



**AGENDA FOR THE REGULAR BOARD MEETING**  
**Monday, June 13, 2022 - District Office (2323 E. Farwell Rd., Mead, WA) - 6 pm**

**Webinar Link: [mead354-org.zoom.us/j/89844821837](https://mead354-org.zoom.us/j/89844821837)**  
**Or Call 669-900-6833 Webinar ID 898 4482 1837**

**I. PLEDGE OF ALLEGIANCE**

**II. APPROVAL OF AGENDA**

**(Action)**

**III. APPROVAL OF MINUTES**

**(Action)**

Approval of the Minutes of the Regular Board Meeting of May 23, 2022

**IV. REMARKS FOR THE GOOD OF THE SCHOOLS - Public Comment**

**V. CONTINUING BUSINESS**

**A. 3<sup>rd</sup> Reading Policy & Procedure 4311 Adoption**  
School Safety & Security Services Program

**(Action) 1**

(Presented by: *Josh Westermann, Director Student & Family Services*)

**B. 2<sup>nd</sup> Reading Policy & Procedure 3241 Revision**  
Student Discipline

**(Non-Action) 2**

(Presented by: *Josh Westermann, Director Student & Family Services*)

**C. Wednesday Late-Start Proposal**

**(Action) 3**

(Presented by: *Heather Havens, Learning & Teaching Assistant Superintendent*)

**VI. NEW BUSINESS**

**A. Consent Agenda**

Vouchers, Personnel Actions, Extra-Curricular and Supplemental Contracts

**(Action) 4**

**B. 1<sup>st</sup> Reading Policy & Procedure 2161 Revision**

Special Education and Related Services For Eligible Students

**(Non-Action) 5**

(Presented by: *Jay Tyus, Special Education Director*)

**C. 1<sup>st</sup> Reading Policy 3246 Review & Procedure 3246 Revision**

Restraint, Isolation and Other Uses of Reasonable Force

**(Non-Action) 6**

(Presented by: *Jay Tyus, Special Education Director*)

**D. Civics Education Policy Discussion**

**(Non-Action)**

**VII. REPORTS**

**A. Superintendent's Report**

**VIII. EXECUTIVE SESSION**

**A. HIB Appeal**

**IX. ADJOURN**

**Public Participation – Policy 1430**

The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. Therefore, the opportunity for individuals (staff, guests and/or district residents) to express an opinion is provided at the beginning of School Board meetings. Per Policy 1430 public comment should relate to agenda items. Those wishing to speak must sign-in with: name, address, phone number and topic being addressed. Sign-in must be done prior to the beginning of the meeting before the gavel has dropped. If a group wishes to speak, it is recommended they choose a spokesperson to speak on behalf of the group. The Board President will recognize each speaker and invite him/her to step up to the podium. Comment time is limited to three (3) minutes. Individuals making public comments are asked to refrain from any inappropriate behavior, including but not limited to: clapping, shouting and/or sarcastic, vulgar or disrespectful language or actions. The School Board will not respond to public comments during the meeting. The board may express regret regarding the speaker's concerns and thank them for their contribution. This allows the Board time to confer with district staff and gain valuable knowledge before determining whether or not to more fully respond to a speaker's comments.

Individuals with disabilities who may need a modification to participate in a meeting should contact the Superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that arrangements for the modification can be made.



**Minutes from the Regular Meeting of the Board of Directors  
Monday, May 23, 2022**

The Board of Directors held a Regular Board Meeting on Monday, May 23, 2022. This meeting was held in-person and virtually via a Zoom link posted on the Mead School District website. Directors Burchard, Olson, Cannon and Gray were present. Director Denholm was excused. Also attending were Superintendent Shawn Woodward, Chief Financial Officer Heather Ellingson and Assistant Superintendents Heather Havens and Jared Hoadley.

**I. Pledge of Allegiance**

The meeting began with President Burchard asking all to rise for the Pledge of Allegiance.

**II. Approval of Agenda**

Director Cannon made a motion to approve the meeting agenda, as presented. Director Gray seconded the motion. The motion carried unanimously.

**III. Approval of Minutes**

Director Olson made a motion to approve the minutes of the May 9, 2022, Regular Board Meeting, as presented. Director Cannon seconded the motion. The motion carried unanimously.

**IV. Remarks for the Good of the Schools - Public Comment**

President Burchard first opened the floor for board comments followed by comments from the one individual who signed-up to speak.

*Board Comments*

Director Cannon, not wanting to inadvertently forget to mention any team or individual, was very complimentary of both high school athletic teams/participants on a tremendous run this spring. This strong athletic showing, coupled with strong academics, is the reason folks want to live in the Mead School District. Director Cannon additionally referenced the recent Prairie View Elementary School PTO sponsored carnival and the DLC Olympics. He extended a general *thank you* to all and noted he is proud to be a part of the Mead School District.

Director Olson, hearing great things about the Mead High School musical *All Shook Up*, took his family to see the production. He noted the lead singer is a freshman and shared all involved in the production "knocked it out of the park."

Director Gray, who was also able to attend *All Shook Up*, noted, in particular, how well the entire cast and crew worked together. Regarding the DLC Olympics, she commented on the good weather and the impressive nature of the event.

President Burchard, talking about the DLC Olympics, referenced the moving Opening Ceremony and thanked, in particular, the Mead High School Breakthrough class for helping with this special event.

