

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

January 12, 2015

Individuals with disabilities who may need a modification to participate in a board meeting should contact the superintendent's office as soon as possible in advance of a meeting so that special arrangements may be made.

CONSENT AGENDA

A consent agenda has been established by the board in order to eliminate the time-consuming task of acting on routine and repetitive business items. These items are now placed in a consent agenda package and will be voted on at one time. If you see an item on the consent agenda that you would like to have publicly discussed, please discuss your concern with a board member prior to action on the consent agenda.

Lake Washington School District Acronyms

AMO: Annual Measurable Objectives

AMAO: Annual Measurable Achievement Objective in English Language Proficiency

AP: Advanced Placement

AVID: Advancement Via Individual Determination

B/CR: Board/CEO Relationship

CAA: Certificate of Academic Achievement

CADR: College Academic Distribution Requirements

CBA: Classroom-Based Assessments

CDSA: Common District Summative Assessments

CEDARS: Comprehensive Education Data and Research System (CEDARS)

CIA: Certificate of Individual Achievement

CIP: Continuous Improvement Process

CLT: Central Leadership Team

COE: Collection of Evidence

CTE: Career & Technical Education

DIBELS: Dynamic Indicators of Basic Early Literacy Skills

DLT: District Leadership Team (manager level and above, includes both certified and classified)

EL: Executive Limitations (See Policy Governance)

ELL: English Language Learners

EOC: End of Course

ER: End Results (formerly known as ENDS). Goals set forth by the board, including the mission of the district.

ESEA: Elementary and Secondary Education Act

GP: Governance Process (Board)

HCP: Highly Capable Program

HSBP: High School and Beyond Plan

HSPE: High School Proficiency Exam

KISN: Kindergarten Intensive Safety Net

KPI: Key Performance Indicators

LC: Learning Community - The district is divided into four learning communities. Each one is made up of a high school and the elementary schools and junior highs that feed into it. The four learning communities are: Eastlake, Juanita, Lake Washington, and Redmond.

LEAP: Learning Enhancement & Academic Planning

MSP: Measurement of Student Progress

NSBA - National School Board Association

OSPI: Office of Superintendent of Public Instruction

PCC: Professional Community & Collaboration

PLC: Professional Learning Community

PLIE: Planning, Learning, Implementation, and Evaluation

Policy Governance: A governance process used by the school board. This sets forth "End Results (ER)" that the superintendent must reach, while abiding by "Executive Limitations (EL)." ER include the district's mission. EL provide the boundaries for how the superintendent and staff can get to the goals. See the board policy section on web site for more information.

Quest: Highly Capable program for students in gr. 2-8

RCW: Revised Codes of Washington

RTI: Response to Intervention

SALT: Strategic Advisory Leadership Team

SIOP: Sheltered Instruction Observation Protocol

SBAC: Smarter Balanced Assessment Consortium

SBE: State Board of Education

sMAS: Secondary Mobile Access for Students

STEM: Science, Technology, Engineering, and Mathematics

WAC: Washington Administrative Codes

WaNIC: Washington Network for Innovative Careers

WELPA: Washington English Language Proficiency Assessment

WLPT: Washington Language Proficiency Test

WSSDA: Washington State School Directors Association

January 8, 2015

Jackie Pendergrass
President, Board of Directors
Lake Washington School District No. 414
Redmond, WA 98052

Dear Ms. Pendergrass:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of January 12, 2015 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

Order of Business

1. Convene, Roll Call
2. Approve Agenda
3. Host School
4. Recognition
5. Public Comment
6. Consent Agenda
7. Non-Consent Agenda
8. Superintendent Report
9. Legislative Update
10. Board Follow-Up
11. Future Agenda Items
12. Debrief
13. Board Member Comments
14. Adjourn

Sincerely,

A handwritten signature in black ink that reads "Traci Pierce". The signature is written in a cursive style and is positioned above the printed name and title.

Traci Pierce
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

January 12, 2015

5:00 p.m. **Study Session**
Topic: Boundary Process
Location: Hughes Room
Executive session re property

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
7:00 p.m.	Convene, Roll Call			
	Approve Agenda			
	Host School			
	▪ <i>Rose Hill Middle School/Stella Schola –Erin Bowser, Principal</i>			
	Recognition			
	▪ <i>January – School Board Appreciation</i>			
	Public Comment	GP-3 <i>(Board Job Description)</i>		
	Consent Agenda	GP-8 <i>(Annual Agenda Planning)</i>		
	▪ Approval of Vouchers			
	▪ Minutes – December 8 work session and board meeting		1	1
	▪ Human Resources Report		2	9
	▪ Action on Purchase of Real Property – Pacific Realty Property on Redmond Ridge Resolution No. 2197		3	14
	▪ Donations		4	15

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
	Non-Consent Agenda			
	▪ Policy JG and JG-R, Student Discipline and Corrective Action, Approval		5	16
	Superintendent Report	EL-3 (<i>Communication & Council to the Board</i>)		
	Legislative Update	GP-3 (<i>Board Job Description</i>)		
	Board Follow-Up	EL-3 (<i>Communication & Council to the Board</i>)		
	Future Agenda Items	EL-3 (<i>Communication & Council to the Board</i>)		
	Debrief	GP-2 (<i>Governing Style</i>)		
	Board Member Comments			
	Adjourn			

Next Board Meetings: Monday, January 26, 2015

5:30 p.m. Study Session

Topic: Middle School: Math and Standards-Based Report Card

Location: Hughes

7:00 p.m. Board Meeting

Location: Board Room

Saturday, January 31, 2015

8:30 a.m. Study Session

Topic: Capital Planning / Comprehensive Community Engagement

Location: Hughes

L.E. Scarr Resource Center

16250 NE 74th Street

Redmond, WA 98052

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Study Session
December 8, 2014

The study session was called to order by President Jackie Pendergrass at 5:30 p.m. CALL TO ORDER

Members present: Jackie Pendergrass, Siri Bliesner, Chris Carlson, and Mark Stuart. ROLL CALL

Excused: Nancy Bernard

Present: Superintendent Traci Pierce.

The topic discussed was: TOPIC

- Communications Audit - Board Focus Group

The meeting was adjourned at 6:50 p.m. ADJOURNMENT

Jackie Pendergrass, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
December 8, 2014

The board meeting was called to order by President Jackie Pendergrass at 7:00 p.m.

CALL TO ORDER

Members present: Jackie Pendergrass, Chris Carlson, Siri Bliesner, and Mark Stuart.

ROLL CALL

Excused: Nancy Bernard.

Present: Superintendent Traci Pierce.

Chris Carlson moved to approve the agenda. Seconded by Siri Bliesner.

APPROVAL OF AGENDA

Motion carried.

HOST SCHOOL

Tim Patterson, Inglewood Principal, introduced his associate principals, Mark Blomquist and Kristian Dahl. Staff makes every effort to be proactive to ensure that students are successful. Academics are the focus for both staff and students. Student leadership plays a significant role in decision making and culture; there are 270 students who participate, 25% of the students. They focus on pro-social behaviors and provide input to solve issues. On the first day of school, staff help students "learn the school" - finding the right bus, their class, etc. The transition from elementary to middle school is quite different so they have minimized the number of teachers so students stay together for language arts/social studies and math/science.

INGLEWOOD MIDDLE
SCHOOL

He described methods used to track students and their progress, implementation of instructional and intervention strategies to help students succeed. He then reviewed the 8th grade MSP reading and math scores.

Jane Todd, Principal, Redmond High School, recognized students who were named National Merit Semifinalists and Commended Scholars.

National Merit Commended Scholars:

Cameron Ashton, Stephanie Chan, Poornima Dani, Joy Fay, Cheyenne Hoppe, Anthony Krichevskiy, Shannon Lee, Lauren Martini, Hayden Martz, Kana Moriyama, Trent Ollerenshaw, Julian Pradeep, William Rayl, Mimi Ruo, Inga Shurnayte, Meghan Varner, Michael Vaschillo, Wesley Warriner, and Helena Zhao

National Merit Semi-Finalists

Lila Balakrishnan, Suraj Bhat, Emma Chao, Oleksandra Ianchenko, Kelly Jiang, Kitty Li, Andrew Luo, Katherine Qian, Jonathan Qu, Katharina Schildt, and Ryan Thomas

The meeting was recessed at 7:30 p.m. and reconvened at 7:35 p.m.

