and why we offer CHOICE ENROLLMENT – meaning parents can select the school that is the right fit for their child.

Contact Information: 253-571-1142 or enrollmentservices@tacoma.k12.wa.us or tacomaschools.org/enroll

Important Enrollment Dates: 2016-2017 school year
• Elementary (grades K-5) Transfer or Choice Applications (selecting a school other than your neighborhood school) are due Mar. 1, 2017.
• Middle School and High School Transfer or Choice Applications (selecting a school other than your neighborhood school) are due Jan. 13, 2017.
• SAMI, SOTA, and iDEA High Schools have a separate application process that take place in the fall of 2016.

How do I enroll my child?
• Determine the grade of your child based on past educational experience and age:
  Elementary (grades preschool through 5)
  o Preschoolers must be 3 years old before Sept
  o Kindergarteners must be 5 years old before Sept. 1
  o First graders must be 6 years old before Sept. 1
  Middle School (grades 6 through 8)
  High School (grades 9 through 12)
• Go to your neighborhood school to enroll. Prepare for your school meeting by downloading the necessary enrollment forms. Take the completed forms with you to the school. You will need to complete a set of forms for each child you are enrolling.
• Use the bus stop look up tool (www.tacomaschools.org/lookup) to find your neighborhood school, or call Enrollment Services at 253-571-1142.
• Enrollment into a school other than your neighborhood school is based on space availability. Parents/guardians must provide transportation if they choose a school other than the neighborhood school. Find transfer/choice applications on our forms webpage.

What do I do if I want my child to attend a different school within the district?
• Submit a completed Choice Enrollment application to the Enrollment Services office at 601 So. 8th St., Room 118, or email enrollmentservices@tacoma.k12.wa.us.
• Transfers for the current school year are only implemented during the first 15 days of a trimester or semester.
• Approval of applications are based on space availability at the requested grade level.
• Important deadline note: Transfer requests for the next school year must be submitted by Jan. 13, 2017 for secondary schools and Mar. 1, 2017 for elementary schools.

What do I do if we are moving?
• If you are moving within the boundaries of the Tacoma School District you may finish the school year at your different school, but you will become responsible for transportation to and from school. Please notify your school of any change of address.
• If you prefer your child transfers to the new neighborhood school at the time of the move, first officially withdraw from your current school and then go to your new neighborhood school to re-enroll.
• If you are moving outside of the Tacoma School District and wish to stay at your current school of attendance, you must obtain a release from your new school district and submit a non-resident application. Return the application to the Enrollment office at 601 So. 8th St., Room 118.
• If you are moving out of state or out of the country, go to your school and officially withdraw your child from Tacoma Public Schools.

How do I enroll my child if we live outside of the Tacoma School District boundary?
• Before a non-resident can apply to attend a school in the Tacoma School District a release must be granted by the district of residence. Contact your resident school district for the release. Permission must be granted annually by the district of residence.
• First time applicants: Once a release has been obtained, complete the non-resident application and return it to the Enrollment Services office at 601 So. 8th St., Room 118.
• Returning applicants (annual renewal): Complete the non-resident application and return it to the school your child is currently attending.

What do I do if I want my child to attend a school outside of the Tacoma School District?
• We strongly encourage families to attend their neighborhood school. Research shows that strong neighborhood schools are an essential part of a vibrant and healthy community.
• Whether you are wishing to attend another school in another district or pursue a G.E.D. or some other path to high school completion, please complete the Release to Attend Another District form. Return the form to the principal.
• If you are seeking a renewal for a previously granted
Health and Wellness

Students are routinely screened for vision, hearing and other common problems. Students are not automatically covered by medical, dental or accident insurance. For information regarding free/low cost health insurance programs for students and youth in Washington state visit www.parenthelp123.org. If your student is not covered by a family plan, you may purchase student insurance through the district. Contact your school office for student insurance forms.

Immunizations Required: Washington state law requires that students enrolled in grades PreK-12 be fully immunized. Any student enrolling in a Tacoma School District school must show proof of immunizations before the enrollment process begins. Students will not be enrolled unless immunization requirements are met or evidence of the initiation of an immunization schedule is provided. All students preregistering for kindergarten must provide proof of being fully immunized to complete the registration process. When you enroll your student in school, please fill out a Certificate of Immunization Status (CIS) form. State law requires that the CIS form be completed, dated and signed by the parent or guardian.

Physical Examinations: It is recommended that your student have a physical examination before entering kindergarten, sixth and ninth grades. Middle school and high school students participating in interscholastic or extramural athletics must have a physical examination before trying out for a sport. Call the district Athletics/Activities office at 253-571-1123 for more information.

Children with Life-Threatening Conditions: A state law passed in 2002 directs school administrators to require the presentation of a medication and/or treatment order(s) prior to attendance, for each child with a life threatening health condition. These documents are used to create a health care plan for a child’s life-threatening health condition that may require medical services to be performed at school. The medication or treatment order(s) and health care plan must be provided before or on each child’s first day of attendance or continued attendance if the child is already in school. Please contact the school nurse if your child has a life-threatening health condition. A Life Threatening Health Condition means a condition that will put the child in danger of death during the school day if a medication or treatment order providing authority to a registered nurse and nursing plan are not in place.

Illness or Injuries at School: If your student is injured or is too sick to remain at school, he/she will be sent home only after the school contacts you or the emergency contact person you list on the enrollment form. If no one is available, your student will be kept at school. If there is an emergency, school staff members will act on the parent’s behalf and get help. Use of canes, crutches, walker aids and/or wheelchairs at school must have written authorization from a health care provider. Please keep the school nurse informed of any changes in your student’s health condition.

Non-Emergency Physical Examinations: The school district may schedule and conduct hearing, vision and/or dental screenings. In addition, examinations that are necessary to protect the immediate health and safety of the student or of other students may be conducted without prior parental notice and consent. District staff will not conduct any invasive physical examination or screening (defined as “any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion or injection into the body”) without prior parental approval.

Medicine at School: If your student needs to take prescription or over-the-counter medication at school, you and your student’s doctor must sign a permission form. This form is available at your doctor’s office, from your student’s school, or on the district website at tacomaschools.org. The medication must be sent in its original container, and it must show your student’s name, the medication name, the dosage and the time medication should be given. The medication must be brought to school by the parent or another responsible adult. Please provide an empty second prescription bottle with identical label for use on field trips.

Drug and Alcohol Counseling Program: Washington law (RCW 70.96A.095) states that “Any person 13 years of age or older may give consent for himself or herself to the furnishing of outpatient treatment by a chemical dependency treatment program certified by the department. Parental authorization is required for any treatment of a minor under the age of 13.” If you are concerned about your son/daughter and possible involvement with alcohol and/or other drugs, please call the school principal or counselor.

How do I enroll my child in an online or virtual academy?
The Tacoma School District offers a complete four year high school program for students in grades 9-12. Please contact the Online Coordinator at the Wille Stewart Academy at (253) 571-3270.
Meningococcal Disease: As of July 2005, schools in Washington are required to make information available on Meningococcal diseases to parents or guardians of all students entering grades 6-12.

Meningococcal Disease and Prevention: Meningococcal disease spreads by direct contact with infected persons by coughing, kissing or sharing anything by mouth, such as water bottles, eating utensils, lipsticks or toothbrushes. It can cause pneumonia, bloodstream infection and meningitis (swelling of the covering of the brain and spinal cord). Severe disease can cause brain damage, loss of hearing or limbs and death. Fortunately, this life-threatening infection is rare, usually only about 30-60 cases are reported each year in Washington, including one to eight deaths. Adolescents and young adults are more likely to get meningococcal disease, especially if they live in group settings, like college dorms.

Meningococcal Conjugate Vaccine (MCV4): MCV4 protects your child against the most common types of bacteria that cause meningococcal disease. Patients younger than 19 years of age can get MCV4 vaccine for free in Washington State. Some health care providers' offices charge an administration fee or an office visit fee. You can ask to waive the administration fee if you can’t pay. Healthy teens should get one dose of MCV4 at age 11 through 12 years. Teens who did not get their first dose at that time should get a dose as soon as possible. A second dose (or booster) is now recommended. Teens should get a booster at age 16 through 18 years or any time before college. Talk to your healthcare provider about this vaccine.

To learn more about meningococcal disease and how to prevent it visit:

State Resources
- Washington State Department of Health: www.doh.wa.gov
- Office of Immunization and Child Profile: www.doh.wa.gov/AboutUs/ProgramsandServices/PreventionandCommunityHealth/OfficeofImmunizationandChildProfile
- Disease and prevention: www.doh.wa.gov/YouandYourFamily/Immunization/Diseases.aspx

Federal/National Resources
- Centers for Disease Control & Prevention Meningococcal vaccine information: www.cdc.gov/vaccines/hcp/vis/vis-statements/mening.html
- Disease information: www.cdc.gov/ meningococcal/about/index.html
- Pre-teen immunizations: http://www.cdc.gov/vaccines/who/teens/index.html
- College students & young adults: www.cdc.gov/vaccines/adults/rec-vac/college.html
- National Meningitis Association: www.nmaus.org

Human papillomavirus (HPV) Disease and Prevention
What is HPV? Most of the time infected individuals have no symptoms and can spread the virus without knowing it. Some people know they have HPV because they have a symptom like genital warts. Women may find out they have HPV through cervical cancer screening (Pap tests) and HPV testing. Health care providers do not usually test for HPV unless they find abnormal cervical cell changes in a Pap test.

HPV Vaccine
Two HPV vaccines are available:
- HPV4 – licensed for males and females. It protects against four types of HPV. These include two types of HPV that cause 75 percent of cervical cancers in women and most anal cancers in men, and two types that cause 90 percent of genital warts in both women and men.
- HPV2 – licensed only for females. It protects against the two types of HPV that cause 75 percent of cervical cancers.

Who should get the vaccine and when should they get it?
- Females - the federal Advisory Committee on Immunization Practice (ACIP) recommends routine vaccination for all girls age 11 through 12 years old against HPV. For unvaccinated females, the recommendation goes up through age 26. Health care providers may also give the vaccine to girls as young as 9 years.
- Males - the ACIP also recommends routine vaccination against HPV for all boys 11 through 12 years of age. For unvaccinated males, the recommendation goes up through age 21. Health care providers may vaccinate boys as young as 9 years and certain men 22 through 26 years of age.

Are Pap tests still recommended for females who get the HPV vaccine?
Yes. The HPV vaccine does not protect against all HPV that can cause cancer and warts, so females still need Pap tests.

Where can I find the HPV vaccine?
Ask your doctor, nurse or local health clinic to find out more about HPV vaccine and where you can get it. Patients younger than 19 years of age can get HPV vaccine for free in Washington state. Some health care providers’ offices charge an administration fee or an
office visit fee. You can ask to waive the administration fee if you can’t pay. For people age 19 and older, the vaccine is available from many clinics and pharmacies. Most health insurance plans cover the vaccine for people recommended to get it. Call your health plan to check your coverage. For adults without health insurance, the companies that make these vaccines have programs to help pay for them. Find out if your health care provider participates in these programs.

