Newcastle Elementary Code of Conduct & Parent Guide to PBSES

The staff at Newcastle is committed to working cooperatively with parents and students to promote a positive and safe environment with *Positive Behavioral, Social, and Emotional Supports* (PBSES). This document provides a guide to our PBSES program based on best research and practices.

The Newcastle *Code of Conduct* is designed to ...

- Support our school mission, vision and goals by helping students develop attitudes, habits, and skills that encourage their success and learning.
- Describe practices to understand and address the causes of adverse behaviors and support productive behaviors, reconciliation and problem solving.
- Collaborate and communicate with families. Partnerships between home and school are critical to developing student’s conflict resolution skills and positive personal choices.
- Prevent escalation of behaviors such as harassment, intimidation, and bullying.

**The Lion’s Pledge**
The Lion's Pledge (right) originated with the foundation of our school. The pledge starts and ends with a growth mindset statement. Recently added to this statement are four positive behavior expectations for all students.

**Newcastle Lion PAWS-itive Behaviors**

**I focus my mind and body.** Second Steps, our social-emotional curriculum, calls this ‘skills for learning’. Strategies for focusing the mind and body include active listening, avoiding distractions, following directions, positive self-talk and being assertive. In nearly every situation students need to learn how to focus their attention, sustain effort and avoid distractions.

**I make good choices.** Making good choices is about self-management or emotional management. It begins with self-awareness about our body, emotions and thinking. Sometimes it requires the use of calm-down strategies or strategies for managing frustration. We also teach how to handle anger, disappointment, mistakes, disagreements and worry in a positive and productive way.

**I treat others with respect and kindness.** Respect and kindness includes using common courtesy words, learning to identify feelings, embracing differences and being empathetic, caring and helpful.

**I help solve problems.** In both academic and social settings, learning to be students and citizens entails encountering problems and working toward solutions. Socially students learn how to be inclusive, play fair and handle interpersonal conflict from small typical problems to larger problems that require getting help or advocating for others.

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*Lion’s Pledge*

*I am a Newcastle Lion*

*I have GREATNESS inside of me*

*I will use my greatness*

*To focus my mind and body.*

*To make good choices.*

*To treat others with respect and kindness.*

*To help solve problems.*

*To be the BEST me I can be.*

For more information on Second Step, go to [http://www.cfchildren.org/second-step](http://www.cfchildren.org/second-step)
School Rules in the Common Areas

School rules and routines are designed to promote a learning environment and preserve a safe and orderly environment in a way that exemplifies the four core expectations. This table gives simple guidelines for positive behaviors throughout our school.

The expectations describe HOW students should focus mind and body, make good choices, treat others with respect and kindness, and help solve problems in our common areas.

<table>
<thead>
<tr>
<th>Common Areas</th>
<th>Student Expectations</th>
<th>Staff Role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HALLWAYS</strong></td>
<td>• Be silent <em>(no talking)</em></td>
<td>• Teach / practice hallway behaviors</td>
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<tr>
<td></td>
<td>• Go straight to your destination <em>(don’t dawdle)</em></td>
<td>• Supervise group transitions</td>
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<td></td>
<td>• Walk <em>(don’t run)</em></td>
<td>• All staff respectfully retract students of the expectations</td>
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<tr>
<td><strong>PLAYGROUND</strong></td>
<td>• Include and invite others to play</td>
<td>• Supervisors watch for unsafe behaviors</td>
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<tr>
<td></td>
<td>• Play fair, follow the rules</td>
<td>• Help students solve problems</td>
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<tr>
<td></td>
<td>• Play safe, watch for others</td>
<td>• Report continuing problems to the Dean</td>
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<tr>
<td></td>
<td>• Apologize for accidents</td>
<td></td>
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<tr>
<td></td>
<td>• Use kind words</td>
<td></td>
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<tr>
<td></td>
<td>• Try to solve SMALL problems</td>
<td></td>
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<tr>
<td></td>
<td>• Report BIG or continuing problems</td>
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<tr>
<td><strong>RESTROOMS</strong></td>
<td>• Be quick <em>(do your business and go)</em></td>
<td>• Teach the rules</td>
</tr>
<tr>
<td></td>
<td>• Be quiet <em>(whisper voice in restrooms)</em></td>
<td>• Notice and address student being loud or messing in and around the restrooms</td>
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<tr>
<td></td>
<td>• Be clean <em>(wash hands, don’t make a mess)</em></td>
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</tr>
<tr>
<td><strong>BEFORE AFTER SCHOOL (CAR, BUS OR WALKING)</strong></td>
<td>• Watch for people and cars</td>
<td>• Supervisors monitor and address behaviors</td>
</tr>
<tr>
<td></td>
<td>• Follow crossing or pick-up/drop-off procedures</td>
<td>• Help students know where they are supposed to be</td>
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<tr>
<td></td>
<td>• Don’t play around</td>
<td>• Help supervise the first five minutes of transition after school</td>
</tr>
<tr>
<td></td>
<td>• Keep your backpack on or hold it calmly</td>
<td></td>
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<tr>
<td><strong>LUNCHROOM</strong></td>
<td>• Use a table voice <em>(no yelling)</em></td>
<td>• Supervisors monitor and help students</td>
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<tr>
<td></td>
<td>• Stop talking and listen when an adult is on the mic</td>
<td>• Minimize microphone use</td>
</tr>
<tr>
<td></td>
<td>• Stay in one seat <em>(get permission for restroom use)</em></td>
<td>• Follow end-of-lunch transition plan in a timely manner</td>
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<tr>
<td></td>
<td>• Keep feet under the table</td>
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<td></td>
<td>• Clean after yourself</td>
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<td></td>
<td>• Go one time to waste station</td>
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</tr>
<tr>
<td><strong>WHOLE SCHOOL</strong></td>
<td>• Use courtesy words</td>
<td>• Greet students in the morning</td>
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<tr>
<td></td>
<td>o Please, Thank you</td>
<td>• Model voice level and courtesy</td>
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<tr>
<td></td>
<td>o Excuse me, Sorry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Good morning, hello</td>
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</tbody>
</table>
Playground Rules and Routines
Playground rules and routines are designed to promote positive, constructive play in a safe environment.