Several parents addressed their concerns regarding isolation and restraint strategies used on students with autism. They encouraged the district to review and change these practices and increase training and education of staff members.

Elina Gavris, Eastlake parent, shared her concerns regarding her son's progress and asked for assistance.

Nick Peterson, Juanita High School student, shared his support of the coaching staff at Juanita High School and the support that they provide to him and his teammates.

Chris Carlson moved to approve the consent agenda. Seconded by Siri Bliesner.

Jackie Pendergrass, yes; Chris Carlson, yes; Siri Bliesner, yes; and Mark Stuart, yes.

Motion carried.

RECOGNITION

NATIONAL MERIT
SEMIFINALISTS &
COMMENDED SCHOLARS

REDMOND HIGH SCHOOL

BREAK

PUBLIC COMMENT

CONSENT AGENDA

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
 Board of Directors' Meeting
 December 8, 2014

The following November 2014 vouchers were approved:

APPROVAL OF
 VOUCHERS

General Fund

347060-347344 \$4,488,961.68

Payroll

2332-2337 \$930.58

Accounts Payable Direct Deposit	\$ 1,674,499.54
Acquisition Card	1,078,266.10
Deferred Comp	67,931.00
Department of Revenue	9,899.79
Dept. of Retirement Systems	1,720,458.63
Dept. of Retirement Systems	789,857.28
Flex Spending	46,041.38
Payroll Direct Deposit	10,436,827.28
Payroll Tax Withdrawal	3,961,373.06
Sodexo	62,192.25
TSA Envoy	258,702.86
VEBA	1,582.85
Vision/(NBN)	29,772.15
Key Bank Processing Fees	<u>\$ 2,899.28</u>
	\$20,140,303.45

Capital Projects

35257-35294 \$1,285,923.44

ASB

57864-58032 \$146,926.23

Transportation Vehicle Fund

\$0.00

Private Purpose Trust Fund

1965-1983 \$3469.00

Approval of the minutes of the November 17 regular board meeting and November 17 study session.

APPROVAL OF MINUTES

Approval of the December 8, 2014 Human Resources Report.

APPROVAL OF HUMAN
 RESOURCES REPORT

Adopts Resolution No. 2196 declaring the materials and equipment listed on the attached page as surplus to the needs of the district and authorizing the superintendent to proceed with the distribution, transfer, sale, or disposal of the items listed.

SURPLUS OF EQUIPMENT
 AND BOOKS
 RESOLUTION NO. 2196

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Hears the second reading and approves the proposed modifications to the following GP-7 Board Members' Code of Conduct and GP-11, Board Use of Electronic Resources – Board Acceptable Use Procedures (AUP) as presented.

BOARD POLICY GP-7 AND
GP-11 SECOND
READING/APPROVAL

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Lake Washington Schools Foundation to various schools in the amount of \$8,089.00 to provide stipends for Reaching for Success program at Lake Washington High School (\$2,089.00), Rose Hill Middle School (\$3,000.00), and Tesla STEM School (\$3,000.00).

Acceptance from A.G. Bell PTSA to Bell Elementary in the amount of \$9,160.00 to purchase reader board.

Acceptance from Helen Keller PTSA to Keller Elementary in the amount of \$1,082.54 to support library.

Acceptance from Lakeview Elementary PTSA to Lakeview Elementary in the amount of \$10,852.14 to provide stipends for leadership, choir, and Math Olympiad (\$9990.50); support scholarship fund, and purchase art, playground and emergency supplies (\$861.64).

Acceptance from John Muir Elementary PTSA to Muir Elementary in the amount of \$3,500.00 to support academic enrichment.

Acceptance from Redmond Elementary PTSA to Redmond Elementary in the amount of \$2,000.00 to support field trips.

Acceptance from Rose Hill Elementary PTSA to Rose Hill Elementary in the amount of \$1,166.93 to support library (\$1,000.00), and purchase art supplies (\$166.93).

Acceptance from Samantha Smith Elementary to Smith Elementary in the amount of \$1,093.90 to purchase sound system.

Acceptance from Inglewood Middle School to Inglewood Middle in the amount of \$3,397.01 to purchase equipment for robotics club (1,997.01), and support language arts (\$1,400.00).

Acceptance from Renaissance School PTSA to Renaissance School in the amount of \$1,935.51 to support field trips.

Acceptance from Redmond High School PTSA to Redmond High in the amount of \$8,706.02 to purchase motion detectors for physical science (\$650.96), books for library (\$350.00), lenses for photography class (\$399.00), greenhouse lights for aqua phonics project (\$459.94),

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monitor for career center (\$2,601.40), and equipment for video production class (\$4,244.72).

Acceptance from Tesla STEM PTSA to Tesla STEM High in the amount of \$23,646.64 to purchase graphing calculators for math (\$4,800.00), cameras, monitors, and hardware for yearbook (\$2,620.00), programming objects for computer science (\$1,459.75), microscope cameras for biomedical engineering (\$750.00), periodicals for language arts (\$243.79), and printers for engineering and physics (\$5,773.10); and support participation in the Model United Nations Conference (\$2,500.00), Safe Schools Ambassador program (\$3,500.00), and Seattle Biomed Site Exploration (\$2,000.00).

Acceptance from Eastlake High School Volleyball Booster Club to Eastlake High in the amount of \$2,544.12 to provide funds to support compensation for volleyball youth camp.

Acceptance from Lake Washington High School PTSA to Lake Washington High in the amount of \$5,712.00 to support ASB (\$750.00) and academic enrichment (\$4,962.00).

Acceptance from Lake Washington High School Dance Team Booster Club \$3,000.00 to provide funds to support additional coaching stipends.

TOTAL \$ 85,885.81

Dr. Pierce requested that the superintendent report be moved on the agenda so that Matt Manobianco, Associate Superintendent of Student and Professional Learning, can share changes in the graduation requirements. Revisions have been made to IKF-R, Graduation Requirements policy. Graduation requirements for each class have been organized into four sections: High School and Beyond Plan Requirements, Credit-Based Requirements, State Testing Requirements, and Performance-Based Requirements (Class of 2015).

She indicated that Matt Manobianco will share the changes at the state board level and the 24 credit requirement beginning with the Class of 2019 and beyond. She noted that these changes have been reviewed with the high school principals and, pending board approval, the next step will be to communicate these changes with school counselors, parents, and students in January as the incoming freshmen, Class of 2019, enter high school.

NON-CONSENT AGENDA

SUPERINTENDENT
REPORT

AND

IKF-R, GRADUATION
REQUIREMENTS POLICY
APPROVAL

Matt Manobianco reviewed the State Board of Education guiding principles that served as the foundation for Career- and College-Ready Graduation, provided an overview of the credit-based graduation requirements, and the recommendations of the Level 5 Task Force regarding Level 5 requirements.

The State Board requires that all students need three credits of math and science and that every student shall have a High School and Beyond Plan by 9th grade. This plan shall identify a post-secondary pathway.

He presented a chart which listed the current graduation requirements compared to the changes beginning with the Class of 2019. Seventeen of the 24 credits are mandatory; seven are flexible which include four elective credits and three personalized pathway requirements based on students' interests and High School and Beyond Plan. Two of the flexible credits may be waived locally for students with "unusual circumstances." He visually showed the 24 credits graduations requirements and described the math, science, student choice, and STEM and CTE components.

Dr. Pierce referred to page 8 of the proposed policy which refers to and defines "personalized pathway" which identifies the body of coursework identified in the student's High School and Beyond Plan to attain post-secondary career or educational goals chosen by the students. She also highlighted that two of the elective credits may be waived locally for students with "unusual circumstances" as defined by local district policy. She referred to page 11, Section 10, which states, "Individual students may request to waive up to two elective credits required for graduation, based on unusual circumstances. Unusual circumstances include emergency reasons, medical reasons, and/or reasons which impede an individual student's ability to earn required non-elective credits. The professional judgment of the building principal or designee will determine whether the request shall be granted..." She pointed out that this provides some flexibility to earn 22 credits for graduation. Following discussion, it was suggested that "may" be inserted on the second sentence, "...Unusual circumstances may include emergency reasons..."