For more information on HPV, the vaccine and cervical cancer:

State Resources
- Washington State Department of Health: www.doh.wa.gov
- Disease and prevention: www.doh.wa.gov/YouandYourFamily/Immunization/Diseases.aspx

Federal/National Resources
- Centers for Disease Control and Prevention: www.cdc.gov/std/HPV/
- American Sexual Health Association: www.ashastd.org
- American Cancer Society: www.cancer.org

Safety Guidelines

School Safety: Tacoma Public Schools provides high schools (Foss, Lincoln, Mount Tahoma, Oakland, Stadium and Wilson) and middle schools with campus security officers. In addition, school patrol officers are assigned to support high schools and their feeder schools. In partnership with the Tacoma Police Department, Tacoma Public Schools provides school resource officers at the high school level. Criminal activity at all levels of schools will be reported to law enforcement. Unauthorized persons are not allowed on school property, and students are not allowed to leave school without permission. All volunteers and school staff must complete criminal background checks. For more information, contact the district’s Security Department at 253-571-1087 or visit http://www.tacoma.k12.wa.us/information/departments/safety-security/Pages/default.aspx.

Closed campuses: Students in PreK through grade 12 must have the school’s permission to leave the school grounds during regular school hours.

Emergencies: In case of earthquake, volcanic eruption, major power failure or fire, elementary students and students with disabilities will not be sent home until staff knows there is someone at home to supervise them or that other care has been arranged. Please make arrangements for alternative care in advance if you may not be available, and provide this information to the school. If it is necessary to close a school during the day and send students home, local media will be alerted and district social media and telephone messaging will be used to communicate with parents/guardians. Please make sure your contact information is current with your students’ schools.

What are the symptoms of HPV? Most of the time infected individuals have no symptoms and can spread the virus without knowing it. Some people know they have HPV because they have a symptom like genital warts. Women may find out they have HPV through cervical cancer screening (Pap tests) and HPV testing. Health care providers do not usually test for HPV unless they find abnormal cervical cell changes in a Pap test.

How can HPV infection be prevented? The best way to prevent HPV infection is to abstain from all sexual activity. Even people with only one lifetime partner can get HPV if their partner had previous sexual partners. Using condoms during sex offers good protection against sexual infections like HPV. The HPV vaccines offer by far the best protection if given before sexual activity starts - vaccines do not get rid of existing HPV infections. The HPV vaccine can prevent infections from some of the most common and serious types of HPV that cause cervical, oral and anal cancers as well as genital warts.

Visitors: To ensure student safety, per district policy and regulation, all visitors, including parents, must sign in or check in at school offices and wear a badge identifying themselves as a “visitor” or “volunteer.” Visitors must follow the building rules. Violators may be excluded from school premises and activities for failure to follow building rules or for disruptive behavior.

Individual Student Safety: Parents and teachers are important partners in teaching students personal safety. To help keep your student safe on the way to and from school urge them to:
- Obey crossing guards assigned to help at some of the city’s busiest streets. As it is not possible to have a guard at each crossing, teach your student how to safely cross streets on his/her own.
- Walk with a buddy.
- Let you know where they are going and when they arrive.
- Not get close to any car that slows down or stops near them.
- Use the same route and do not take shortcuts.
- Know the emergency phone numbers for the family.

If you drive your student to school, pay close attention to the instructions your school provides for student drop-off and pick-up. These instructions are meant to protect your student’s and others’ safety and allow for a smooth traffic flow. Please do not stop in “no parking zones,” “bus zones” or school crossings.

If your student rides a bike to school, please teach your student the rules of the road and bicycle safety and responsibility. Schools are not responsible for lost, stolen or damaged bikes or other student personal property.

Violence Prevention Hotline: 1-866-LIVE-TIP, EXT. 1155
The Bus Service Contractor, Durham School Services, operates the basic education bus service system. The district Transportation Department works with the contractor to plan routes, schedules and stops. The district operates all special education buses. All buses are certified by the Washington State Patrol. The State Patrol inspects buses twice yearly to ensure they are maintained in accordance with state standards. Drivers must have a medical exam, be fingerprinted, have a background check, have first aid and CPR training, earn a commercial driving license and take 40 hours of training to be certified by the state Superintendent of Public Instruction to drive a school bus. Drivers must complete in-service training each year.

**Information and Concerns:** For information on bus stops and schedules, visit the district website at tacomaschools.org or phone the district Transportation Department for details on eligibility and routes for basic education. Phone any concern about a late bus, the bus driver, an incident or service to the dispatcher at 253-475-0334. Before phoning, have at hand as many details as possible – date and time of the incident, the bus number, names of those involved – to quicken a response to the concern.

**Where to Call**
Information on bus stops and schedules
- District Transportation Department  253-571-1853
- Durham School Services  253-475-0334
- Pierce Transit customer service  253-581-8000
- School district “night line”  253-571-1000
- Special Education transportation  253-571-1855

For more information go to the district website at: tacoma.k12.wa.us/information/departments/transportation

**Basic Bus Service**
In this section on Bus Service, you will find information about:
- How it works and who to contact
- Who may ride a school bus
- How to ride a school bus
- Emergency bus route information

**Bus Carrier:** The district contracts with Durham School Services for basic education student transportation. The district operates all Special Education school buses. Signs on the outside of the buses will either read “Durham” or “Tacoma School District No. 10.”

**Who May Ride a Yellow Bus?**
Eligibility for transportation to/from school is based on student’s residence. The student must live more than one radius mile from his/her primary school of attendance (PSA) to receive transportation. A student may be transported less than one mile if the district determines that the walking route contains hazardous conditions. Walking distance to the student’s assigned stop: eight to 10 blocks for high school, six to eight blocks for middle school and four to six blocks for elementary school.

**Special consideration**
The student may receive bus service if:
- hazards making it unsafe for a student to walk to school cannot be mitigated;
- a 504 plan is in place or a doctor verifies in writing that the student has a medical problem that makes it necessary for him/her to ride a school bus; or
- the student stays before or after school at a home or child care site in an area served by a school bus.

To start service or change service, the parent/guardian needs to ask the school bus coordinator to prepare a Bus Run/Stop Change Request and forward it to the district Transportation Department. The request will then be reviewed by the Transportation Department. If it is concluded that the student is eligible, a stop may be added or the child may use an existing stop.

**Transportation outside the student’s primary school of attendance (PSA):** Only students who enroll in a school outside of their primary school of attendance (PSA) will be eligible for transportation services if their enrollment is due to participation in a specific district-required program. The district will determine busing boundaries for the programs. The bus stop may be eliminated if the program has been discontinued or the student moves.

**Change of residence:** If a student’s residence changes during the school year (out of his/her present PSA) and the student wants to remain at the same school, transportation will not be provided. Transportation must be provided by the parent/guardian.

**Choice enrollment:** Bus service will not be provided to students who live outside their primary school of attendance (PSA) if the child/parent has chosen another school.

**Out of district:** Transportation will not be provided to students who reside outside of district boundaries unless the student is eligible through the McKinney-Vento Act. Certain programs allow for students to be eligible for a Pierce Transit Orca Pass. Contact your school or the Transportation Department at 253-571-1853.
Students assigned to a bus stop: All students must be assigned to a bus stop. The stop is determined by the home or daycare address. Sixth- and ninth-graders will be assigned to the closest stop to their home. A student may not depart the bus other than at his or her boarding or alighting place. A request to deliver a student to a different stop, other than his or her regular stop, or ride a different bus is granted only if the student gives the bus driver a note signed by a parent/guardian and the school principal or designee. Such notes are valid for one day only, and may not be obtained on a continuing basis. A note written by a student is not acceptable. Bus drivers shall have a student manifest indicating all eligible bus riders. All students must show the bus driver their student identification upon request. If lost, appropriate identification must be obtained from the school. A student cannot board a bus unless his or her name is on the bus driver’s manifest. If a student is not on the driver’s manifest, the student needs to contact the school bus coordinator. Students are expected to show identification to substitute bus drivers.

Student Electronic Identification Tags: Elementary school bus riders will receive an electronic identification badge with their bus route number and photo at the beginning of the school year. Contact your child’s school to find out if the school is participating in the program. Students will swipe their badge every time they get on and off the bus, which will allow the district’s transportation department to track students’ whereabouts in case they got on the wrong bus or if they’ve missed their bus stop. Lost cards should be reported to the school bus coordinator.

Appealing a bus service start or change denial: A parent/guardian may appeal the denial of a Bus Run/Stop Change Request by asking the school bus coordinator to fill out an Appeal Request Form and forward it to the Transportation Department. The parent/guardian will be notified of the date, time and place of the Transportation Appeals Board session at which to present views.

Riding a school bus: School bus routes and stops are planned to provide the safest, most efficient and cost-effective service under all weather and road conditions. Students in the district usually ride 30 to 60 minutes on a bus to school and from school. Riding times may be longer when there are traffic jams, breakdowns or snowy/icy roads.

Riders need to line up early: Students need to be at bus stops no earlier than 10 minutes or later than 5 minutes before the scheduled pick-up time. When students see the bus coming, they need to form a line starting well back from the curb and be ready to board. Buses will not wait for any students not present and buses will not return for late-arriving students.

Riders must board quickly after school: After school, students need to go quickly to their buses, which leave 5 to 7 minutes after dismissal. If students miss buses, their parents must pick them up. The bus will not return.

Good behavior expected at stops: All students waiting at school bus stops are expected to follow the same rules as those when riding on a school district or Pierce Transit bus. Students who misbehave, destroy or vandalize personal property at stops may lose their bus riding privileges. Parents will be responsible for any monetary damage caused by their students.

After-school activity buses: Students may ride after-school activity buses provided they show the bus driver their student identification. After-school activity buses will drop students off in areas covered by the home-to-school bus routes. These buses will not travel in areas not normally served. The bus stops will be designated district school sites. These stops are available on the district’s Web page. With any inappropriate student behavior, the student will lose after-school activity bus riding privileges for the school year.

Video/audio cameras on buses: Buses are equipped with video/audio cameras. The purpose of placing these cameras on school buses is to ensure that the student behavior while on the school bus is consistent with the established rules for students riding buses and from school and after-school activities. Cameras provide additional aid to the bus driver and school district officials in monitoring the conduct of student riders. A camera does not replace the discipline policy, the authority of the driver or the responsibility of school officials. Video monitors will provide district administrators with the ability to take timely and appropriate corrective actions in the event that violations of rules are recorded. On board videotaping is to be conducted for the purpose of promoting bus safety. Disciplinary action may be taken based on behavior observed on video tape.

GPS (Global Positioning Systems): All buses are equipped with global positioning systems (GPS). The dispatcher is able to locate a bus, determine if the bus has been to a bus stop and check to make sure the route is on schedule.