Playground Rules and Routines
- **Remain on walkways** - Keep out of garden areas.
- **Include others in group games** - no lock-outs.
- **Follow generally accepted rules for games and sports**. When unsure of the rules of a game consult a playground supervisor or teacher.
- **Bathroom and Nurse Passes**. Get a pass from a playground supervisor. Use bathroom by cafeteria.
- **Clean up after recess** – Put away all equipment, throw away popcorn bags.
- **Play Safe** - Two-hand touch rules, don’t put yourself in unsafe situations and be aware of those around you who are also playing.

Playground Sports Expectations
- **Players commit to safe-contact**. This requires controlled play with only moderate and safe contact so as to avoid accidents. Ex. No slide tackles.
- **Players commit to inclusion**. This means playing with a focus on everyone having fun first and competing second.
- **Players commit to fair play.** Fair play happens when students place fairness ahead of self-interest.
- **Players commit to emotional control.** Students playing sports must not allow games to get carried away.
- **Players commit to productive and creative conflict resolution.** Active participants are not objective or impartial, but must seek to calmly find a fair and positive resolution to disputes.
- **Players commit to kindness, camaraderie and sportsmanship.** Every student should leave the game feeling respected. Students should be encouraging of each other, particularly when a student takes a risk to try something new or difficult.

*Rules for football, basketball and wall ball are posted on our school website.*

Behaviors Requiring Education and Intervention
We promote a consistent, positive school climate for all students. However, sometimes students make choices and engage in conflict that requires education and intervention. Please do not interpret education & intervention as synonymous with discipline. Discipline is only a part of intervention. Types of behaviors that require intervention may include:

1. Friendship issues or disagreements
2. Conflict (typical for age, may be mutual, unplanned...)
3. Persistent minor violations of the code of conduct
4. Harassment, intimidation, bullying*
5. Other exceptional misconduct or severe conflict or aggression

* Bullying or Conflict?
Bullying is not the generic term for conflict or aggression. Bullying is a LEGAL term for a pattern of intentional acts causing substantial harm. Typically when bullying occurs, the aggressor will not change behavior or seek reconciliation after the behavior is addressed by authorities.

Newcastle staff will work with students to assess the nature and scope of student behaviors and determine appropriate education and intervention steps.
Behavior Intervention & Discipline

ALL staff work to support positive behaviors and interventions, but it is still important to know when behaviors should be referred to school support staff or the administration team. Interventions depend on the type of behavior when considering **intent, impact and persistence**.