Matt Manobianco continued and stated that a Level 5 Task Force Committee was convened and they reviewed staff and parent surveys and the components of the Smarter Balanced Comprehensive System. The Level 5 performance graduation requirements are not aligned with Common Core State Standards. The use of the Smarter Balanced Assessment System provides relevant and timely information on how students learned the new state standards. The Task Force has recommended discontinuation of the Level 5 graduation requirements, beginning with the Class of 2016 (current 11th graders) and begin phasing in the Smarter Balanced Interim Assessments in lieu of these requirements.

Siri Bliesner requested additional information on the implementation and communication of the High School and Beyond Plan to parents and students. Dr. Pierce related that there is a committee looking at the new requirements and how it will be managed. Further updates will be provided.

Siri Bliesner moved to approve IKF-R, Graduation Requirements, as amended. Seconded by Chris Carlson.

Motion carried.

Jon Holmen, Associate Superintendent of Student and School Support Services, and Matt Manobianco, Associate Superintendent of Student & Professional Learning Services, presented ER- 2, Interdisciplinary Content Knowledge, and ER-3, Interdisciplinary Skills and Attributes, for the high school level. They responded to board members questions.

ER-2, INTERDISCIPLINARY
CONTENT KNOWLEDGE &
ER-3, INTERDISCIPLINARY
SKILLS AND ATTRIBUTE
HIGH SCHOOL

Siri Bliesner indicated that the board will be meeting with area legislators prior to the start of the legislative session. This will be an opportunity for the board members to share with them the 2015 Legislative Priorities, concerns with funding, and the implementation of the McCleary decision.

LEGISLATIVE UPDATE

Chris Carlson suggested making revisions to the district's website on procedures for communicating with the board. If citizens need more than three minutes, he suggested listing some additional ways to further communicate with the board. Dr. Pierce related that improvements can be made to provide additional suggestions and more context regarding communication with the board; there are many avenues. A copy of the procedures can be available near the sign-in sheets to provide guidance.

BOARD COMMENT

Jackie Pendergrass attended the first meeting of the Long-Term Facilities Task Force. This information will be posted on the district's web site. She encouraged people to sign up to receive updates.

Siri Bliesner pointed out that boundary meetings are being held and encouraged people to attend the upcoming meetings. Information is available on the website and feedback can be provided.

Chris Carlson requested follow-up on the isolation and restraint procedures being used for students with autism.

BOARD FOLLOW-UP

Chris Carlson moved to adjourn. Seconded by Siri Bliesner.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 9:45 p.m.

Jackie Pendergrass, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report January 12, 2015



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Dunsire, Alison NC	Teacher	Juanita Elem	A-0	01/05/15	Leave Replacement
Hannah, Linda	Admin Sec III	Special Services	\$20.86	08/05/14	Repl. S. Nissley
McEnroe, Sarah	Admin Sec III	Special Services	\$20.76	08/13/14	Budgeted
McFarlane, Cheryl NC	Teacher	Audubon Elem	C-0	09/09/14	Leave Replacement
Michot, Marc NC	Teacher	Redmond HS	C-0	01/05/15	Leave Replacement
Park, Lois NC	.4 Teacher	Rockwell Elem	C-0	12/15/14	Leave Replacement
Townsend, Nichole	Admin Sec II	Special Services	\$19.10	08/05/14	Repl. M. Aiken -Dunn

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Adams, Wendy	Teacher	Inglewood MS	08/26/13	01/16/15	Resignation
Archer, Edward	Custodian	Resource Center	03/02/06	01/06/15	Retirement
Birmingham, Ilsa	Teacher	Finn Hill MS	09/03/91	06/16/15	Resignation
Crum, Jamie	Special Ed Para Ed	Thoreau Elem	01/14/14	06/18/14	Resignation
Filbeck, Jennifer	Special Ed Para Ed	Redmond HS	10/30/12	12/17/14	Resignation
Goodman, Jon	Special Ed Para Ed	Juanita HS	11/28/11	12/17/14	Resignation
Hester, Zarita	Special Ed Para Ed	Dickinson Elem	01/28/13	12/31/14	Resignation
Holmen, Rachel	Teacher	Tesla STEM HS	08/27/12	01/05/15	Resignation
Jenkins, Mark	Custodian	Smith Elem	01/19/06	02/17/15	Retirement
Joshi, Tracy	Teacher	Redmond HS	08/25/14	12/19/14	Resignation
Kazmi, Amanda	Headstart Teacher	Blackwell Elem	10/19/12	12/31/14	Resignation
McCallum, Sara	Instructional Assist	Kamiakin MS	11/10/11	12/19/14	Resignation
Mitchell, Shelley	SLP	Special Services	08/25/14	01/09/15	Resignation
Radoll, Fayette	Instructional Assist	Redmond HS	09/14/99	10/31/14	Retirement
Tonge, Janine	Special Ed Para Ed	Juanita HS	09/08/09	01/02/14	Resignation
Waldsmith, Michele	Instructional Assist	Rush Elem	01/06/14	09/05/14	Resignation
Yamamoto, Robin	Instructional Assist	Resource Center	03/11/98	01/02/15	Resignation
Youk, Tony	Custodian	Redmond MS	01/03/84	12/30/14	Retirement

Human Resources Board Report January 12, 2015



CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Altshuler, Deana	Parks Elem	1.0 NC to 1.0 1 Yr Prov	1/5/2015
Arfaezadeh, Shahrzad	Rockwell Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Balke, Jennifer	Carson Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Beaudoin, Jaclyn	Mead Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Bergum, Adell	Finn Hill MS	.5 NC to .5 3 Yr Prov	1/5/2015
Bergevin, Julie	Kamiakin MS	.2 NC/.6 2 Yr Prov to .8 2 Yr Prov	1/5/2015
Bracco, Gabrielle	Smith Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Capone, Aurora	Juanita Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Cawley, Amber	Special Services	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Chackel, Amy	Redmond HS	.5 2 Yr Prov/.5 NC to 1.0 2 Yr Prov	1/5/2015
Chapman, Holly	Bell Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Cissel, Katherine	Special Services	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Clarke, Amanda	Einstein Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Clarke, Mary	Lake Washington HS	.5 NC/.5 C to 1.0 2 Yr Prov	1/5/2015
Cooper, Jessica	Redmond HS	.2 NC/.8 1 Yr Prov to 1.0 1 Yr Prov	1/5/2015
Crabtree, Natalie	Finn Hill MS	1.0 NC to .4 NC/.6 3 Yr Prov	1/5/2015
Crissman, Kirsten	Bell Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Cummings, Emily	Rose Hill Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Danaee, Erica	Tesla STEM HS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Day, Erin	Lake Washington HS	.6 2 Yr Prov/.4 NC to 1.0 2 Yr Prov	1/5/2015
Dayton, Alexandra	Mann Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Dennehy, Amy	Bell Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Dharamsi, Shahnoor	Special Services	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Evans, Alyson	Muir Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Fagan, Christa	Kirkland Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Fast, Hannah	Kamiakin MS	.2 NC/.6 3 Yr Prov to .8 3 Yr Prov	1/5/2015
Glassey, Cheryl	Discovery Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Gumas, Jennifer	Eastlake HS	1.0 NC to 1.0 1 Yr Prov	1/5/2015
Hassel, Stephanie	Kirkland MS	1.0 NC to .6 3 Yr Prov/.4 NC	1/5/2015