Behavior Rules and Safeguards: Behavior rules for bus riders help ensure every student has a safe ride to and from school. Classroom behavior is expected on the school bus. Students are expected to follow all rules. Those who choose not to follow the rules may be suspended from riding a bus to or from school. Parents will have to provide transportation. Pierce Transit bus riders must follow the rules and regulations prepared by Pierce Transit. Contact 253-581-8000 for current “Rules of the Road.”
Rules of conduct for bus riders:

- Full student cooperation is expected with all bus drivers, including substitutes.
- Wait for bus in a line that starts well back from the curb.
- If crossing a street to or from a school bus, cross only in front of the stopped bus when the “stop” paddle is out and red lights are flashing. If at an intersection with a traffic signal, cross on the green light and “WALK” signal.
- Have school identification ready to show the driver when boarding the bus. Give it to the driver any time when asked.
- Get on or off the bus only when it is completely stopped.
- Do not bring on the bus anything heavy, sharp or bulky or other items, such as unicycles, scooters or skateboards, that could affect the safety of the bus and riders, or injure a rider, such as sticks, skis or vaulting poles; a breakable container, strap or pin sticking out from clothing, knife, gun or anything flammable. Keep animals off the bus, except a “service dog.”
- Follow the bus driver’s direction.
- The bus driver may assign students to a particular seat.
- Sit in only one seat and do not save a seat for anyone.
- Stay in seat all the time the bus is moving.
- If there is a seat belt, keep it fastened.
- Keep aisles clear.
- Except for ordinary conversation, behave as if in a classroom.
- Treat other people with respect.
- Talk to driver with respect.
- Help keep the bus clean by keeping waste paper off the floor.
- Absolutely NO eating or drinking on the bus.
- Keep tobacco and matches off the bus.
- Open a window only with the driver’s okay.
- Keep head, hands or arms inside bus windows.
- Get off the bus only at assigned stop.
- After getting off, do not tamper with the bus.
- Cellular phone use is prohibited if used inappropriately, causing disruption or disturbance to the bus driver or other students.
- No photos or videos of students or driver may be taken without their permission.

A student may be suspended from riding the bus for committing any of the major offenses that follow:

- Defying the bus driver.
- Fighting with another student or the driver.
- Inappropriate dress or stages of undress. Student riding an unassigned bus without parental or school permission.
- Exiting at the wrong bus stop without permission from parent and school.
- Not giving name or giving a false name to the driver when asked.
- Not showing his/her student identification (ID) card to the driver when asked.
- Doing anything on the bus that seriously harms anyone’s safety.
- Smoking anything.
- Opening an emergency exit or exiting by such an exit or a window.
- Having banned items on the bus: including drugs, alcohol, bullets, explosives, fireworks or weapons.
- Threatening a bomb.
- Inappropriate displays of affection.
- Bullying or harassment of other students or drivers.
- Throwing anything from the bus.
- Making obscene gestures.
- Speaking profanely or making racial slurs to anyone on the bus.
- Using laser lights.
- Spitting or biting.

Discipline for Offenses: All misbehavior on school buses and at bus stops is serious because it can affect students’ safety and well-being. It also can cause hardship for parents/guardians of offending students. If a student is suspended from bus riding, his/her parent/guardian is required by state law to provide transportation for him/her to and from school, because the state requires all students to attend school through the age of 18. The parent/guardian also may reimburse the school district contractor for repairing any damage to a school bus or other property. The student may be banned from riding a school bus or attending school until the district contractor has been paid in full for costs of repairs. All questions or inquiries should be directed to the bus service contractor student manager with Durham at 253-475-0334. School administrators may provide alternative discipline in lieu of suspension.

Discipline ranges from warning to expulsion: Major offenses are very serious and the student will be suspended. The length of the suspension will be determined by the severity of the major offense. For each offense, a student receives a School Bus Incident Warning Report, and copies are sent to his/her parent/guardian. Several incident reports will result in suspensions as follows: suspensions will range from three to 30 days or for the remainder of the school year depending on the offense.

Steps in school bus discipline procedure

Minor offense

- Verbal warning: The bus driver verbally critiques the student’s misbehavior and may contact parent/guardian.
- Written warning: The bus driver verbally critiques the student’s misbehavior and fills out an Incident Warning Report and submits it to the student manager, who reviews it, files it and mails copies to the parent/guardian and school.
Major offense
• The student will be suspended.
• The bus driver completes an incident report. A suspension report is mailed to parent/guardian and school.
• Suspension: Student is not allowed to ride any district bus for a time period, including after-school activities buses.
• Parents may be contacted by the driver or the student manager to discuss your child’s behavior.

School bus discipline procedures
• Incident Warning Report. Completed by bus driver. Durham mails report to parent, school and district Transportation Department.
• Bus Discipline Suspension Report. Durham mails report to parent, school and district Transportation Department.

Emergency Bus Route Information, Snow and Emergency Routes: Ensuring the safety of the students we transport is our number one priority. Nearly every school year we must delay the start of school, use emergency bus routes or cancel school because snow or other poor weather conditions make roads unsafe.

What you need to know about snow and emergency routes: We encourage you to become familiar with the procedures to follow during snow, inclement weather or emergencies. For additional questions, call Durham School Services at 253-474-0334 or Transportation Services at 253-571-1853 or email transportation@tacoma.k12.wa.us. The Frequently Asked Questions below provide key information about transportation services during snow or inclement weather.

How will I know if, and when, school is delayed or canceled, or if buses are running on snow/emergency routes?
We make announcements as early in the morning as possible, typically by 6 a.m. You can learn about school delays or closures in the following ways:
• District website
• News media: TV and radio stations announce school delay and closures.
• School Messenger: our automated phone and email message system, to get messages to you. Please check with your school to ensure your emergency contact information is up to date.

What is an emergency or snow bus route, and how do I find the route for my child(ren)?
Emergency bus stops are designed to avoid areas where hazardous road conditions exist. Stops are located on main arterials. Buses will not travel on side streets when emergency stops are in effect. Emergency stops for every school are available on the district transportation website.

If the start of school is delayed, how do I determine the time of bus pick up or drop off?
Add the length of the delay to the time listed on the emergency route schedule. For example, if the emergency stop at 96th and Hosmer has a pick-up time of 8:10 a.m., and the district announces a two-hour delay, then the pick-up time will be 10:10 a.m.

If emergency stops are in effect in the morning, where will my child be dropped off after school?
After school we return students to their regular (not emergency) stop if at all possible. However, if road conditions are still hazardous, we will drop students off at their emergency stop. This information will be posted on the district website, and you will receive an automated telephone and/or email message.

How should I prepare my children to ride the bus during inclement weather?
Please ensure that all children are dressed warmly. We make every attempt to keep to our pick-up schedule, but delays may happen due to snow and icy roads. Children should be dressed to keep warm in case they need to wait at their stop for the bus to arrive. Ideally this would include a warm hat, gloves, coat, and waterproof boots or shoes.

My child receives special education bus service. What do I need to know about snow routes?
Door-to-door service for students receiving special education services will continue, providing the bus is able to make the home stop. If it is not safe to get to the regular stop, your bus driver will provide you with information regarding where your stop will be located. For additional information call the special education transportation department at 253-571-1855.

How does the district decide whether to delay or close schools?
When the weather forecast calls for snow or storms, our transportation services team is continually assessing road conditions. We check weather forecasts, and consult with the weather bureau. On mornings when there is snow or ice on the roads, we drive selected bus routes starting early in the morning to check road conditions. While conditions may be safe in some parts of the city, they may be unsafe in others. We take all of this into account and then make a recommendation to the superintendent. We base our decision on whether we believe we can transport students safely to and from school.
Community Partnerships

The Community Partnership Office was created in response to the overwhelming evidence of the effectiveness of partnerships between schools, families and the community. When it comes to student success, research validates what Tacoma Public Schools knows: schools cannot do it alone. As Goal Two of the district’s Strategic Plan states, the district is committed to fully engaging students, parents, community and staff in the education of our children. The Community Partnership Office is taking the lead to fulfill this mandate.

Our Vision: The Community Partnership Office works to galvanize the power of community to assist young people in creating the future they choose, plan and prepare for. We bring people together to become the voices that young people listen to and believe that say “you can achieve, you will graduate and we are here to help you!”

Partnership: Partnership for Tacoma Public Schools is a cooperative relationship between students, families, schools, districts and the greater Tacoma community. Partners are committed to supporting student academic success and the whole child. Partners work with and invest in the education of our children and youth – whose future, in turn, will affect the quality of life in the entire Tacoma community.

How our office serves students:
- Recognizes that students learn in and outside of the school classroom. We work to establish expanded learning opportunities that have a range of enrichment and cultural learning activities including arts, civic engagement, science, technology, engineering and math (STEM) experiences and workforce skills.
- Provides assistance through the Help-A-Student Fund for any basic or special need to ensure student attendance, such as clothing, shoes, personal hygiene items and eye glasses. In some cases, medical help and emergency transportation as needed. If you have a question about a need, call 253-571-7980.

How our office serves parents/families:
- Provides educational information and training for parents to support them in supporting their child’s academic success.
- Creates opportunities for parent leadership and school decision making through PTA/PTO/SCDM and other district committees and action teams.
- Promotes and assists parents and families to engage with their child’s school by volunteering and active participation.

How our office serves teachers:
- Provides support to schools/staff in achieving their family and community partnership goals.
- Serves as a liaison and connector with parents, families and community-based organizations to build and sustain partnerships that improve outcomes for students.
- Channels financial and social community resources to support students, schools and staff.

How our office serves community partners:
- Provides administrative support and other assistance for community-based organizations partnering with the district to support student success.
- Establishes a standard of partnership that includes aligning mission and goals between the community partners and the district.
- Creates pathways for participation in education for local businesses that offer mentorships, internships and volunteers.

Parents, family members and members of the community wanting to volunteer should:
- Call your child’s school, or the school where you would like to volunteer, and inquire about their volunteer opportunities.
- Go to the district website to review the volunteer handbook and other pertinent information.
- Follow the directions to complete Part I and Part II of the application.
- You will be screened according to the level of your volunteer preference.

Community-based organization, community groups and businesses:
- Contact the Community Partnership Office at 253-571-7980.
- The district partnership coordinator will assist you in determining placement possibilities.

Family Resources:
For more in-depth information regarding programs and services, please refer to the Tacoma Public Schools website at tacomaschools.org/communitypartnership.
Education Rights Of Homeless/Transitional Children And Youth

McKinney-Vento Homeless Assistance Act

McKinney-Vento Homeless Assistance Act defines homeless children as “individuals who lack a fixed, regular, and adequate night time residence.” The act provides examples of children who fall under this definition as:

- Children and youth sharing housing due to loss of housing, economic hardship or similar reason
- Children and youth living in motels, hotels, trailer parks or campgrounds due to lack of alternative accommodations
- Children and youth living in emergency or transitional shelters
- Children and youth abandoned in hospitals
- Children and youth whose primary night time residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory children and youth living in any of the above situations.

Who to call:

McKinney-Vento Liaisons
Linda Seferian: 253-571-6791
Linda Martín: 253-571-6790

Under the McKinney-Vento act you have a right to an education without barriers, which means you can:

- Receive a free public education
- Enroll in school immediately, even if you lack documents normally required for enrollment
- Attend classes while the school gathers your missing documents
- Enroll in the school closest to you or the school you were last enrolled in (school of origin), even if you have been forced to relocate
- Receive transportation to and from your school of origin
- Receive all the same educational services other students receive, even if you can’t pay
- Participate in before-and-after school programs
- Receive counseling
- Receive free breakfast and lunch
- Participate in special education, bilingual, vocational and gifted programs
- Receive free school supplies
- Receive extra academic support (Title I/LAP)
- Receive evaluation for disabilities

Additional Information

Integrated Pest Management Program: The purpose of an Integrated Pest Management (IPM) Program is to provide an environmentally responsible long-range systems approach to pest management within our schools.