<table>
<thead>
<tr>
<th>Low Impact Behaviors</th>
<th>Medium Impact Behaviors</th>
<th>High Impact Behaviors</th>
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<tbody>
<tr>
<td>Age-typical or</td>
<td>Intentional, repetitive &amp;/or severe</td>
<td>Cause substantial harm such as injury &amp;/or</td>
</tr>
<tr>
<td>Minimal negative impact on other students &amp;/or</td>
<td>Cause others to be or feel significantly less safe or able to participate in school</td>
<td>Significant interference with learning</td>
</tr>
<tr>
<td>Not intentionally harmful</td>
<td></td>
<td>Examples:</td>
</tr>
</tbody>
</table>

**Examples:**
- Inattention/impulsivity
- Minor disruption
- Minor emotional outburst
- Talking back / Not following directions
- Running in hallway
- Arguing
- ‘Friendly’ teasing, impulsive name calling
- Occasional or minor mean or disrespectful behaviors
- Impulsive touching (person or stuff)
- Horseplay,
- Minor physical conflict*

**Interventions and Actions**

**Immediate Staff Intervention**
The staff person who sees or receives the report, will intervene.

Interventions may include:
- Redirection / reteaching
- STEP Plan / Replacement Behaviors
- Parent outreach
- Report to classroom teacher

**Consultation** (teacher still in the lead)
1. Ensure **immediate safety**
2. Initial **Reteaching** (if appropriate)
3. **Consult with Support Staff**

Intervention may include:
- Parent outreach
- Reconciliation / Mediation
- Restoration Circle
- Student support plan – focus on safety / replacement behaviors
- SSC/Counselor referral
- Recess detention

**Office Referral** (Admin takes the lead)
1. Ensure **immediate safety**
2. **Call office for assistance** (if needed)
3. **Office referral**

Intervention may include:
- Disciplinary Investigation
- Student support plan – focus on safety / replacement behaviors
- Intervention services
- Detention – Suspension
- Reconciliation / Mediation
- Restoration Circle
Physical Conflict and Aggression

What types of physical conflict should be addressed with redirection and reteaching* and what physical contact is considered exceptional or aggressive, requiring an office referral?

*Reteaching may require counselor support

<table>
<thead>
<tr>
<th>Primary Years</th>
<th>Primary Years</th>
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<tbody>
<tr>
<td><strong>Reteaching appropriate physical interactions</strong></td>
<td><strong>Office referrals for physical misconduct</strong></td>
</tr>
<tr>
<td><strong>Actions stemming from a lack of social awareness or self-management skills</strong></td>
<td>If questionable consider...</td>
</tr>
<tr>
<td>Examples of when reteaching is appropriate:</td>
<td>- Severity</td>
</tr>
<tr>
<td>- Rough play</td>
<td>- Persistence</td>
</tr>
<tr>
<td>- Excessive affection</td>
<td>- Emotional content</td>
</tr>
<tr>
<td>- Emotional outbursts including hitting</td>
<td>- Provocations</td>
</tr>
<tr>
<td>- Lack of awareness leading to knocking into others</td>
<td><strong>Office referrals for...</strong></td>
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<tr>
<td></td>
<td>- Intentional aggression</td>
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<tr>
<td></td>
<td>- Highly violent act</td>
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</table>

<table>
<thead>
<tr>
<th>Intermediate Years</th>
<th>Intermediate Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reteaching appropriate physical interactions</strong></td>
<td><strong>Office referrals for physical misconduct</strong></td>
</tr>
<tr>
<td><strong>Increased physical self-awareness and control is expected, but social awareness is still developing.</strong></td>
<td>Common “gray area” issues:</td>
</tr>
<tr>
<td>Examples of when reteaching is appropriate:</td>
<td>- Rough play</td>
</tr>
<tr>
<td>- Impulsivity (annoying, not hurting),</td>
<td>- Inappropriate affection</td>
</tr>
<tr>
<td>- Fouling during a game</td>
<td><strong>Office referrals for...</strong></td>
</tr>
<tr>
<td></td>
<td>- Intentional aggression</td>
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<tr>
<td></td>
<td>- Emotional physical responses</td>
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<tr>
<td></td>
<td>- Persistent touching when asked to stop</td>
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<tr>
<td></td>
<td>- “No zone” touching (private areas)</td>
</tr>
</tbody>
</table>

**NOTE:** Intermediate physical aggression may result in suspension. For a 2nd act of physical aggression at the intermediate level suspension will be considered as a primary consequence. Mitigating circumstances are considered.

**NOTE:** When the student has a disability and is on a behavior intervention plan, behaviors consistent with the identified disability are addressed as indicated in the student’s plan. In some circumstances further discipline may be considered. All aggressive physical conflict by IEP students must be reported to the dean.
Positive Behavior, Social, and Emotional Supports (PBSES)

PBSES is a system of proactively creating the social and emotional environment for success in school. There are 4 components to PBSES

- **Positive Behavior Intervention Support.** Examples include support for classrooms through our Student Support Coach, Access to our school counselor, use of friendship groups or other ways of helping students learn positive behaviors. This also includes building the schoolwide expectations and interventions described in this code of conduct.