Human Resources Board Report January 12, 2015



CHANGE OF CONTRACTUAL STATUS - Con't

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Henry, Allison	Special Services	1.0 NC to 1.0 1 Yr Prov	1/5/2015
Hiatt, Jaclyn	Rockwell Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Hilgesen, Noelle	Eastlake HS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Hodgson, Johathan	Dickinson Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Holmes, Sara	Mann Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Hunsberger, Christina	Juanita HS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Johnson, Andrea	Special Services	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Johnson, Emily	Einstein Elem	1.0 NC to 1.0 1 Yr Prov	1/5/2015
Kairis, Alison	Redmond HS	.6 NC to .6 3 Yr Prov	1/5/2015
Koetke, Laura	Lake Washington HS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Kubej, Jon-Henry	Carson Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Kuyper, Samuel	Redmond HS	.8 1 Yr Prov/.2 NC to 1.0 1 Yr Prov	1/5/2015
Lagerquist, Jennifer	Bell Elem	1.0 NC to 1.0 1 Yr Prov	1/5/2015
Lamonte, Tiffany	Inglewood MS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Lanum, Amy	Twain Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Larson, Julie	Keller Elem	1.0 NC to 1.0 1 Yr Prov	1/5/2015
Larson, Lindsay	Smith Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Lawson, Dawn	Muir Elem	1.0 NC to 1.0 1 Yr Prov	1/5/2015
Linney, Alan	Inglewood MS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Love, Carly	Special Services	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Lu, Fei	Lake Washington HS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Mackenzie, Joseph	Finn Hill MS	1.0 NC to 1.0 1 Yr Prov	1/5/2015
Maddex, Kyle	Lake Washington HS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Mahdieh, Hannah	Sandburg Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Mendizsa, Katrina	Einstein Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Menzenberg Zvilna, Heidi	Lake Washington HS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Miller, Melanie	Special Services	1.0 NC to 1.0 1 Yr Prov	1/5/2015
Mitchell, Alison	Lake Washington HS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Molenaar, Shiree	Kamiakin MS	.2 NC/.8 3 Yr Prov to 1.0 3 Yr Prov	1/5/2015

Human Resources Board Report January 12, 2015



CHANGE OF CONTRACTUAL STATUS - Con't

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Moore, Joanna	Blackwell Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Moore, Kate	Lake Washington HS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Morgan, Emily	Franklin Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Morrison, Hanna	Franklin Elem	.2 NC/.7 3 Yr Prov to .9 3 Yr Prov	1/5/2015
Muller, Darcie	Eastlake HS	1.0 NC to .2 NC/.8 1 Yr Prov	1/5/2015
Musolino, Natalie	Dickinson Elem	1.0 NC to 1.0 1 Yr Prov	1/5/2015
Negahbani, Brittany	Keller Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Nelson, Molly	Franklin Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Noiva, Jennifer	Inglewood MS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Norman, Riley	Rose Hill Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
O'Connor, Ryan	Lake Washington HS	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Odom, Keenyn	Special Services	1.0 NC to 1.0 3 Yr Prov	1/5/2015
On, Hye	Rose Hill Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Pollett, Kelsey	Kamiakin MS	.2 NC/.8 3 Yr Prov to 1.0 3 Yr Prov	1/5/2015
Quinn, Mackenzie	Keller Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Raffensperger, Kristin	Special Services	.2 NC/.3 2 Yr Prov to .5 2 Yr Prov	1/5/2015
Rhodes, Judy	Frost Elem	.5 NC/.5 3 Yr Prov to 1.0 3 Yr Prov	1/5/2015
Sadowsky, Jared	Frost Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Schmidt, Jessica	Smith Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Schmiesing, Sally	Kamiakin MS/Tesla STEM HS	.5 3Yr Prov/.4 NC to .9 3 Yr Prov	1/5/2015
Searle, Kathryn	Voc Ed (CTE)	1.0 NC to 1.0 1 Yr Prov	1/5/2015
Stabingas, Amy	Keller Elem	.9 3 Yr Prov/.1 NC to 1.0 3 Yr Prov	1/5/2015
Swenson, Janalee	Twain Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Taggart, Karen	Kamiakin MS	.8 NC to .8 3 Yr Prov	1/5/2015
Teteak, Jamie	Smith Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Tran, Nichole	Bell Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Weertman, Renee	Parks Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Weible, Nicole	Blackwell Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Wescott, Kelly	Tesla STEM HS	1.0 NC to 1.0 3 Yr Prov	1/5/2015

Human Resources Board Report January 12, 2015



CHANGE OF CONTRACTUAL STATUS - Con't

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Weyman, Natalya	Keller Elem/ Kirk Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
White, Danielle	Rockwell Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
White, Meredith	Kamiakin MS	.2 NC/.6 2 Yr Prov to .8 2 Yr Prov	1/5/2015
Wilcox, Emily	Lake Washington HS	.6 3 Yr Prov/.2 NC to .8 3 Yr Prov	1/5/2015
Wilson Bielitz, Karen	Special Services	.5 NC to .5 1 Yr Prov	1/5/2015
Wilson, Sarah	Lake Washington HS	1.0 NC to 1.0 1 Yr Prov	1/5/2015
Wingert, Damaly	Rush Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Worthen, Jessica	Mead Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Yarger, Laurie	Lakeview Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Yeomans, Mikaela	Dickinson Elem	1.0 NC to 1.0 3 Yr Prov	1/5/2015
Young, Amy	Lake Washington HS	1.0 NC to .6 3 Yr Prov/.4 NC	1/5/2015

CHANGE OF POSITION

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Hendrix, Cheryl	Admin Sec III	Spt Svcs Admin Spt Supervisor	10/01/14	Budgeted	\$66,255.00
Robison, Christina	Admin Sec II	Volunteer Coordinator	09/10/14	Budgeted	\$55,445.00

ACTION ON PURCHASE OF REAL PROPERTY
PACIFIC REALTY PROPERTY ON REDMOND RIDGE

January 12, 2015

SITUATION

The Lake Washington School District No. 414 ("District") entered into an Agreement of Purchase and Sale and Joint Escrow Instructions dated September 5, 2014 with Pacific Realty Associates, L.P., a Delaware limited partnership (the "Agreement"). The Agreement provides for the purchase of approximately 21.57 acres of real property situated in the Redmond Ridge Corporate Center in King County, Washington (the "Property"). The Agreement lists a purchase price for the Property of \$14,094,000, but pursuant to RCW 28A.335.220 and WAC 458-61A-206, the sale is not subject to the real estate excise tax resulting in a savings to the district of \$250,873.20 for a net purchase price of \$13,843,126.80.

The District's original offer to purchase the Property was contingent upon: (a) the District being satisfied with the results of its inspection of the Property, including land use approval by King County to allow the Property to be used for school purposes, (b) the Property being appraised by a professionally designated appraiser consistent with RCW 28A.335.090, (c) the District's satisfaction with the status of title of the Property, and (d) the Board concluding that the Property is generally suitable for the District's needs ("Board Approval Contingency").

The first three contingencies have been satisfied and the District previously provided a Feasibility Contingency Removal Notice to the Seller stating that it was satisfied with its inspections and the land use approval by King County of the Property. A property appraisal was also completed with a market value of \$14,500,000, and district has found the title of the property satisfactory. In accordance with the terms of the agreement, the District deposited non-refundable earnest money in the sum of \$400,000 with the closing agent.

The Agreement provides that the District has until January 26, 2015 to waive the Board Approval Contingency and proceed to close the transaction. If the District chooses to waive the Board Approval Contingency, the Agreement states that closing will occur within 30 days of the District waiving this contingency. Closing of the transaction would take place on or before February 25, 2015.

The District has completed its investigation of the Property with the assistance of an architect, legal counsel, surveyor, appraiser, wetlands consultant, title insurance company, geotechnical engineering consultant and other consultants and is satisfied with the results of the investigation and that all the contingencies outlined above have been satisfied.

RECOMMENDATION

The Board of Directors adopts Resolution No. 2197 and waives its Board Approval Contingency regarding the Agreement and approves the purchase of the Pacific Realty Property, subject to all of the remaining terms and conditions of the Agreement.

RESOLUTION NO. 2197
Purchase of Real Property
Pacific Realty Property on Redmond Ridge

WHEREAS, the Lake Washington School District No. 414 ("District") is authorized to purchase real property and vest title in the name of the District; and

WHEREAS, the District has entered into an Agreement of Purchase and Sale and Joint Escrow Instructions dated September 5, 2014 ("Agreement") with Pacific Realty Associates, L.P., a Delaware limited partnership, to purchase approximately 21.57 acres of real property situated in the Redmond Ridge Corporate Center in King County ("Pacific Realty Property"); and

WHEREAS, any purchase of real property by the District shall be preceded by a market valuation of the subject property by a professionally designated appraiser; and

WHEREAS, an appraisal of the Pacific Realty Property has been completed and the appraised value of the Pacific Realty Property supports the purchase price agreed to by the District; and

WHEREAS, contingencies of the District's obligation to purchase the Pacific Realty Property included that the Board approve the sale after conducting a feasibility analysis;

WHEREAS, the District has completed its due diligence and is satisfied with the results of the investigation and the feasibility of purchasing the Pacific Realty Property and is ready to waive the Board Approval Contingency as set forth in the Agreement; and

WHEREAS, the District's purchase of the Pacific Realty Property would take place under imminent threat of the exercise of eminent domain, the District has notified the seller of its intent to exercise such power and it has the ability and authority to do so under RCW 28A.335.220 and other state law.