Applying IPM principles is intended to prevent unacceptable levels of pest activity, by the most economical means and with the least possible hazard to people, property and the environment. The full range of escalating alternatives, including no action and/or changes in maintenance practices, will be considered.

Notification of Pesticide/Herbicide (P/H) applications:

- Schools shall provide notice, annually or upon enrollment or hiring, of the district’s pest control program, which includes the posting and notice requirements for pesticide application.
- To notify parents, staff and other users of school properties of a planned pesticide application, written pre-notification will be given to the building administrator. The building administrator will be responsible for pre-notification of interested parents/guardians and staff of upcoming Pesticide/Herbicide (P/H) treatments. Posters will be provided to the building administrator to be posted in designated areas at the school. Such posters will normally be provided at least 48 hours before the application of P/H. When school is not in session, prior notice will not be given if there are 48 hours or more before students reoccupy. In this circumstance, treated areas will still be posted at the time of application.
- Signs will be placed at the main entrance(s) to each school and near the site of interior applications. If a grounds application, the entries to the grounds areas and the main entry of the school will be posted as well as the site of application. Signs must be placed at all entrances to an affected area or building, and in other strategic locations to prevent human contact with the treated area. Signs will remain in place for at least 24 hours after application or under manufacturer’s direction if longer.

Products to be used:

- Zep Wasp and Hornet Killer, Ranger Pro, SureGuard, Ferromec AC, AmPro Weed and Feed, Casoron 4G, PasturePro, Amine 400 2-4D, Candor, Talstar, Phantom, Tempo, Shurcrop Ferrous Sulphate, Specticle G, ant baits
(Terro, Advance, Uncle Alberts) and rodent baits (Contrac, Wisdom and Suspend SC). Location of where Pesticides/Herbicides may be applied:

- Play fields, ball fields, lawn areas, ornamental beds, trees and school buildings (interior and exterior). NOTE: Records of applications and the annual summary of Pesticides/Herbicides applied are on file with Tacoma Public Schools. A copy of this program or the above documents may be requested through our Public Records Office located at 601 S. 8th St., Tacoma, WA 98405. Interested parents/guardians of students or staff at a specific school may annually request advance notice of P/H application through their principal. (Revised 4/2015)

**Asbestos Hazard Emergency Response Act:** In the past, asbestos was used extensively in building materials because of its insulating, sound-absorbing and fire-retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA), which requires schools to be inspected to identify any asbestos-containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Periodically, Tacoma Public Schools conducts reinspections to determine whether the condition of the known or assumed asbestos-containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last reinspection, all materials listed in the management plan as asbestos-containing (or assumed to be asbestos-containing) were inspected.

The law further requires an asbestos management plan to be in place by July 1989. Tacoma Public Schools developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos-containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos-containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

The following schools contain no asbestos-containing building materials; therefore no operations and maintenance programs or future inspections are required: Mount Tahoma High, Science and Math Institute, Baker Middle, First Creek Middle, Giaudrone Middle, Gray Middle, Jason Lee Middle, Mason Middle, Meeker Middle, Truman Middle, and the following elementary schools: Blix, Crescent Heights, DeLong, Edison, Fern Hill, Franklin, Geiger, Jefferson, Lister, Manitou Park, Northeast Tacoma, Point Defiance, Roosevelt, Sheridan, Sherman, Stafford and Washington.

It is the intention of Tacoma Public Schools to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in school district administrative office or administrative office of the school during regular business hours. All inquiries regarding the asbestos plan and asbestos-related issues should be directed to Maintenance and Operations Department at 253-571-3300. (AHERA information adapted from the U.S. Environmental Protection Agency)
Every Student Succeeds Act (ESSA)

Formerly No Child Left Behind

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country. The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002.

The new bill helps to ensure opportunity for all students by:

• Holding all students to high academic standards that prepare them for success in college and careers.
• Ensuring accountability by guaranteeing that when students fall behind, states redirect resources into what works to help them and their schools improve, with a particular focus on the very lowest-performing schools, high schools with high dropout rates, and schools with achievement gaps.
• Empowering state and local decision-makers to develop their own strong systems for school improvement based upon evidence.
• Encourages a smarter approach to testing by moving away from one single focus on standardized tests and allowing for the use of multiple measures of student learning and progress to make school accountability decisions. It requires that state’s maintain important statewide assessments to ensure that teachers and parents can mark the progress and performance of their children every year, from third to eighth grade and once in high school.
• Providing more children access to high quality preschool.

Please check the Tacoma Public Schools’ website, tacomaschools.org, for information on district improvement efforts, current data and ways in which parents can assist the district in meeting adequate yearly progress and closing the achievement gap.

Highly Qualified Teachers

The term “highly qualified teacher” (HQT) is not included in ESSA and is replaced with Effective Educator immediately, districts are no longer required to identify and document HQT status for teachers hired after Dec. 10, 2015.

Teachers hired before Dec. 10 for the 2015-16 school year are required to be highly qualified.

Districts were required to continue HQT reporting in the state HQT tool and CEDARS for the rest of the 2015-16 school year. The HQT status of long-term substitutes (certificated teachers who serve as substitutes for four or more consecutive weeks in a single assignment) and contracted teachers employed by third-party vendors was also required to be reported.

Moving forward, OSPI will continue to monitor teacher qualifications through the Title II, Part A office and collect data about the certification, endorsements, teaching assignments, and years of experience. When the Effective Educator criteria is established at the state level, Tacoma Public Schools will follow those guidelines.

ESSA amends the Individuals With Disabilities Education Act provision at 20 USC 1412 (a)(14)(C). Special education teachers must have a bachelor’s degree and must either be certificated in special education or hold a special education license in Washington. These requirements cannot be waived.

Public Records Requests

The Washington Public Records Act provides for the release of public records maintained by a public agency, such as the school district, with some exceptions. For a list of the most common records that the district claims are exempt or protected from disclosure, please see the Public Records Request page of the district website at tacoma.k12.wa.us/information/departments/legal/Pages/default.aspx. Requests for access to, or copies of, public records should be made in writing to the Public Records Officer, P.O. Box 1357, Tacoma, WA 98401-1357, or to PublicRecords@tacoma.k12.wa.us specifying the records sought. Copies of records may be subject to a copying charge of 15 cents/page, plus mailing costs. (RCW 42.56; Policy 4040 and Regulation 4040R). Requests for student records by a current or former student or the student’s parent/guardian should be directed to the building administrator at the student’s current school or to the Student Records Department at the Central Administration Building.
Parents' Rights to Participate in Student's Education

Right to Inspect Curricular Materials: Parents and guardians have the right to inspect any instructional materials that are used as part of the educational curriculum for their children. Requests to inspect instructional materials should be made to the district’s Department of Teaching and Learning. District staff will schedule a mutually agreeable time within a reasonable time frame for the parents or guardians to inspect the materials. Requests should be made in writing to: Department of Teaching and Learning, Tacoma Public Schools, 601 S. 8th St., Tacoma, WA 98405.

Controversial Issues: The district has established regulations regarding the study of controversial issues that have publicly evoked opposing viewpoints in society. Contact your school principal for guidelines. (Policy 2331; Regulation 2331R)

Procedures for Visiting Schools: Parents/guardians and other patrons of Tacoma School District are encouraged to visit their schools. Guidelines for visitations to schools are available through your school principal. (RCW 28A.605.020, Policy 4200, Regulation 4200R)

Interview, Custody of Students: On occasion, it is necessary for law enforcement officers or Child Protective Services (CPS) authorities to interview students or take them into custody during school hours. In such instances, the district will act in accordance with procedures established in Policy 3421, Regulation 3421R and Policy 4310. Law enforcement or CPS will determine when to notify the parents if a student is removed or interviewed due to an allegation of abuse or neglect. Parents will be notified as soon as possible when a student is removed by law enforcement for other reasons.

Removing Students From Grounds: A student will not be released from school grounds, any school building or school function during school hours except by a person duly authorized in accordance with district procedures. Before a student is removed or excused, the person seeking to remove the student must present to the satisfaction of the principal evidence of his/her proper authority to remove the student. If in doubt, school officials will rely on information provided in enrollment records. Exceptions will be made when custody has been established by valid legal authority or in the case of an emergency. (RCW 28A.605.010, Policy 3124, Regulation 3124R)

Child Abuse Reporting: District employees are required to notify Child Protective Services or law enforcement when they reasonably believe a student has been abused or neglected. By doing so, they are protected from civil and criminal liability. Child abuse and/or neglect cases must be reported within 48 hours. (RCW 26.44.030, RCW 26.44.040, Policy 3421; Regulation 3421R)

Law enforcement or CPS determine when to notify parents of allegations of child abuse or neglect. School counselors are available to work with students individually on concerns including divorce, child abuse, etc. Contact your school’s counseling office. The Children’s Advocacy Center of Pierce County is also available at 253-403-1478.

STUDENT RIGHTS

Optimum learning atmosphere: All students shall have the right to be free from unlawful interference in their pursuit of an education while in the custody of a common school district. Further, all students have the right to an education in classrooms where there is an optimum learning atmosphere. The highest consideration must be given to the judgment of qualified certificated educators regarding conditions necessary to maintain such an atmosphere. (RCW 28A.600.020)

Search and seizure: All students possess the constitutional right to be secure in their persons, paper and effects against unreasonable searches and seizures.

A student shall be free from searches by school officials of his/her clothing and other personal property unless the school official has reasonable suspicion to believe that the search is necessary in the aid of maintaining school discipline and order. (District Policy/Regulation 3230; WAC 392-400-215).

Student lockers, desks and other storage areas remain the property of the school district, and school officials retain the right to inspect lockers, desks or other storage areas assigned to students. No right or expectation of privacy exists for any student, and these areas may be inspected or searched by school authorities at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student’s violation of the law or a school rule. Any container(s) found as a result of a search of a locker, desk or other storage area may be searched if there is reasonable suspicion that the container(s) holds evidence of a student’s violation of the law, school rule or district policy/regulation. Containers are any item in which contraband material could be concealed, including, but are not limited to articles of clothing, handbags, backpacks and gym bags (District Policy/Regulation 3230; RCW 28A.600.220, 230 & 240).

The methods used are to be reasonably related to the objectives of the search and not be excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. A principal or designee may not subject a student to a strip search or body cavity search as those terms are defined in RCW 10.79.070.

Illegal items such as alcohol, tobacco, drugs, drug paraphernalia, firearms, weapons, ammunition, or other possessions reasonably determined to be evidence of criminal activity or be a threat to the security of the school or persons on the school grounds or property may be seized and subject to evidence control procedures. (RCW 28A.600.160, Policy 3480; Regulation 3481R)

Privacy: Students have the right to be secure in their persons, paper and effects against unreasonable searches and seizures. The methods used are to be reasonably related to the objectives of the search and not be excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. A principal or designee may not subject a student to a strip search or body cavity search as those terms are defined in RCW 10.79.070.