- **Social Emotional Learning.** Integration of Second Step into our curriculum will set the foundation of teaching all students positive self-management and social skills.

- **Positive Relationships.** Our staff team is committed to building positive relationships with students and building trust and rapport. This includes positive reinforcements school-wide with ways of recognizing students for their PAWS-itive behaviors. NOTE: For the 2016-17 school year we will be shifting to some new ways of recognizing students in place of Great Kids.

- **Proactive Classroom Management.** Our staff team uses and trains on a blend of strategies to ensure the development of positive routines and practices in building classroom communities.

10 Underlying Beliefs of PBSES

1. **Whole child perspective:** academic, cognitive, social, emotional and physical functioning are interconnected.

2. **Social-emotional skills** are an essential aspect of effective learning.

3. **Positive relationships** between students and teachers are a prerequisite for learning.

4. A **positive school climate** provides the context in which all people (students, families, staff) thrive.

5. All people, including students are motivated intrinsically and extrinsically.

6. **Avoid labeling:** the character of a person / child is not defined by his or her behavior.

7. Our school can make a difference for every child.

8. Students’ experiences affect their attitude toward for school.

9. Children possess varying levels of need.

10. **Punitive discipline** doesn’t work outside the context of support, problem solving and intervention.
**Reporting, Investigation and Problem Solving**

All reports of misconduct or conflict are addressed according to the nature and severity of the issue. To understand how our school addresses issues note the process below.

**Stage 1: Complaint.** Either a behavior is noticed by staff or a student or adult reports a behavioral issue.

*Parent note:* *if the behavior is not observed or understood to be problematic and it is not reported to the teacher or school, then the school cannot take action. We prefer to deal with issues early and decisively so if you know that there is a problematic behavior taking place, please inform the appropriate school staff – when in doubt contact the Dean of Students.*

**Stage 2: Intake / Determination.** Whoever observes the incident or receives the report will make an initial determination of the nature of the behavior according to our student discipline regulation and the Tiers of Intervention matrix above. When in doubt the behavior may be referred to the Dean of Students to repeat intake of the issue and determine the level of intervention or investigation needed.

For example: if the issue is determined to be a friendship issue, based on the facts known at the time, the issue may be referred to the counselor. If the issue is determined to be a Tier 1 misconduct, the issue may be referred to the classroom teacher or supervisor or may continue to the investigation stage.

*Parent note:* *Students don’t always report all the facts and sometimes even when asked questions at school, the impressions if the events shared at home don’t match what was shared at school. If you need clarification of our actions or hear more that the school should know or would like an issue to be reconsidered. Please contact the school / Dean of Students promptly so we can work toward all parties understanding the issues and confident in the resolution.*

**Stage 3: Investigation.** Investigation for minor issues are quick, timely and done in a way to promote conflict resolution and a sense of safety and support. They feel less formal. Typically parents are informed unless the determination is that the issue was a typical student interaction and doesn’t leave a lasting effect on students. As an issue is more severe the investigation becomes more formal as due process is followed. This often requires more parent notification and communication, more written documentation and during the process may feel more like a disciplinary investigation and less like a friendly resolution. This is to protect all students involved.

**Stage 4: Resolution.** The investigation results in findings: the determination of facts and any conclusions as to violations of our code of conduct or district student behavior regulations. Interventions and consequences are assigned, notifications are made and the opportunity for appeal may be offered in applicable situations. Also, supports are offered for students negatively impacted by misconduct, including support from our school counselor if determined to be appropriate.

*Parent note:* *The investigation and resolution stages take time and require an objective approach. Please be understanding that this is to support all students. This may cause some anxiety by all parties. Communication and patience are needed at these stages. If you have concerns along the way, please work closely with the person conducting the investigation in a spirit of cooperation and mutual concern for a positive resolution for all parties.*
Parent Rights and Responsibilities

At Newcastle, we believe in building a partnership between home and school to support students’ growth and learning. Working together, we can help students develop healthy behaviors, problem solving skills, and strategies for success. In the interest of building this partnership, we ask parents to:

1. Report and Collaborate
   - When conflicts between students arise, children don’t always report events to teachers and staff. Therefore, we ask that if you become aware of a conflict at school that needs to be addressed, please let us know. By working collaboratively and in partnership, we can solve problems in a timely manner, not allow problems to build/grow and help make every child’s experience at Newcastle positive.
   - Always assume positive intent and partnership. When conflict occurs you are your child’s advocate, but work on the assumption that school staff are also deeply committed to and engaged in your child’s well-being.