NOW, THEREFORE, BE IT RESOLVED the Board of Directors of Lake Washington School District No. 414, pursuant to RCW 28A.335.090, hereby approves the purchase of the Pacific Realty Property and it grants the Superintendent or her designee, the authority to execute any and all documents necessary to complete the purchase of the Pacific Realty Property, all such action to be completed consistent with the Agreement.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 12th day of January 2015.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

DONATIONS

January 12, 2015

SITUATION

Individuals and/or groups periodically desire to make monetary donations to the school district. Monetary donations which exceed \$1,000 are submitted for board approval. Following is a list of those requests for the time period including the individual or group making the request, the amount of donation and the purpose for which the funds are to be used.

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Audubon Elementary PTSA to Audubon Elementary	\$ 5,369.00	To provide stipends for choir (\$1,191.80), running club (\$2,088.60), and intramural sports (\$2,088.60).
Albert Einstein PTSA to Einstein Elementary	\$ 4,842.33	To support academic enrichment.
Elizabeth Blackwell PTSA to Blackwell Elementary	\$ 2,920.50	To provide stipends for basketball club and running club.
Ben Franklin Elementary PTSA to Franklin Elementary	\$ 10,498.00	To support continuous improvement plan (\$5,000.00), learning walks (\$1,078.00), and academic enrichment (\$4,420.00).
Hellen Keller PTSA to Keller Elementary	\$ 10,327.50	To provide stipends for outdoor education (\$1,515.00) and homework club (\$2,250.00); support staff development (\$750.00), academic enrichment (\$3,187.50), and the following departments: library, music, P.E., and special education (\$2,625.00).
Mark Twain PTSA to Twain Elementary	\$ 2,700.00	To support academic enrichment.
Kamiakin Middle School PTSA to Kamiakin Middle	\$ 10,000.00	To support purchase of student desks, chairs, and upgrading science tables.
Redmond Middle School PTSA to Redmond Middle	\$ 3,874.58	To support language arts (\$1,965.53), science (\$1,730.05), and math (\$179.00).
Rose Hill Middle School PTSA to Rose Hill Middle	\$ 2,088.60	To provide stipend for robotic club.
Eastlake High School PTSA to Eastlake High	\$ 26,306.00	To purchase lab equipment for the science department (\$6,908.00); provide funding that supports Drug and Alcohol Prevention/Intervention program (\$3,000.00); compensation for math lab (\$3,800.00); support academic enrichment (\$803.00), and the following departments: math, biology, counseling, library, humanities and Spanish (\$11,795.00).
TOTAL	\$ 78,926.51	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the January 12, 2015 board meeting.

POLICY JG AND JG-R, STUDENT DISCIPLINE AND CORRECTIVE ACTION
APPROVAL

January 12, 2015

SITUATION

State statutes relating to student discipline were revised August 23, 2014. In conducting a full review of district policy JG and procedure JG-R, subsequent to discussion regarding a previously updated version at the November 17, 2014 board meeting, the policy has been extensively updated for clarity and to align fully with state statutes.

RECOMMENDATION

The Board of Directors approves the modifications to JG and JG-R, Student Discipline and Corrective Action, as presented.

STUDENT DISCIPLINE

Corrective Actions or Punishment

All students shall submit to the reasonable rules of the school district. Refusal to comply with written rules and regulations established for the governing of the school shall constitute sufficient cause for discipline, suspension or expulsion. Corrective action and/or punishment for misconduct must reflect good faith effort on the part of the staff. For the purposes of the district's policies relating to corrective action or punishment:

- A. "Expulsion" is the exclusion from school or individual classes for indefinite period and is limited in duration to one year.
- B. "Emergency Expulsion" is the immediate exclusion from school or campus when the student's presence imposes an immediate and continuing danger to the student, other students or school personnel, or an immediate and continuing threat of substantial disruption to the educational process.
- C. "Suspension" is the exclusion from school, or individual classes for a specific period of time, after which the student has a right to return.
1. A suspension is "short term" if it is for a period of 10 consecutive school days or less. Separate short-term suspension shall not total more than 10 school days in a semester for any student in grades K-4. Separate short-term suspension shall not total more than 15 days in a semester for a student in any other grade. Students' grades shall not be affected substantially as a result of a short-term suspension.
 2. Suspensions which exceed 10 consecutive school days are long-term suspensions.
- D. "Discipline" constitutes all other forms of corrective action or punishment, including brief exclusions from a class for not more than the remainder of the class period, or for up to two days or until a teacher-administrator conference is held whichever is sooner, and including exclusion from any other type of activity conducted by or for the district. Discipline shall not adversely affect specific academic grade, subject, or graduation requirements, so long as all required work is performed.

As a general rule no student shall be suspended for a short or long term unless other forms of corrective action or punishment reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature, except in cases of serious or exceptional misconduct. An exception may be granted by an administrator

~~and/or hearing officer when warranted by extenuating circumstances. Suspensions or expulsions shall be used only for serious instances of student misconduct. The District will make reasonable efforts to assist the student and his or her parents or guardians in returning to an education setting by the end of the long-term suspension or expulsion. Building administrators may petition the superintendent to exceed the one-year limitation for an expulsion when warranted based on public health or safety under rules to be developed by the Office of Superintendent of Public Instruction (OSPI).~~

~~Any emergency expulsion shall be converted into a different form of discipline within ten school days of removal of the student from school, and the District shall provide a separate notice and right to a meeting with the principal, or his or her designee, for the conversion from the emergency expulsion to a different form of discipline.~~

~~A reentry conference with the student and his or her parent or guardian will be held within twenty days of a long-term suspension or expulsion (and no later than five days before the student reenrolls) regardless of whether an appeal or request for early reentry was made. The purpose of the reentry conference is to discuss a plan to reengage the student in a school program. In doing so, administrators shall consider shortening the suspension or expulsion, imposing other forms of corrective action, and using supportive interventions. The district shall also create a reengagement and/or safety plan tailored to the student's individual circumstances. The plan must consider the incident that led to the discipline and aid the student in taking the necessary steps to remedy that situation. Reentry conferences are separate from petitions for readmission or formal appeals.~~

~~— Prior to the imposition of a corrective action or punishment upon a student with a disability who is eligible for a 504 and/or special education services, the school principal and special education staff and/or 504 coordinator who have knowledge of the student's handicapping condition shall determine if there is a causal relationship between the handicapping condition and the misconduct giving rise to the corrective action or punishment. When a relationship is found to exist, special education and/or 504 programming procedures shall be employed.~~

~~— Corporal punishment, consisting of spanking a child, striking a child, or other physical or bodily punishment, whether administered by a teacher or administrator, is not permitted. Corporal punishment does not include the use of reasonable and moderate force to maintain order or to prevent a student from harming himself/herself, other students, school staff, and other persons or property. Corporal punishment does not include physical restraint or the use of aversive therapy as part of a behavior management program in a student's individual education program which has been signed by the parent~~

and is carried out according to district procedures in compliance with WAC 392-172-A-03120 through 03135.