A student may not possess firearms, weapons, ammunition, or other possessions reasonably determined to be evidence of criminal activity or be a threat to the security of the school or persons on the school grounds or property. (RCW 28A.600.160, Policy 3480; Regulation 3481R)

Alcohol and Tobacco: Students may not possess alcohol or tobacco on school property, during school functions, or while on school-related trips. (Policy 3300; Regulation 3300R)

Controversial Issues: The district has established regulations regarding the study of controversial issues that have publicly evoked opposing viewpoints in society. Contact your school principal for guidelines. (Policy 2331; Regulation 2331R)

Interview, Custody of Students: On occasion, it is necessary for law enforcement officers or Child Protective Services (CPS) authorities to interview students or take them into custody during school hours. In such instances, the district will act in accordance with procedures established in Policy 3421, Regulation 3421R and Policy 4310. Law enforcement or CPS will determine when to notify the parents if a student is removed or interviewed due to an allegation of abuse or neglect. Parents will be notified as soon as possible when a student is removed by law enforcement for other reasons.

Removing Students From Grounds: A student will not be released from school grounds, any school building or school function during school hours except by a person duly authorized in accordance with district procedures. Before a student is removed or excused, the person seeking to remove the student must present to the satisfaction of the principal evidence of his/her proper authority to remove the student. If in doubt, school officials will rely on information provided in enrollment records. Exceptions will be made when custody has been established by valid legal authority or in the case of an emergency. (RCW 28A.605.010, Policy 3124, Regulation 3124R)

Child Abuse Reporting: District employees are required to notify Child Protective Services or law enforcement when they reasonably believe a student has been abused or neglected. By doing so, they are protected from civil and criminal liability. Child abuse and/or neglect cases must be reported within 48 hours. (RCW 26.44.030, RCW 26.44.040, Policy 3421; Regulation 3421R)

Law enforcement or CPS determine when to notify parents of allegations of child abuse or neglect. School counselors are available to work with students individually on concerns including divorce, child abuse, etc. Contact your school’s counseling office. The Children’s Advocacy Center of Pierce County is also available at 253-403-1478.

STUDENT RIGHTS

Optimum learning atmosphere: All students shall have the right to be free from unlawful interference in their pursuit of an education while in the custody of a common school district. Further, all students have the right to an education in classrooms where there is an optimum learning atmosphere. The highest consideration must be given to the judgment of qualified certificated educators regarding conditions necessary to maintain such an atmosphere. (RCW 28A.600.020)

Search and seizure: All students possess the constitutional right to be secure in their persons, paper and effects against unreasonable searches and seizures.

A student shall be free from searches by school officials of his/her clothing and other personal property unless the school official has reasonable suspicion to believe that the search is necessary in the aid of maintaining school discipline and order. (District Policy/Regulation 3230; WAC 392-400-215).

Student lockers, desks and other storage areas remain the property of the school district, and school officials retain the right to inspect lockers, desks or other storage areas assigned to students. No right or expectation of privacy exists for any student, and these areas may be inspected or searched by school authorities at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student’s violation of the law or a school rule. Any container(s) found as a result of a search of a locker, desk or other storage area may be searched if there is reasonable suspicion that the container(s) holds evidence of a student’s violation of the law, school rule or district policy/regulation. Containers are any item in which contraband material could be concealed, including, but are not limited to articles of clothing, handbags, backpacks and gym bags (District Policy/Regulation 3230; RCW 28A.600.220, 230 & 240).

The methods used are to be reasonably related to the objectives of the search and not be excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. A principal or designee may not subject a student to a strip search or body cavity search as those terms are defined in RCW 10.79.070.

Illegal items such as alcohol, tobacco, drugs, drug paraphernalia, firearms, weapons, ammunition, or other possessions reasonably determined to be evidence of criminal activity or be a threat to the security of the school or persons on the school grounds or property may be seized and subject to evidence control procedures. (RCW 28A.600.160, Policy 3480; Regulation 3481R)
safety or security of others may be seized by school authorities. Items that are used to disrupt or interfere with the educational process may be temporarily removed from student possession. (RCW 28A.600.220, 230 & 240, RCW 9.41.250 & 270 & 280)

**Due process:** No student shall be deprived of the right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

Students may be subject to discipline, suspension or expulsion for violating district policies and regulations and school rules. Students may also be subject to emergency expulsions as a measure to ensure the safety of the student or others or to prevent the disruption of the educational environment.

The procedures for appealing suspensions or expulsions, including emergency expulsions, are found in Policy 3241, Regulation 3241R and Chapter 392-400 WAC. Copies of all policies and regulations, including Policy 4210 (Regulation of Dangerous Weapons on School Premises), are available from the Public Information Office in the Central Administration Building or on the district’s website at: www.tacoma.k12.wa.us/information/schoolboard/Pages/PolicyManual.aspx.

**Education during discipline, suspension, or expulsion:** Students are entitled to educational services during a period of suspension or an expulsion.

**Freedom of expression, equal access and free assembly:** All students possess the constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising such right.

Students are entitled to express their personal opinions verbally, symbolically and in writing in a manner consistent with the First Amendment, considering the special nature of the school setting. True threats of violence and language or ideas of such a nature that it is reasonably probable that the expression will cause violent or unlawful behavior are not expression protected by the First Amendment and are not acceptable in the school setting. Other forms of student expression that are not expression protected by the First Amendment and are not acceptable in the school setting expressions that are: (1) profane, vulgar or obscene; (2) that reference illegal drug use, or that (3) will materially and substantially interfere with the maintenance and operation of the schools, including, but not limited to, the preservation of the educational process. Student expression that constitutes harassment or discrimination based on race, religion, color, national origin or ancestry, sex, gender identity, gender expression, sexual orientation, age, marital or veteran status, or disability, or the use a dog guide or trained service animal, will not be tolerated.

School-sponsored student publications and presentations are not public forums. School officials may review and exercise editorial control over school-sponsored student publications and presentations.

Student groups must be school sponsored or authorized by the Associated Student Body to post or distribute materials at schools in compliance with any existing building or ASB rules. Rules related to the posting and distribution non-school sponsored/non-ASB groups may request to have materials distributed through the Distribution of Materials Policy and Regulation, Policy 4060 and Regulation 4060R.

Student groups must be school sponsored or authorized by the Associated Student Body to conduct meetings at school during non-instructional time. At the secondary level, student-led non-curricular ASB clubs are to be treated equally by the administration, regardless of the view point or message of the club. Such clubs must be voluntary, open to all students, led by students, and persons of the community that are not students may not direct, conduct, control, or regularly attend meetings. Staff members assigned to provide oversight of such clubs are present only to provide monitoring and not to actively participate in the club or its functions.

Freedom of peaceful assembly is regulated in time, place and manner by the building administrator. Demonstrations that interfere with the operation of the school or classroom are prohibited. Class attendance takes precedence over freedom to assemble.

Any violation by any student(s) of the limitations of freedom of expression may subject the student to such discipline (to include suspension/expulsion) as may be deemed appropriate by the school authority, consistent with due process of law.

**Nondiscrimination:** No student shall be unlawfully denied an equal educational opportunity or be unlawfully discriminated against because of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal.

The district prohibits discrimination and harassment based on race, religion, color, national origin or ancestry, sex, gender, gender identity, gender expression, sexual orientation, age, marital or veteran status, or disability, or the use a dog guide or trained service animal (a service animal is an animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability). Complaints of discrimination or harassment based upon any protected class are to be reported and investigated pursuant to Regulation 5265R – Discrimination Complaint Procedure. See the back of this handbook for contact information of employees who have been designated to handle questions and complaints of alleged discrimination.
Note that this text contains a typographical error: "...and shall submit to the authority of teachers of such schools, subject to such disciplinary action or other action as the local school officials shall determine. (RCW 28A.600.040)."

**Notification of threats of violence or harm:** Individual-directed threats of violence or harm are direct or indirect communications that reasonably create fear of physical harm to a specific individual or individuals, communicated directly or indirectly by any means.

Building-directed threats of violence or harm are direct or indirect communications by any means that a reasonable person would believe reflect an intent to cause damage to a school building or school property (e.g., bomb threats), or to cause physical harm to students, employees, volunteers, patrons or visitors.

Students and school employees who are subjects of threats of violence or harm shall be notified of the threats in a timely manner. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act (FERPA), other legal limitations and the circumstances.

Persons found to have made threats of violence or harm against district property, students, employees or others will be subject to appropriate discipline and referral to law enforcement.

**STUDENT CONDUCT EXPECTATIONS AND DISCIPLINE**

All pupils who attend the common schools shall comply with the rules and regulations established in pursuance of the law for the government of the schools, shall pursue the required course of studies, and shall submit to the authority of teachers of such schools, subject to such disciplinary action or other action as the local school officials shall determine. (RCW 28A.600.040).

**Discipline:** Discipline shall mean all forms of corrective action other than emergency removal from a class, subject or activity, suspension or expulsion and shall include the exclusion of a student from a class by a teacher or administrator for a period of time not exceeding the balance of the immediate class period; provided that the student is in the custody of a school district employee for the balance of such period. Discipline shall also mean the exclusion of a student from any other type of activity conducted by or on behalf of a school district. (WAC 392-400-205).

**Detention:** Students may be detained after school for up to 30 minutes to make up missed or incomplete assignments and for disciplinary reasons, provided parent(s)/guardian(s) have been notified. Students shall not be detained if detention interferes with their regular bus transportation home unless arrangements are made with student’s parent(s)/guardian(s) for alternative transportation.

**Teacher Removal from Class:** Teachers have the authority to exclude a student from the classroom (or the instructional or activity area) if the student is disrupting the educational process in violation of building disciplinary standards while under a teacher’s immediate supervision. The teacher responsible for supervising the student may exclude him/her for part of the day, the entire day or up to the following two days or until the teacher has conferred with the principal or designee, whichever occurs first. (RCW 28A.600.020). The teacher must first attempt to correct the student before excluding, except in emergency circumstances. The emergency circumstances are outlined in WAC 392-400-290, and are explained below under “emergency removal.” Teachers must consent before a student may be returned during the balance of the same class or activity period from which he/she was initially excluded. (WAC 392-400-230)

**Emergency Removal:** A student may be removed immediately from a class, subject or activity by a certificated teacher or an administrator and sent to the building principal or a designated school authority; provided that the teacher or administrator has good and sufficient reason to believe that the student’s presence poses an immediate and continuing danger to the student, other students or school staff or an immediate and continuing threat of substantial disruption of the class, subject, activity or educational process of the student’s school. The removal from classes, subjects, or activities shall continue only until:

- The danger or threat ceases; or
- The principal or designated school authority acts to impose corrective action. (WAC 392-400-290)

The principal or school authority shall meet with the student as soon as reasonably possible following the student’s removal and take or initiate appropriate corrective action. In no case shall the student’s opportunity for such meeting be delayed beyond the commencement of the school day following the student’s emergency removal from a class, subject or activity. Prior to or at the time any such student is returned to the class(es), subject(s), or activity(ies), the principal or school authority shall notify the teacher or administrator who removed the student about the action that has been taken or initiated.

**Emergency Expulsion:** Emergency Expulsion shall mean an emergency removal from school for up to, and not exceeding, 10 consecutive school days by a school district superintendent or a designee of the superintendent. The superintendent or designee must have good and sufficient reason to believe that the student’s presence poses an immediate and continuing danger to the student, other students or school staff or an immediate and continuing threat of substantial disruption of the educational process. Emergency expulsions must end or be converted to another form of corrective action within 10 school days from the date of the emergency removal from school. Notice and due process rights will be provided when an emergency expulsion is converted to another form of corrective action.