2. Privacy & Discipline Records
   - Privacy: At all stages of any disciplinary investigation the privacy of all students must be protected. That means that parents may only receive information regarding their child and assurances that the regulations and procedures in this document and all relevant laws or district policies are being appropriately applied to all involved students.
   - Records: Only violations resulting in suspension are added to the electronic student discipline record. All other records are kept in the confidential dean files. If you have concern about your child’s record, please contact the Dean of Students or Principal.

3. Know Your Rights & Responsibilities
   - In the Issaquah School District, we work hard to cultivate mutual respect and collaboration. School staff will follow procedures and policies, and it is critical that you are familiar with these policies.
   - Most misconduct is dealt with in Tiers I & II. Interventions at this level do not result in reports that are retained in student records. Parents have the opportunity to request a formal investigation or appeal an administrative action. The policies below describe the conditions and timeline for such requests and appeals.

ISD Regulations
3207, 3213, 3240, 3241, 3242, 3243, 3244, 3245, 3246

Updated 8.8.16
Issaquah School District Bullying and Harassment Policy

Policy No. 3207

Harassment/Intimidation/Bullying Statement

The Issaquah School District is committed to a safe and civil educational environment for all students that is free from harassment, intimidation or bullying. In order to ensure respect and prevent harm, it is a violation of District Policy 3207 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.

If your child feels he/she has been harassed or bullied, the incident(s) should be reported immediately to a teacher, counselor, or principal. Children bullied on the bus may report information to the Transportation Director.

The complete text of District Policy #3207: Prohibition Against Harassment, Intimidation, and Bullying, and District Policy #3213: Sexual Harassment can be obtained at any school or on the ISD website.

Chris Burton is the Issaquah School District HIB Compliance Officer. He can be contacted at 425-837-7060 or burtonc@issaquah.wednet.edu.

Student Conduct

Any student, who willfully performs any act which materially interferes with, or is detrimental to, the orderly operation of a school-sponsored activity, or any other aspect of the educational process within the Issaquah School District, will be subject to discipline, suspension, or expulsion.

The District requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:

A. Conform to reasonable standards of acceptable behavior;
B. Respect the rights, person and property of others;
C. Preserve the degree of order necessary for a positive climate for learning; and
D. Submit to the authority of staff and respond accordingly.

Student discipline, suspension, and/or expulsion will be administered in such a manner as to take into consideration the nature, severity, and circumstances of the violation, the individual circumstances of the student, and prior or other forms of corrective action or discipline which may have been imposed. A complete copy of Regulation 3240 and related Regulations are available on the District’s website.

Any action, which removes a student from school for longer than one day, will comprise a “disciplinary action” and will be documented.

Nondiscrimination

Issaquah School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Risk Management, Title IX Coordinator
Sena Camarata, Internal Auditor/Title IX Coordinator
565 NW Holly Street
Issaquah, WA 98027
425-837-7000

Public Records Officer, District HIB, Civil Rights Coordinator
Chris Burton, Executive Director of Compliance and Legal Affairs
565 NW Holly Street
Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

1. A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
2. The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Targeted writing of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, sexual assault

You can report sexual harassment to any school staff member or Title IX Coordinator, Sena Camarata, 425-837-7000.

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child’s principal or with the school District’s Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

Complaint to the School District

Step 1. Write Our Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the District should take to resolve the problem. Send your written complaint—by mail, fax,
email, or hand delivery—to the Superintendent or civil rights compliance coordinator.

**Step 2: School District Investigates Your Complaint**

Once the District receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the District will notify you in writing to explain why staff need a time extension and the new date for their written response.

**Step 3: School District Responds to Your Complaint**

In its written response, the District will include a summary of the results of the investigation, a determination of whether or not the District failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the District into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

**Appeal to the School District**

If you disagree with the District’s decision, you may appeal to the District’s Board of Directors. You must file a notice of appeal in writing to the secretary of the Board within 10 calendar days after you received the District’s response to your complaint. The Board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The Board will send you a written decision within 30 calendar days after the District received your notice of appeal. The Board’s decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

**Complaint to OSPI**

If you do not agree with the District’s appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the District’s complaint and appeal process, or (2) the District has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

**Email:** Equity@k12.wa.us  |  **Fax:** 360-664-2967

**Mail or hand deliver:** PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit [www.k12.wa.us/Equity/Complaints.aspx](http://www.k12.wa.us/Equity/Complaints.aspx), or contact OSPI’s Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

**Other Discrimination Complaint Options**

**Office for Civil Rights, U.S. Department of Education**


**Washington State Human Rights Commission**

1-800-233-3247  |  TTY: 1-800-300-7525  |  [www.hum.wa.gov](http://www.hum.wa.gov)