- ~~— Once a student is expelled in compliance with district policy, the expulsion shall be brought to the attention of appropriate local and state authorities, including, but not limited to, the local juvenile authorities acting pursuant to the statutes dealing with the Basic Juvenile Court Act, in order that such authorities may address the student's educational needs.~~
- ~~— Corporal punishment, consisting of spanking a child, striking a child, or other physical or bodily punishment, whether administered by a teacher or administrator, is not permitted. Corporal punishment does not include the use of reasonable and moderate force to maintain order or to prevent a student from harming himself/herself, other students, school staff, and other persons or property. Corporal punishment does not include physical restraint or the use of aversive therapy as part of a behavior management program in a student's individual education program which has been signed by the parent and is carried out according to District procedures in compliance with WAC 392-172-A-03120-03135.~~
- ~~— No student shall be expelled, suspended, or disciplined in any manner for the performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.~~
- ~~— The superintendent shall have the authority to discipline, suspend, or expel students. The superintendent shall identify the conditions under which a teacher may exclude a student for all or any portion of a school day and shall also designate which staff have the authority to initiate or to impose discipline, suspensions, or expulsions.~~

Adopted: ~~5/7/90~~

Revised: ~~9/16/96~~

~~8/10/98~~

~~8/1/06~~

~~10/14/13~~

~~LEGAL REFS.:~~

~~RCW: 28A.225~~

~~WAC: 392-400-2015~~

~~—— 392-400-225~~

~~—— 392-400-275 through 305~~

~~CONTRACT REF.: Lake Washington Education Association Agreement, Article 19~~

~~CROSS REFS.:~~

~~EGAB, Vandalism,~~

~~GBC, Staff Ethics,~~

~~JEDA, Truancy,~~

~~JFC and JFC-R, Student Conduct on School Buses~~

STUDENT DISCIPLINE

Corrective Actions or Punishment

All students shall submit to the reasonable rules of the school district. Refusal to comply with written rules and regulations established for the governing of the school shall constitute sufficient cause for discipline, suspension, or expulsion. Corrective action and/or punishment for misconduct must reflect good faith effort on the part of the staff. For the purposes of the district's policies relating to corrective action or punishment:

- A. "Expulsion" is the exclusion from school or individual classes for indefinite period and is limited in duration to one year.
- B. "Emergency Expulsion" is the immediate exclusion from school or campus when the student's presence imposes an immediate and continuing danger to the student, other students or school personnel, or an immediate and continuing threat of substantial disruption to the educational process.
- C. "Suspension" is the exclusion from school, or individual classes for a specific period of time, after which the student has a right to return.
 - 1. A suspension is "short term" if it is for a period of 10 consecutive school days or less. Separate short-term suspension shall not total more than 10 school days in a semester for any student in grades K-4. Separate short-term suspension shall not total more than 15 days in a semester for a student in any other grade. Students' grades shall not be affected substantially as a result of a short-term suspension.
 - 2. Suspensions which exceed 10 consecutive school days are long-term suspensions.
- D. "Discipline" constitutes all other forms of corrective action or punishment, including brief exclusions from a class for not more than the remainder of the class period, or for up to two days or until a teacher-administrator conference is held whichever is sooner, and including exclusion from any other type of activity conducted by or for the district. Discipline shall not adversely affect specific academic grade, subject, or graduation requirements, so long as all required work is performed.

As a general rule, no student shall be suspended for a short- or long- term unless other forms of corrective action or punishment reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature, except in cases of serious or exceptional misconduct. An exception may be granted by an administrator

and/or hearing officer when warranted by extenuating circumstances. Suspensions or expulsions shall be used only for serious instances of student misconduct. The District will make reasonable efforts to assist the student and his or her parents or guardians in returning to an education setting by the end of the long-term suspension or expulsion. Building administrators may petition the superintendent to exceed the one-year limitation for an expulsion when warranted based on public health or safety under rules to be developed by the Office of Superintendent of Public Instruction (OSPI).

Any emergency expulsion shall be converted into a different form of discipline within ten school days of removal of the student from school, and the District shall provide a separate notice and right to a meeting with the principal, or his or her designee, for the conversion from the emergency expulsion to a different form of discipline.

Any student who has been suspended or expelled may apply for readmission at any time. The application shall be submitted to the principal of the school at which the student is enrolled. The application shall include:

1. Reasons the student wants to return and why the request should be considered,
2. Evidence that supports the request, and
3. A supporting statement from the parent or other adults.

The principal shall consider the application, consult with the superintendent or designee, and advise the parent and student of his or her decision in writing. In cases of expulsion or in cases where a short-term or long-term suspension has been grieved or appealed, the application for readmission shall be submitted to the Director of School Support for consideration. The Director shall consider the application, consult with the principal and superintendent or designee, and advise the parent and student of his or her decision in writing.

A re-entry conference with the student and his or her parent or guardian will be held within twenty days of a long-term suspension or expulsion (and no later than five days before the student re-enrolls) regardless of whether an appeal or request for early re-entry was made. The purpose of the re-entry conference is to discuss a plan to re-engage the student in a school program. In doing so, administrators shall consider shortening the suspension or expulsion, imposing other forms of corrective action, and using supportive interventions. The district shall also create a re-engagement and/or safety plan tailored to the student's individual circumstances. The plan must consider the incident that led to the discipline and aid the student in taking the necessary steps to remedy that situation. Re-entry conferences are separate from petitions for re-admission or formal appeals.

Prior to the imposition of a corrective action or punishment upon a student with a disability who is eligible for a 504 and/or special education services, the school principal and special education staff and/or 504 coordinator who have knowledge of the student's handicapping condition shall determine if there is a causal relationship between the handicapping condition and the misconduct giving rise to the corrective action or punishment. When a relationship is found to exist, special education and/or 504 programming procedures shall be employed.

Corporal punishment, consisting of spanking a child, striking a child, or other physical or bodily punishment, whether administered by a teacher or administrator, is not permitted. Corporal punishment does not include the use of reasonable and moderate force to maintain order or to prevent a student from harming himself/herself, other students, school staff, and other persons or property. Corporal punishment does not include physical restraint or the use of aversive therapy as part of a behavior management program in a student's individual education program which has been signed by the parent and is carried out according to district procedures in compliance with WAC 392-172A-03120 through 392-172A-03135.

Once a student is expelled in compliance with district policy, the expulsion shall be brought to the attention of appropriate local and state authorities, including, but not limited to, the local juvenile authorities acting pursuant to the statutes dealing with the Basic Juvenile Court Act, in order that such authorities may address the student's educational needs.

No student shall be expelled, suspended, or disciplined in any manner for the performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

The superintendent shall have the authority to discipline, suspend, or expel students. The superintendent shall identify the conditions under which a teacher may exclude a student for all or any portion of a school day and shall also designate which staff have the authority to initiate or to impose discipline, suspensions, or expulsions.

Adopted: 5/7/90

Revised: 09/16/96
08/10/98
08/01/06
10/14/13
01/12/15

LEGAL REFS.:

RCW 28A. 600.010 - .022

WAC 392-400-

CONTRACT REF.: Lake Washington Education Association Agreement, Article 19

CROSS REFS.:

ECAB, Vandalism

GBC, Staff Ethics

JEDA, Truancy

JFC and JFC-R, Student Conduct on School Buses

STUDENT DISCIPLINE AND CORRECTIVE ACTION

The procedures herein are organized into the following sections:

- A. Definitions
- B. Discipline
- C. Short-Term Suspension
 - 1) Limitations
 - 2) Notice
 - 3) Grievance Procedure
 - 4) Application for Readmission
- D. Long-Term Suspension
 - 1) Limitations
 - 2) Notice
 - 3) Request for Hearing Procedure
 - 4) Application for Readmission
 - 5) Re-engagement Meetings and Plans
- B. Emergency Expulsion
 - 1) Limitations
 - 2) Notice
 - 3) Request for Hearing Procedure
- C. Expulsion
 - 1) Limitations
 - 2) Notice
 - 3) Request for Hearing Procedure
 - 4) Application for Readmission
 - 5) Re-engagement Meetings and Plans
 - 6) Appeal for Extension of a One-Year Expulsion

A. Definitions

- 1) "Discipline" refers to all forms of corrective action other than emergency removal from a class, subject, or activity, suspension or expulsion, and includes the exclusion of a student from a class by a teacher or administrator for a period of time. Discipline also means the exclusion of a student from any other type of activity conducted by or on behalf of a school district.
- 2) "Suspension" is a denial of attendance (other than for the balance of the immediate class period for "discipline" purposes) for any single subject or class, or for any full schedule of subjects or classes for a stated period of time. A 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 school district.
- 3) "Short-term suspension" is a suspension for any portion of a calendar day up to and not exceeding ten consecutive school days.
- 4) "Long-term suspension" is a suspension that exceeds ten school days;

- 5) "Emergency expulsion" is an emergency removal from school for up to, and not exceeding, ten consecutive school days from the student's current school placement by a school district superintendent or a designee of the superintendent when there is good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to other students or school staff or an immediate and continuing threat of substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten school days from the date of the emergency removal from school.
- 6) "Expulsion" is a denial of attendance for a period of time up to, but not longer than, one calendar year from the time a student is removed from his or 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.
- 7) "School business day" is defined as any calendar day, exclusive of Saturdays, Sundays, and any federal and school holidays, upon which the office of the superintendent of the school district is open to the public for the conduct of business. A school business day shall be concluded or terminated upon the closure of said office for the calendar day.
- 8) "School day" is defined as a calendar day except school holidays on which students enrolled in the school district are afforded the opportunity to be engaged in educational activity which is planned, supervised, and conducted by or under the supervision of the school district certificated staff, and on which day all or any portion of the students enrolled in the program actually participate in such educational activity.
- 9) "Re-engagement meeting" is a meeting held between the school district and the student and parent and/or guardian to discuss how to return a long-term suspended or expelled student to an education setting as soon as possible.
- 10) "Re-engagement plan" is a written plan developed between a school district and a student and his/her parent or guardian designed to aid the student in taking the necessary steps to remedy the situation that led to the student's suspension or expulsion and return the student to the educational setting as soon as possible.