**Suspension:** Suspension shall mean a denial of attendance (other than for the balance of the immediate class, subject or activity period for discipline purposes) at any single subject or class, or full schedule of classes or subjects, and any combination of the foregoing for a stated period of time. Suspension also may include a denial of admission to or entry upon real and personal property that is owned, leased, rented or controlled by the District.
**Short-Term Suspension:** means a suspension, including in-school suspension, for any portion of a calendar day up to and not exceeding 10 consecutive school days.

**Long-Term Suspension:** means a suspension that exceeds 10 school days, but not longer than the length of an academic term, as defined by the school board. A long-term suspension will not be imposed as a form of discretionary discipline.

**Expulsion:** Expulsion shall mean a denial of attendance for a period of time up to, but not longer than the length of an academic term, as defined by the school board, from the time a student is removed from his/her current school placement by a school district superintendent or a designee of the superintendent. An expulsion also may include a denial of admission to or entry upon real and personal property that is owned, leased, rented or controlled by the school district. An expulsion may not be imposed as a form of discretionary discipline.

District Policy and Regulation 3240 and 3241 contain information regarding the types of student conduct that may lead to discipline, suspension, or expulsion; and student/parent appeal and grievance rights. The policy and regulation are available from the Public Information Office, 253-571-1015, on the district’s website at tacomaschools.org. To obtain a copy, you may also contact the Office of Secondary Education at 253-571-1191, or the Office of Elementary Education at 253-571-1032.

The District and its School Board will be revising District Policy/Regulation 3240 and/or 3241 in response to the requirements of Fourth Substitute House Bill 1541, signed by the governor on Mar. 30, 2016, and effective June 9, 2016. The revisions will further define student conduct that may lead to discretionary and non-discretionary discipline. Copies of the updated policy and regulations will be provided to families and students and will be available through the means identified above.

**STUDENT PROHIBITION OF HARRASSMENT, INTIMIDATION AND BULLYING**

**Regulation 3207R**

**A. Introduction:** Tacoma School District strives to provide students with optimal conditions for learning by maintaining a safe and civil educational environment where everyone is treated with respect and no one is harmed.

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated or bullied by others in the school community, at school sponsored events or when such actions create a substantial disruption to the educational process. The school community includes all students, staff members, parent/legal guardians, family members and guests. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics such as, but not limited to, physical appearance, clothing or other apparel, socioeconomic status, marital status or weight.

District staff who observe, overhear, or otherwise witness harassment, intimidation or bullying, or to whom such actions have been reported, must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

**B. Definitions:**

**Aggressor:** a student, staff member or other member of the school community who engages in the harassment, intimidation or bullying of a student.

**Harassment, intimidation, or bullying:** is an intentional electronic, written, verbal, auditory or physical act that:

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

Conduct that is “substantially interfering with a student’s education” will be determined by, but not limited to, the following considerations: grades, attendance, demeanor, interaction with peers, participation in activities or other indicators.

Conduct that may rise to the level of harassment, intimidation or bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks, threats, gestures or acts relating to an individual or group whether written, verbal, auditory, or physically or electronically transmitted messages or images. There is no requirement that the targeted student actually possesses the characteristic that is the basis for the harassment, intimidation or bullying.

**Retaliation:** is an act of harm or discrimination in response to a report of harassment, intimidation and/or bullying by anyone involved in the incident.

**Staff:** includes, but is not limited to, certificated employees, classified employees, school board members, substitute and temporary employees or volunteers.

**Targeted student:** is a student against whom harassment, intimidation or bullying has allegedly been perpetrated.

**C. Relationship to other laws:** This procedure applies only to RCW 28A.300.285 – Harassment, Intimidation and Bullying prevention.

There are other laws and procedures to address related issues such as sexual harassment or discrimination. At least four Washington
laws may apply to harassment or discrimination:
- RCW 28A.300.285 - Harassment, Intimidation and Bullying
- RCW 28A.640.020 - Sexual Harassment
- Chapter 28A.642 RCW - Prohibition of Discrimination in Public Schools
- Chapter 49.60 RCW - The Law Against Discrimination

The district will ensure its compliance with all state laws regarding harassment, intimidation or bullying.

Nothing in this procedure prevents a student, parent/legal guardian, family member, guest, school or district from taking action to remediate harassment and/or discrimination based on a person’s gender or membership in a legally protected class under local, state or federal law.

**D. Education/Prevention:**

**Dissemination:** In each district facility, and on the district’s website, the district will prominently post information on reporting harassment, intimidation and bullying, the name and contact information of the school administrator to whom a report is made and the name and contact information for the district compliance officer. The district’s policy and regulation, upon request, will be available in each facility in a language that families can understand. Annually, the superintendent will ensure that a statement summarizing the policy and regulation is provided in student, staff, and volunteer and parent/legal guardian handbooks. Additional distribution of the policy and regulation is subject to the requirements of Washington Administrative Code 392-400-226.

**Student education:** Annually students will receive age-appropriate education on the recognition of, prevention of and intervention strategies in response to harassment, intimidation or bullying. The presentation will include information about incident reporting.

**Staff training:** Staff will receive annual education and training on the school district’s policy and regulation, including staff roles and responsibilities, how to monitor common areas and the use of the district’s Incident Reporting Form for preventing and intervening in cases of harassment, intimidation and bullying while acting in the role of a Tacoma School District staff member.

**District strategies:** The district will implement a range of evidence-based prevention and intervention strategies designed to increase social competency, improve school climate and to reduce and ultimately eliminate harassment, intimidation and bullying in schools.

**E. Staff intervention:** All staff members shall intervene when witnessing or receiving reports or complaints of harassment, intimidation or bullying. Minor incidents that staff are able to resolve immediately or incidents that do not meet the definition of harassment, intimidation or bullying, may be documented, but may not require further action under this regulation.

In cases where a targeted student experiences harassment, intimidation or bullying that threatens the student’s health and safety, the principal or designee may facilitate a meeting with the child’s parent/legal guardian to develop a safety plan to protect the student.

**F. Compliance officer:**

The district compliance officer will:
- Serve as the district’s primary contact for regulations regarding harassment, intimidation and bullying.
- Provide support and assistance to the principal or designee in resolving complaints.
- Receive copies of all Incident Reporting Forms, Discipline Referral Forms (as it relates to harassment, intimidation and/or bullying incidents) and letters to parents/legal guardians providing the results of investigations.
- Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern.
- Ensure implementation of the policy and regulation by overseeing the investigative processes, including ensuring that investigations are prompt, impartial and thorough.
- Assess the training needs of staff and students to ensure successful implementation of district policy and regulation throughout the district and ensure staff and students receive annual training.
- Provide the Office of Superintendent of Public Instruction (OSPI) School Safety Center with notification of policy or regulation updates or changes on an annual basis.
- In cases where, despite school efforts, a targeted student continues to experience harassment, intimidation or bullying that threatens the student’s health and safety, the compliance officer will facilitate a meeting between district staff and the child’s parent/legal guardian to evaluate and/or amend the safety plan to protect the student.

**G. Reporting an incident:** The formal Incident Reporting Form will be available for students, families or staff to report incidents of harassment, intimidation or bullying. This form can be found on the district’s website, in school main offices and in school counseling departments.

Any student who believes he or she has been the target of harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of harassment, intimidation or bullying, may report incidents verbally or in writing to any staff member in one of three ways:
1. Informal verbal complaint;
2. Informal written complaint; or
3. Formal written complaint (Incident Reporting Form)

All staff are responsible for receiving informal or formal reports. Staff who initially receive an informal report of harassment,
intimidation or bullying will attempt to resolve the incident. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation or bullying, the incident may be documented, but may not require further action under this regulation.

All unresolved informal reports of harassment, intimidation or bullying will be recorded on the Incident Reporting Form and submitted to the principal or designee.

All formal reports of harassment, intimidation or bullying will be submitted to the principal or designee.

If the designee is the subject of the complaint, the Incident Reporting Form will be submitted to the principal. If the principal is the subject of the complaint, the Incident Reporting Form will be submitted to the appropriate district-level director.

H. Addressing complaints/reports
Step 1: Filing an incident reporting form: In order to protect a targeted student from retaliation, a student need not reveal their identity on the Incident Reporting Form. The form may be filed anonymously, confidentially or non-confidentially.

Status of reporter
- Anonymous: Students, parent/legal guardian and/or community members may file a report without revealing their identity. Staff may not file anonymously. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools will offer methods for receiving anonymous, unsigned reports.
- Confidential: Individuals may ask that their identities be kept secret from the alleged aggressor and other students. The district may not be able to take action against an alleged aggressor based solely on a confidential report. Individuals filing complaints shall be advised that the district will treat the complaint as confidential to the extent permitted by state and federal law and due process requirements, and that the district will implement the anti-retaliation requirements of the policy and regulation to protect complainants and witnesses.
- Non-confidential: Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all information regarding the complaint to any individuals involved in the incident. The information will be restricted to those with a need to know, both during and after the investigation.

Step 2: Investigations of harassment, intimidation and bullying: All complaints of harassment, intimidation or bullying, which have not been immediately resolved by the supervising staff, will be investigated with reasonable promptness. Any student may be accompanied by a trusted adult, of their choosing, throughout the reporting and investigative processes.

- Upon receipt of the complaint or Incident Report Form that alleges harassment, intimidation or bullying, the school or district designee will begin the investigation. If there is a clear threat of serious physical harm to the targeted student, the district will take appropriate action including, but not limited to, notifying law enforcement and informing the parent/legal guardian(s).
- During the course of the investigation, the school or district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the targeted student and the alleged aggressor. If necessary, the school or district will implement a safety plan for the student(s) involved. The plan may include the following: implementing a school or district no contact order or agreement; changing seating arrangements and/or schedules for the alleged aggressor and/or the targeted student; identifying a staff member who will act as a safe person for the targeted student; and other measures.
- Within two (2) school days after receiving the complaint or incident report, the principal or designee will notify the parents/legal guardians of the students involved that a complaint was received and direct the parents/legal guardians to the district’s policy and regulation on harassment, intimidation and bullying. If the notification, in the person’s judgment, would threaten the health and safety of the targeted student or the alleged aggressor, the person may initially refrain from contacting the parent/legal guardian. Staff who are mandatory reporters under Policy 3421 and Regulation 3421R, Reporting Child Abuse and Neglect Prevention, must report.

- The investigation will include, at a minimum: Interviews with:
  - the complainant, when known;
  - the targeted student(s);
  - the alleged aggressor(s);
  - other students, staff or individuals who may have knowledge of the alleged incident.

A review of any previous complaints involving either the targeted student or the alleged aggressor.
- The principal or designee may determine that other steps must be taken before the investigation is complete.
- The investigation will be completed no later than five (5) school days after the initial complaint or receipt of the Incidence Report Form. If additional time is needed the school or district will provide the affected parties with weekly updates.
- No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or in person to the parent/legal guardian of the targeted student and the alleged aggressor stating:
Step 4: Right to appeal

- If the targeted student and/or their respective parent/legal guardian is/are dissatisfied with the results of the investigation, they may appeal to the superintendent or his/her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. Discipline, including corrective action(s) of the alleged aggressor is subject to appeal per policy 3241, Classroom Management, Corrective Actions or Punishment. The superintendent or his/her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.