B. Discipline

"Discipline" includes all forms of non-suspension or expulsion corrective action, including brief exclusions from a class for not more than the remainder of the class period or for up to two days or until a teacher-administrator conference is held whichever is sooner and including exclusion from any other type of activity conducted by or for the district. Discipline shall not adversely affect specific academic grade, subject, or graduation requirements, so long as all required work is performed.

C. Short-term Suspension

1) Limitations

As a general rule, no student shall be suspended for a short- or long-term unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature, except in cases of serious or exceptional misconduct. An exception may be granted by an administrator and/or hearing officer when warranted by extenuating circumstances. Whenever possible, in-house suspension shall be utilized.

No student in grades kindergarten through grade four shall be subject to short-term suspensions for more than a total of ten school days during any single semester or trimester, and no loss of academic grades or credit shall be imposed by reason of a suspension.

No student in grade five or above shall be subjected to short-term suspensions for more than a total of fifteen school days during any single semester or ten days during any single trimester.

Any student subject to a short-term suspension shall be provided the opportunity upon his or her return to make up assignments and tests missed by reason of the short-term suspension if:

- a) Such assignments or tests have a substantial effect upon the student's semester or trimester grade; or
- b) Failure to complete such assignment or tests would preclude the student from receiving credit for the course or courses.

2) Notice

Prior to the short-term suspension of any student a conference shall be conducted with the student as follows:

- a) An oral or written notice of the alleged misconduct and violation(s) of school district rules shall be provided to the student;
- b) An oral or written explanation of the evidence in support of the allegation(s) shall be provided to the student;
- c) An oral or written explanation of the corrective action which may be imposed shall be provided to the student; and,
- d) The student shall be provided the opportunity to present his/her explanation.

In the event a short-term suspension is to exceed one calendar day, the parent(s) or guardian(s) of the student shall be notified of the reason for the student's suspension and the duration of the suspension orally and/or by letter deposited in the United States mail as soon as reasonably possible. The notice shall also inform the parent or guardian of the right to an informal conference (see Section 3: Grievance Procedure) and that the suspension may possibly be reduced as a result of such conference.

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

3) Grievance Procedure

Any student, parent, or guardian who is aggrieved by the imposition of a short-term suspension shall have the right to an informal conference with the building principal or his or her designee for the purpose of resolving the grievance. The employee whose action is being grieved shall be notified of the initiation of a grievance as soon as reasonably possible. During such conference, the student, parent, or guardian shall be subject to questioning by the building principal or his or her designee and shall be entitled to question school personnel involved in the matter being grieved. Subsequent to the building level grievance meeting, the student, parent, or guardian, upon two school business days' prior notice, shall have the right to present a written and/or oral grievance to the superintendent of the district or his/her designee. If the grievance is not resolved, the student, parent, or guardian, upon two school business days' prior notice, shall have the right to present a written and/or oral grievance to the board of directors during the board's next regular meeting. The board shall notify the student, parent, or guardian of its response to the grievance within ten school business days after the date of the meeting. The short-term suspension shall continue notwithstanding the implementation of the grievance procedure set forth in this section unless the principal or his or her designee elects to postpone such action.

4) Application for Readmission

Any student who has been short-term suspended may apply for readmission at any time. The application shall be submitted to the principal of the school at which the student is enrolled. The application shall include:

- a) Reasons the student wants to return and why the request should be considered,
- b) Evidence that supports the request, and
- c) A supporting statement from the parent or other adults.

The principal shall consider the application, consult with the superintendent or designee, and advise the parent and student of his or her decision in writing within two school business days.

Should the student, parent, or guardian be aggrieved by the imposition of the suspension, the grievance procedure shall be utilized.

D. Long-term Suspension

1) Limitations

A long-term suspension may be imposed upon a student for violation of school district rules that reasonably warrant a long-term suspension and the length of the suspension imposed. A long-term suspension cannot be imposed in such a manner that causes the student to lose academic grades or credit in excess of one semester or trimester during the same school year; and cannot be imposed beyond the school year in which the alleged misbehavior occurs.

As a general rule, no student shall be suspended for a long-term suspension unless another form of corrective action reasonably calculated to modify his or her conduct has previously been imposed upon the student as a consequence of misconduct of the same nature. However, exceptional/serious misconduct may warrant an immediate resort to long-term suspension. Whenever possible, in-house suspension shall be utilized.

No student in grades kindergarten through four shall be subject to long-term suspension during any single semester or trimester, and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.

No single long-term suspension shall be imposed upon a student in the grade five and above program in a manner which causes the student to lose academic grades or credit for in excess of one semester or trimester during the same school year.

2) Notice

Prior to the long-term suspension of a student, written notice of an opportunity for a hearing shall be delivered in person or by certified mail to the student and to his or her parent(s) or guardian(s). The notice shall:

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

All long-term suspensions and the reasons therefor shall be reported in writing to the superintendent of the school district or his or her designee within twenty-four hours after the imposition of the suspension.

3) Request for Hearing Procedure

Any student, parent, or guardian who is aggrieved by the imposition of a long-term suspension shall have the right to request a hearing. A written or oral request for a hearing must be received by the school district employee designated, or by his or her office, on or before the expiration of the third school business day after receipt of the notice of opportunity for a hearing; and,

- a) If such a request is not received within the required three school business days, then the right to a hearing may be deemed to have been waived and the proposed long-term suspension may be imposed without any further opportunity for the student or his or her parent(s) or guardian(s) to contest the matter. A schedule of "school business days" potentially applicable to the exercise of such hearing right should be included with the notice.

- b) If such a request is received within the required three school business days, the school district shall schedule a hearing to commence within three school business days after the date upon which the request for a hearing was received. A request for a hearing shall be provided to the school district employee specified in the notice of opportunity for a hearing, or to his or her office.

4) Application for Readmission

Any student who has been suspended may apply for readmission at any time. The application shall be submitted to the principal of the school at which the student is enrolled. The application shall include:

- a) Reasons the student wants to return and why the request should be considered,
- b) Evidence that supports the request, and
- c) A supporting statement from the parent or other adults.

The principal shall consider the application, consult with the superintendent or designee, and advise the parent and student of his or her decision in writing within two school business days.

Should the student, parent, or guardian be aggrieved by the imposition of the long-term suspension, the request for a hearing procedure shall be utilized.

5) Re-engagement Meetings and Plans

Efforts will be made to have long-term suspended students return to an educational setting as soon as possible. The district will strive to convene a meeting with the student and the student's parents or guardians within twenty days of the student's long-term suspension, but no later than five days before the student's re-entry or enrollment, to discuss a plan to re-engage the student in a school program.

In developing a re-engagement plan, the district may consider shortening the length of time that the student is long-term suspended, other forms of corrective action, and supportive interventions that aid in the student's academic success and keep the student engaged and on track to graduate. Re-engagement plans will be tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension. The plan is intended to aid the student in taking the necessary steps to remedy the situation that led to the student's suspension.

Re-engagement meetings are separate from an application for readmission or a request for a hearing.

E. Emergency Expulsion

1) Limitations

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

2) Notice

The student and his or her parent(s) or guardian(s) shall be notified of the emergency expulsion of the student and of their opportunity for a hearing either (a) by hand delivering written notice to the student's parent(s) or guardian(s) within twenty-four hours of the expulsion. School districts must document delivery of the notice by obtaining the signature of the parent(s) or guardian(s) acknowledging receipt or the written certification of the person making the delivery; or (b) by certified letter(s) deposited in the United States mail, within twenty-four hours of the expulsion. In addition, if the notice is by certified letter, reasonable attempts shall be made to notify the student and his or her parent(s) or guardian(s) by telephone or in person as soon as reasonably possible. Such written and oral notice shall:

- a) Be provided in the predominant language of a student and/or a parent(s) or guardian(s) who predominantly speak a language other than English, in accordance with Title VI of the Civil Rights Act of 1964;
- b) Specify the alleged reasons that the student's presence poses an immediate and continuing danger to students, school staff, or poses an immediate and continuing threat of substantial disruption of the educational process;
- c) Set forth the date on which the emergency expulsion began and will end;
- d) Set forth the right of the student and/or his or her parent(s) or guardian(s) to a hearing for the purpose of contesting the allegation(s) as soon as reasonably possible; and,
- e) Set forth the facts that:
 - i. A written or oral request for a hearing must be received by the school district employee designated, or by his or her office, on or before the expiration of the third school business day after receipt of the notice of opportunity for a hearing; and,
 - ii. If such a request is not received within the prescribed period of time, then the right to a hearing may be deemed to have been waived, and the emergency expulsion may be continued, as deemed necessary, for up to ten school days from the date of the student's emergency

removal from school without any further opportunity for the student or his or her parent(s) or guardian(s) to contest the matter. A schedule of "school business days" potentially applicable to the exercise of such hearing right should be included with the notice.

3) Request for Hearing Procedure

Any student, parent, or guardian who is aggrieved by the imposition of an emergency expulsion shall have the right to request a hearing. A written or oral request for a hearing must be received by the school district employee designated, or by his or her office, on or before the expiration of the third school business day after receipt of the notice of opportunity for a hearing; and,

- a) If such a request is not received within the required three school business days, then the right to a hearing may be deemed to have been waived and the emergency expulsion may be imposed, as deemed necessary, for a period of up to ten school days from the date of the emergency removal from school.
- b) If such a request is received within the required three school business days, the school district shall immediately schedule a hearing to commence as soon as reasonably possible and in no case later than the second school business day after receipt of the request for hearing.

Within one school business day after the date upon which the hearing concludes, the person(s) hearing the case shall issue a decision regarding whether the emergency expulsion shall continue. The school district shall provide notice of the decision to the student and the student's parent(s), guardian(s), and legal counsel, if any, by depositing a certified letter in the United States mail. The decision shall set forth the findings of fact, the conclusions (including a conclusion as to whether the immediate and continuing danger to students, school staff, or poses an immediate and continuing threat of substantial disruption of the educational process, giving rise to the emergency expulsion has terminated), and whether the emergency expulsion shall be converted to another form of corrective action.

F. Expulsion

1) Limitations

A student may be expelled for violation of school district rules when the nature and circumstances of the violation reasonably warrant the harshness of expulsion.

No student shall be expelled unless other forms of corrective action reasonably calculated to modify his or her conduct have failed or unless there is good reason to believe that other forms of corrective action would fail if employed.

An expulsion may not be for an indefinite period of time. An expulsion may not exceed one calendar year from the date of the corrective action unless the school petitions the district superintendent for an extension and the district superintendent authorizes the extension in compliance with the superintendent of public instruction's rules adopted for this purpose.

The district shall make reasonable efforts to assist students in returning to an educational setting prior to, and no later than, the end date of the corrective action. Once a student has been expelled, the expulsion shall be brought to the attention of appropriate local and state authorities including, but not limited to, juvenile authorities in order that such authorities may address the student's educational needs.

2) Notice

Prior to the expulsion of a student, an oral or written notice of an opportunity for a hearing shall be delivered in person, or by certified mail to the student and to his or her parent(s) or guardian(s). The notice shall:

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

All expulsions and the reasons therefor shall be reported in writing to the superintendent of the school district or his or her designee within twenty-four hours after the imposition of the expulsion.

3) Request for Hearing Procedure

Any student, parent, or guardian who is aggrieved by the imposition of a expulsion shall have the right to request a hearing. A written or oral request for a hearing must be received by the school district employee designated, or by his or her office, on or before the expiration of the third school business day after receipt of the notice of opportunity for a hearing; and,

- a) If such a request is not received within the required three school business days, then the right to a hearing may be deemed to have been waived and the proposed expulsion may be imposed without any further opportunity for the student or his or her parent(s) or guardian(s) to contest the matter. A schedule of "school business days" potentially applicable to the exercise of such hearing right should be included with the notice.
- b) If such a request is received within the required three school business days, the school district shall schedule a hearing to commence within three school business days after the date upon which the request for a hearing was received. A request for a hearing shall be provided to the school district employee specified in the notice of opportunity for a hearing, or to his or her office.

4) Application for Readmission

Any student who has been expelled may apply for readmission at any time. The application shall be submitted to the principal of the school at which the student is enrolled. The application shall include:

- d) Reasons the student wants to return and why the request should be considered,
- e) Evidence that supports the request, and
- f) A supporting statement from the parent or other adults.

The principal shall consider the application, consult with the superintendent or designee, and advise the parent and student of his or her decision in writing within two school business days.

Should the student, parent, or guardian be aggrieved by the imposition of the expulsion, the request for a hearing procedure shall be utilized.

5) Re-engagement Meetings and Plans

Efforts will be made to have expelled students return to an educational setting as soon as possible. The district will strive to convene a meeting with the student and the student's parents or guardians within twenty days of the student's expulsion, but no later than five days before the student's re-entry or enrollment, to discuss a plan to reengage the student in a school program.

In developing a re-engagement plan, the district may consider shortening the length of time that the student is expelled, other forms of corrective action, and supportive interventions that aid in the student's academic success and keep the student engaged and on track to graduate. Re-engagement plans will be tailored to the student's individual circumstances, including consideration of the incident that led to the student's expulsion. The plan is intended to aid the student in taking the necessary steps to remedy the situation that led to the student's expulsion.

Re-engagement meetings are separate from an application for readmission or a request for a hearing.

6) Appeal for Extension of a One-Year Expulsion

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

The petition to exceed the one-year limit shall include, at least, the following:

- a) A detailed description of the student's misconduct, the school rules which were violated, and the public health and/or safety concerns of the district;
- b) A detailed description of the student's academic, attendance, and discipline history, if any;
- c) A description of the lesser forms of corrective actions which were considered and reasons why those were rejected;
- d) A description of all alternative learning experiences, vocational programs, and/or other educational services which may be available to the student;
- e) The proposed extended length of the expulsion;
- f) Identification of special education services or accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, if appropriate; and,
- g) A proposed date for the re-engagement meeting.

Designated staff shall submit the petition at any time after final imposition of a one-year expulsion and prior to the end of that expulsion.

A copy of the petition shall be delivered in person or by certified mail to the student and his/her parent(s)/guardian(s). The petition shall be provided in the predominant language of the student and/or parent(s)/guardian(s) who speak a language, other than English, in accordance with Title VI of the Civil Rights Act of 1964.

The student and/or parent(s)/guardian(s) may submit a written or verbal response to the petition within ten school business days of the recorded receipt of the petition.

Within eleven school business days, but no later than twenty school business days of the date of the petition's recorded delivery to the student/parent(s)/guardian(s), the district superintendent shall issue a written decision indicating whether the petition is granted or denied. The written decision shall also include a description of all rights and procedures for appeal.

If the petition is granted, within ten school business days of the receipt of the decision, the student and/or parent(s)/guardian(s) may appeal the decision to the district's school board in accordance with WAC [392-400-310](#) and [392-400-315](#).

Annually, all school districts shall report the number of petitions submitted, approved, and denied to the office of the superintendent of public instruction.

Adopted: 05/07/90

Revised: 09/16/96
 08/10/98
 08/01/06
 10/14/13
 11/17/14
01/12/15

LEGAL REFS.:

RCW 28A.600.010 - .022

WAC 392-400

WAC 392-400-200 through 392-400-420

CONTRACT REF.: Lake Washington Education Association Agreement, Article 19

CROSS REFS.:

ECAB, Vandalism

GBC, Staff Ethics

JEDA, Truancy

JFC and JFC-R, Student Conduct on School Buses