- If the targeted student, and/or their respective parent/legal guardian remains dissatisfied after the initial appeal to the superintendent or his/her designee, they may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent’s or his/her designee’s written decision.

An appeal before the school board must be reviewed on or before the tenth (10) school day following the filing of the receipt of the written notice of appeal to the school board. The school board will review the record and render a written decision on the merits of the appeal on or before the fifth (5) school day following its review, and shall provide a copy to all parties involved. The board’s decision will be the final district decision.

Step 5: Support for the targeted student

Students found to have been subjected to harassment, intimidation or bullying will have district support services made available to them as feasible and appropriate.

Immunity/Retaliation: Retaliation is prohibited. Any staff, student or individual who engages in retaliation will be subject to appropriate discipline. Students and staff who promptly report an incident of harassment, intimidation or bullying per the regulation are immune from a cause of action for damages arising from a failure to remedy a reported incident per RCW 28A.600.480.

Other resources: Students, parents/legal guardians and families should use the district’s complaint and appeal procedures as a first response to allegations of harassment, intimidation or bullying. However, nothing in this regulation prevents a student, parent/legal guardian, school or district from taking action to remediate discrimination or harassment based on a person’s membership in a legally protected class under local, state or federal law. A harassment, intimidation or bullying complaint may also be reported to the following local, state or federal agencies:

- OSPI Equity and Civil Rights Office 360-725-6162
  Email: equity@k12.wa.us, Web: k12.wa.us/Equity/default.aspx
- Washington State Human Rights Commission 800-233-3247
  Web: www.hum.wa.gov/
  Email: OCR.Seattle@ed.gov, Web: www2.ed.gov/about/offices/list/ocr/index.html
- Office of Education Ombudsman, 1-866-297-2597
  Email: OEInfo@ovw.gov, Web: http://oeo.wa.gov/
- Department of Justice Community Relations Services 877-292-3804
  Web: justice.gov/crt/
- OSPI Safety Center 360-725-6044
  k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

K. Other district policies and regulations: Nothing in the policy and regulation is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying as defined herein, but which are, or may be, prohibited by other district regulations or school rules.
Sexual Harassment: Tacoma School District No. 10 is committed to a positive and productive education and work environment free from discrimination, including sexual harassment. The District does not discriminate on the basis of sex in its education programs and activities. The District expressly prohibits discrimination based on sex and sexual harassment of students, employees and others involved in school district activities. This prohibition on sexual harassment includes sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

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

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

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

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

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

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

Examples of Sexual Harassment

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

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

Responding to Complaints of Sexual Harassment: The District will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the District, either formally or informally. Every complainant has the right to present his or her case. This includes the right to adequate, reliable, and impartial investigation of complaints, the right to have an equal opportunity to present witnesses and other evidence, and the right to the same appeal processes, for both parties.

- The District will take steps to protect the complainant as...
necessary, including interim steps taken prior to the final outcome of the investigation.

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

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

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

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

Allegations of criminal misconduct will be reported to the

appropriate law enforcement agency and suspected child abuse will be reported to law enforcement or Child Protective Services. However, criminal investigation into allegations of sexual harassment or sexual violence does not relieve the obligation for the District to resolve complaints promptly and equitably.

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

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

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

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

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

The Superintendent or designee shall make periodic reports to the Board reviewing the use and efficacy of this Policy and related Regulations. Recommendations for changes, if applicable, shall be included in the report.
DISCRIMINATION COMPLAINT PROCEDURE
(Regulation 5265R)
To ensure fairness and consistency, the following grievance procedure is to be used in the District’s relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. It is also available to students alleging that they are subject to discrimination by District staff members. No staff member or student’s status with the District will be adversely affected in any way because he or she utilized these procedures. As used in this procedure, “grievance” will mean a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws. A “complaint” will mean a charge alleging specific acts, conditions or circumstances which are in violation of the anti-discrimination laws. A “respondent” will mean the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

• **Purpose:** This procedure is to secure at the lowest possible administrative level equitable solutions to discrimination complaints.

• **Definition:** A complaint is a claim based upon an alleged violation of Policy 3111, 5265, 5266, and/or state or federal laws, executive orders or regulations prohibiting discrimination based on race; religion; creed; color; national origin or ancestry; sex; gender identity or expression; sexual orientation; age; pregnancy; marital or veteran status; the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability. The District also prohibits the use of racial, ethnic, and/or sexual slurs, including sexual harassment.

• **Procedure:** Complaints shall be processed as rapidly as possible. The number of days indicated at each step shall be considered as maximum and every effort shall be made to expedite the process. Time limits may be extended by mutual consent. A letter confirming any extension will be sent. If mutual agreement to a timeline extension is not reached, the complainant may immediately appeal to the next level. In addition, in the event the District’s representative fails to provide an answer at any level within the time limits prescribed, the complainant has the right to proceed immediately to the next level. The complaint will be considered abandoned and the matter settled in accordance with the District’s official last answer if the complainant fails to appeal the decision to the next level within the designated appeal period.

• **Representation:** At any level in the procedure, the complainant and/or responding party may have a representative present.

**Informal Process for Resolution**
When a staff member has an employment problem concerning equal employment opportunity, he/she will discuss the problem with the immediate supervisor, personnel director or Superintendent within 60 days of the circumstances which gave rise to the problem. The staff member may also ask the compliance officer to participate in the informal review procedure. It is Regulation No. 5265R intended that the informal discussion will resolve the issue. If the staff member feels he/she cannot approach the supervisor because of the supervisor’s involvement in the alleged discrimination, the staff member may directly contact the compliance officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the staff member may proceed to the formal review procedures.

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

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

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

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

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

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

**Formal Process for Resolution - Level Three -**

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

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

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

Following an investigation, OSPI will make an independent determination as to whether the school district failed to comply with Chapter 392-190 of the Washington Administrative Code or the guidelines adopted under WAC 392-190-005. OSPI will issue a written decision to the complainant and the school district that addresses each allegation in the complaint and any other noncompliance issues that OSPI has identified in the investigation. The written decision will include the corrective actions deemed necessary to correct any noncompliance and any documentation the school district must provide to ensure that the corrective action is completed. Regulation No. 5265R

OSPI will provide this written decision in a language that the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.

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

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

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

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

- Office for Civil Rights, Region X
  Henry M. Jackson Federal Bldg.
  915 Second Ave., #3310, Seattle, WA 98174-1099
  909 First Ave., #400, Seattle, WA 98104-1061
- Superintendent of Public Instruction Old Capitol Bldg.
  Mail Stop FG-11, P.O. Box 47200, Olympia, WA 98504-7200

Any settlement of the complaint shall be applicable to that complaint only and shall not be binding authority for the disposition of any other complaint.

**Questions or complaints of alleged discrimination may be directed to the following individuals at Tacoma Public Schools:**

- Civil Rights, Lisa Nolan, 253-571-1252, lnolan@tacoma.k12.wa.us
- Equal Access, Stephen Murakami, 253-571-3300, smuraka@tacoma.k12.wa.us
- Title 504, John Page, 253-571-1126, jpage@tacoma.k12.wa.us
- Americans with Disabilities Act (ADA), JoEllen Redmond, 253-571-1083, jredmon@tacoma.k12.wa.us
- Title IX, Jennifer Kubista, 253-571-1123, jkubist@tacoma.k12.wa.us
ATTENDANCE
(Policy 3121)
State law and district policies and regulations require daily and punctual attendance of all students, unless officially excused. Parents and students are responsible for assuring attendance.

Parents must provide the school with a valid reason for an absence before it can be excused. The following constitute valid reasons for excused absences: a personal illness; health condition or medical or dental appointment; an appearance in court when required by law; a disciplinary action (i.e., short-term suspension, long-term suspension that does not result in loss of grades or credits or emergency expulsion); religious observance; a family emergency approved by the principal; school-approved activities; and a planned family activity which has been pre-approved by the principal. In all cases, the school principal determines whether an absence is excused or unexcused.

The school will inform the parent/guardian upon the first occasion of a student’s unexcused absence. Upon the second occasion of an unexcused absence, the school will schedule a conference with the parent(s)/guardian(s). Data-informed steps will be taken to attempt to eliminate or reduce the student’s absences.

For elementary students, after 5 excused absences in a single month, or 10 or more excused absences in the current school year, the school will schedule a conference to identify barriers to regular attendance and the supports and resources that may be available to the student and/or family. A parent-teacher conference scheduled within 30 days can be used to address the absences. If a student has an Individualized Education Program (IEP) or a Section 504 plan, the school will schedule an IEP or Section 504 team meeting. The conference or Section 504/IEP team meeting is not required if prior notice is given to the school or a doctor’s note is provided, and an academic plan is in place so the child does not fall behind.

In accordance with the state’s mandatory attendance laws, if a student is absent without excuse five times within a month, the school district may file a petition with the juvenile court seeking the court’s jurisdiction over the student’s attendance in school; if a student is absent without excuse seven times within a month or 10 times within a school year, the school district will file a petition with the juvenile court. Any parent found to have violated the law may be fined up to $25 per day of unexcused absence from the school, and the student will be ordered to attend school. The court may also order the parent/guardian to provide community service at the student’s school in lieu of imposing a fine. A student who fails to comply with a court order to attend school may be found in contempt of court and may be placed in juvenile detention or receive alternative sentencing from the court.

Absences may adversely affect a student’s grade if the teacher (a) has shown a relationship between attendance and instructional goals and objectives of the course; (b) advised the student and parent(s)/guardian(s) in writing and by posting at the beginning of the year; and (c) obtained approval from principal for guidelines to be used in classes in which attendance may adversely affect grades or credits. (Policy 3122, Regulation 3122R, Chapter 28A.225 RCW)

The District reserves the right to assign students to attend particular schools or programs for certain specific reasons in the process identified in Regulation 3131R.

Any law enforcement officer authorized to make arrests can take a truant student into custody without a warrant and must then deliver the student to the parent or to school. (Policy 3121).

The District and its School Board will be revising District Policy/Regulation 3121 and/or 3122 in response to the requirements of Second Substitute House Bill 2449, signed by the governor on April 1, 2016, and effective June 9, 2016. Copies of the updated policy and regulations, as well as information on the benefits of regular school attendance, potential effects of excessive absenteeism on academic achievement and dropout rates, the District’s expectations of parents to ensure regular school attendance, resources available to assist the child and parents, the roles and responsibilities of the school, and the consequences of truancy, will be provided to families and students.

STUDENT RECORDS, PHOTOGRAPHS AND INFORMATION
Each student has one complete set of records; one portion is kept at his/her school while the remainder may be maintained in the Central Administration Building files. Requests for student records by a current student or the student’s parent/guardian should be directed to the building administrator at the student’s school. Requests for student records by a former student should be directed to the Student Records Department at the Central Administration Building. The cumulative folder may contain all information about a student which is collected and maintained on a routine basis, such as identifying information (name, birth date, sex, year in school, address, telephone number, parent’s name, ethnic classification, emergency information [parent’s place of employment, family doctor, babysitter, siblings]); attendance records including date of entry and withdrawal; grades and other student progress reports; results of tests of school achievement, aptitude, interests, hearing and vision; health and immunization status reports; records of school accomplishments and participation in school activities; verified reports of misconduct, including a record of disciplinary action taken; and such other information as shall enable staff to counsel with students and plan appropriate activities.

Supplementary records about a student may be collected and maintained in connection with special school concerns about the student, such as confidential health information or reports...
A school official is a person employed by the district as an administrator, supervisor, instructor or other support staff, (including, but not limited to, health or medical professionals, or school law enforcement unit personnel); a person serving on the school board; a contractor engaged by the district to perform a special task (including, but not limited to, an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Upon request, the district discloses education records without consent to officials of another school district upon official request from the enrolling district in which a student seeks or intends to enroll.

The district may disclose appropriately designated “directory information” without written consent, unless the parent/guardian has advised the district to the contrary in accordance with district procedures as described below. Directory information is designated only for secondary students and does not apply to elementary students. Directory information is defined as the student’s name, address, date and place of birth, photographs (including yearbooks), digital/video recordings, post-high school career plans, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, types of awards and degrees received, and the most recent school attended.

Information may be released to state and local officials to whom such information is specifically allowed to be reported or disclosed pursuant to Washington state statute (examples: reporting child abuse or referrals to juvenile court for truancy). If you do not want the following public information being shared: student’s name, address, date and place of birth, photographs (including yearbooks), digital and video recordings, post-high school career plans, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, types of awards and degrees received, and the most recent school attended, complete the “Parent Request to Restrict Release of Information” form included at the back of this handbook and sign in the appropriate space provided.

Students participating in the state Address Confidentiality Program will have a substitute address established by the Office of the Secretary of State, rather than a residential address. The actual residential address of participants in the state Address Confidentiality Program will not be available for release as directory information.

You have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Ave. S.W., Washington, DC 20202-4605
Please see District Policy and Regulation 3231 for a complete review of Student Records policies. Source: Family Educational Rights and Privacy Act of 1975 (20 U.S.C. Section 1232g; 34 CFR Part 99); District Policy and Regulation 3231

**STUDENT REGULATIONS**

**Athletics:** To participate in high school athletics, students must complete the athletic/activity contract, the physical and eligibility form and the emergency card form and purchase an ASB card ($30).

To participate in middle school athletics, students must complete the Middle School Activities Contract and Eligibility Form, the emergency card form and purchase an ASB card ($15).

The academic standards for high school and middle school participation are described in Regulation 2151R: http://www.tacoma.k12.wa.us/information/schoolboard/Policy%20Manual/2151R.pdf

All students must show proof that they are covered by their family’s insurance plan or by school-provided athletic insurance. Complete eligibility requirements can be found on the athletics website, www.tacoma.k12.wa.us/information/departments/athletics/Pages/default.aspx, in the school office or in the district athletic office. Denial of student attendance or participation in extracurricular activities is subject to due process requirements. (Policy 2151, Regulation 2151R) For additional information, see Regulation 2151R “Interscholastic Athletics” on the district website under School Board Policies, series 2000.

If you do not have access to the athletics website to view these requirements, you may contact the athletics office at 253-571-1123.

**Student organizations:** Student organizations are limited to students enrolled at the school and are encouraged if the purposes and activities are consistent with the educational program of the district and are approved by the building principal.

**Student driving and parking regulations:** Parking regulations will be in effect at all high schools, except Tacoma School of the Arts. See the school principal for specific requirements. A student may not occupy a vehicle without permission or drive during the school day without the consent of the parent and principal. Middle school students are prohibited from bringing vehicles to school. (Policy 3243, Regulation 3243R) Parking on school district property is at the owner’s/driver’s own risk. The school district does not assume responsibility for damage to or loss of privately owned vehicles or property in vehicles. (Policy 6540, Regulation 6540R, Policy 6550, Regulation 6550R)

**Withholding grades, transcripts and diplomas:** A grade report, transcript or diploma will not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. If a student has transferred to another school district that has requested the student’s records, but the student has an outstanding fee or fine, only records pertaining to the student’s academic performance, special placement, immunization history and discipline actions shall be sent to the enrolling school. The grades, diploma and official transcript will not be released until the outstanding fee or fine is paid or, if the student and parent are unable to pay the damages, discharged under a program of voluntary work. (RCW 28A.225.330; Policy and Regulation 3231).

If the student or the student’s parent(s)/guardian(s) does not pay for willful or malicious damage done by the student to district property, or complete voluntary work in lieu of payment of monetary damages, the district may seek recovery in court against the parents for the damage. (RCW 4.24.190, RCW 28A.635.060; Policy and Regulation 3520)

**Personal property:** Students bringing personal property on to school district property do so at their own risk. The school district does not assume responsibility for lost, damaged or stolen property. (Policy 6540, Regulation 6540R)

**Cooperation:** Students will obey the lawful instructions of school district personnel and follow school and classroom rules. (RCW 28A.600.040)
SURVEYS AND INTERVIEWS
Review and Prior Approval of Certain Surveys, Interviews and Other Information

Independent “third-party” researchers, for example colleges and universities, sometimes request permission to gather survey or interview information from students. The district’s Department of Research and Evaluation must approve any third-party research before it can begin. Part of that approval process includes prior notification to parent(s)/guardian(s) of any surveys or interviews and the opportunity to inspect the materials. After inspection of the materials, parent(s)/guardian(s) may request that their child(ren) not participate in the survey/interview. Parent(s)/guardian(s) with questions or concerns about any surveys or interviews may contact the Department of Research and Evaluation at 253-571-1193.

Sometimes surveys conducted by, or on behalf of, the school district are viewed by some parent(s)/guardian(s) as being overly personal or private. If a survey conducted by, or on behalf of, the school district includes one or more items pertaining to the list below, the district shall protect the privacy of individual student responses:

- Political affiliations or beliefs of the student, the student’s parent or members of the student’s household;
- Mental or physical problems of the student, the student’s family or members of the student’s household;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating or demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
- Religious practices, affiliations or beliefs of the student, the student’s parent or members of the student’s household; or
- Income (other than that required by law to determine eligibility for participation in a program for receiving financial assistance under such program).

If the survey containing one or more of the items listed above is conducted or funded, in whole or in part, by the United States Department of Education, consent of the parent or student, who is 18 years old or is an emancipated minor under state law, is required prior to administering the survey. If the survey is not funded by the Department of Education, the parents may opt-out of the survey. The district will provide sufficient time for parent(s)/guardian(s) to review the survey and, after review, request that their child(ren) not participate. Parents/guardians have a right to review, upon request, instructional materials used in connection with surveys that contain one or more of the protected areas listed above.

The review and opt out provisions also apply to the collection, disclosure or use of student information for marketing purposes. They do not apply to the collection, disclosure or use of information for: 1) college or postsecondary or military recruitment, 2) book clubs, magazines and programs providing access to low-cost literary products, 3) curriculum and instructional materials, 4) tests and assessments used to provide data about student achievement, 5) fundraising efforts by school-related organizations, or 6) student recognition programs.

STUDENT USE OF DISTRICT TECHNOLOGY
The Tacoma School District offers students access, through its district technology resources or personal digital devices, to library materials, databases and the Internet. The district uses Internet filtering for all computers networked in district facilities. However, it is not possible to completely limit access to materials with inappropriate content. Therefore, it is important that each student’s parent or guardian carefully consider whether to permit his/her child to have access to the district’s technology resources, or permit use of a personal digital device at school. Complete text of the Acceptable Use Policy for District Technology Resources (Policy 6973 and Regulation 6973R) is available on the district website, tacomaschools.org, or can be requested from the school.

The district reserves the right to review and monitor activity on the network for responsible use consistent with the district’s Acceptable Use of District Technology Resources Policy 6973, Regulation 6973R, and to remove a user’s privilege to access the network at any time the district determines that the user is engaged in unauthorized activity or violating the policy. Disciplinary action, if any, shall be consistent with the district’s policies and procedures. If you do not want the district to allow your child access to the Internet, check the appropriate box on the “Parent Request” form included in this handbook, sign and return it to your school’s principal by Sept. 30, 2015. By not completing and returning the form, you are granting permission for your child to access the district’s technology resources, including the Internet.

In using the district technology resources, students accept the responsibility to:
• use the digital resources for educational purposes only;
• abide by district policies and federal/state laws, including copyright laws;
• adhere to school rules on use of the network and notify staff prior to using the Internet;
• use good behavior; respect district property; do not destroy, modify, delete or add software to district computers without permission; and
• use digital resources in a legal, moral and ethical manner. Do not use digital resources for illegal purposes to harass, intimidate or bully or to access or process obscene, pornographic or other inappropriate materials.

Devices are to be stored out of sight when not in use: Students are not to use technology devices, including, but not limited to, cameras, cell phones, portable entertainment systems or other electronic technology devices in a manner that disrupts the educational process, invades the privacy or rights of others, or violates district and/or school rules. Any device used in such a manner may be confiscated. Inappropriate or lewd words or pictures shared or displayed via cell phone or any other electronic technology device is prohibited at school.

District workstations may not be altered without direct teacher permission. Vandalism (including destroying or changing files, illegal copying, damaging hardware), copyright violations or attempted access to unauthorized data or information is prohibited. Possession or distribution of passwords other than the student’s own is prohibited. Distribution of knowledge (such as passwords or techniques) that may assist another person in damaging the network or inappropriately accessing material is also prohibited.

The inappropriate use of the internet connection, the district network or an individual workstation is prohibited. Examples of inappropriate behavior include, but are not limited to:
• the accessing, downloading and distributing of inappropriate materials,
• sharing or using materials that belong to another person, or
• any other use incompatible with district policies or school rules.

Gaining access to a computer system or electronic database of another person is considered computer trespass (RCW 9A.52.110 and 9A.52.120).

Use of district resources and equipment, including, but not limited to, computers and Internet access, are to be used for district purposes. Improper use may subject the student to loss of privileges and other discipline, suspension, or expulsion, as appropriate.
**Parent Request to Restrict Release of Information and Access to the Internet**

**FOR GRADES 6 to 12 ONLY:**

Please enforce the following restrictions on release of information for my child.* Complete this portion every school year. Tacoma Public Schools highlights the great work and accomplishments of students throughout our schools and district. The student stories can include a wide-range of information, photos and video. By checking the box below, you can prevent the following public information from being shared:

- student’s name, address, date and place of birth, photographs (including yearbooks), digital and video recordings, post-high school career plans, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, types of awards and degrees received, and the most recent school attended.

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

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

**FOR GRADES PRESCHOOL to 5 ONLY:**

Please follow my preferences for photography and videos of my child. This portion does NOT need to be completed every school year.

I give permission to Tacoma Public Schools to photograph (including yearbook) or record video of my child for school district publications, newspaper or television for the duration of the time they are a student. ☐ Yes ☐ No

**FOR ALL STUDENTS:**

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

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

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

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

☐ Yes  Cell Phone # ______________________________  ☐ No

Student Name: __________________________________________________________

School: _________________________________________________________________  Grade: ________________________

Student’s Address: _______________________________________________________

Parent/Guardian Name (please print): _______________________________________

Parent Guardian Signature*:

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

Student Signature**: _____________________________________________________

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

Date: ___________________________  Daytime phone number: _____________________

RETURN THIS FORM TO YOUR SCHOOL OFFICE

Distribution: File original in student folder, after updating proper field in student database.