*Public Comments*

Ron McInerney, a resident of the Mead School District who was in attendance at the April 25, 2022, board meeting where Superintendent Woodward shared background financial information on why the district needs to modify its education program and make reductions in the range of

\$2-\$3.3 million in the 2022/23 school year, noted that current enrollment is 75 students lower than in 2017. In the April 25<sup>th</sup> presentation Superintendent Woodward shared, since 2017, the district has opened three new schools with associated operating costs totaling approximately \$3.3 million. Mr. McInerney suggested, since student enrollment is actually lower than in 2017, the district consider closing down all three of these new schools thereby saving the \$3.3 million in operating costs. The district was able to serve 10,265 students in 2017 with three fewer schools and, therefore, should be able to do the same now with an enrollment of 10,190.

## **V. Continuing Business**

### **A. 2<sup>nd</sup> Reading Policy & Procedure 4311 Adoption School Safety & Security Services Program**

Family & Student Services Director Josh Westermann presented the adoption of Policy & Procedure 4311, School Safety & Security Services Program, for second reading consideration. Having a school board approved policy/procedure that addresses the district's School Safety and Security Services Program is a requirement of Substitute House Bill 1214 passed by the state legislature in 2021. WSSDA Sample Policy 4311 and Sample Procedure 4311 are templates for the presented drafts. The presented policy and procedure comply with state/federal statutes and clearly outline the duties of a School Resource Officer.

The presented policy sets forth the purpose of the School Safety & Security Services Program, which includes the improvement of safety and the educational climate at school.

In the *Limitations* section the policy states, "The primary responsibility of maintaining proper order and conduct in the schools resides with school principals or their designee, with support of other school staff." The School Resource Officer (SRO) is prohibited from being involved in formal school discipline situations that are the responsibility of school administrators.

Other sections of the policy address *Requests for Intervention* and *Law Enforcement Activity & Immigration Enforcement*, as well as *Annual Review & Adoption of Agreements with Law Enforcement Agencies or Security Guard Companies*. Any agreement must include: 1) a clear statement regarding SRO duties and responsibilities as they relate to student behavior and discipline; 2) a jointly determined hiring and placement process and a performance evaluation process; and 3) an avenue to confirm the SRO has completed an appropriate training series. The agreement review and adoption process must involve parents, students and community members.

The presented procedure includes sections on *Safety & Security Staff Training*, *Complaint Resolution Process* and *Annual Data Collection & Reporting*. A comprehensive list of data to be collected is set forth in the procedure. This data, along with a copy of any signed agreements between the district and a law enforcement agency or security guard company, must be submitted annually to OSPI.

No first reading (May 9, 2022) changes were recommended. In preparation for the second reading a copy of the MOU between the school district and Spokane County regarding School Resource Officers was provided to board members.

Responding to a question from Director Olson, Mr. Westermann shared the committee comprised of parents, students and community members referenced in the policy/procedure has not yet been formed. This will be done once the policy/procedure has been adopted.

Mr. Westermann, following a question from Director Gray regarding SRO training, noted ESD 105, who is developing the trainings, is currently taking input on the teaching modules which will be ready by fall. When finalized, trainings will be accessed online by School Resource Officers. Current SROs have not previously participated in these particular types of trainings as they were not required.

President Burchard asked that the policy/procedure adoption be brought back for third reading at the next board meeting as an action item.

## VI. New Business

### A. Consent Agenda

In response to a question from Director Gray, Chief Financial Officer Heather Ellingson shared the \$9,349.20 payment to Healing Lodge of Seven Nations covered services for a student.

Director Cannon made a motion to approve the Consent Agenda, as presented. Director Olson seconded the motion. The motion carried unanimously.

### Consent Agenda

#### 1. Hired Certificated Personnel:

Erin O'Connor	Meadow Ridge	Cert	1.0 FTE Continuing Principal effective 7/1/22
Carmen Richardson	Learning & Teaching	Cert	1.0 FTE Leave Replacement LITS 21/22 school year effective 10/14/21 (amends previous hire from Continuing to Leave Replacement)
Claire Spring	Mead High School	Cert	.6 FTE Leave Replacement English Teacher 2 <sup>nd</sup> semester 21/22 (i addition to .4 FTE Continuing)

#### 2. Hired Classified Personnel:

Andrea Jimenez	District Office	Class	8 hrs/day Leaves Specialist effective 5/2/22 (no longer serving as HR Executive Assistant)
Marcus Peschel	Transportation	Class	4.75 hrs/day Bus Driver effective 5/2/22
Dillon Lamb	Colbert	Class	8 hrs/day Custodian II effective 5/9/22
Kayla Geyer	Transportation	Class	4 hrs/day Bus Driver effective 5/16/22

#### 3. Approved AP Vouchers for General Fund, Capitol Projects, Private Purpose Trust & ASB.

Vouchers audited and certified by auditing officers as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board. As of this day, **May 23, 2022**, the Board, by a unanimous vote does approve for payment the vouchers included in the above referenced list and further described as **Warrant Numbers 105972 to 106223** in the following amounts:

<u>Fund</u>	<u>Amount</u>
General Fund - AP	\$ 1,923,481.44
General Fund - PR	158,466.13
ASB Fund	89,451.80
Capital Projects Fund	72,495.17

#### 4. Approved Extra-Curricular Contracts.

#### 5. Accepted the Following Donations:

- District Office General Fund \$500 CoBank

#### 6. Approved Requests for Unpaid Leave (i.e., parenting, medical, Good of the District, etc.):

Sheree Greenslitt	Evergreen	Class	5/12/22 - 6/20/22 (Mondays & Fridays Only)
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#### 7. Approved Requests for Retirement/Resignation:

Maren Cummings	Colbert	Cert	Resignation effective 6/20/22 (Teacher)
Dylan Hance	District Office	Class	Resignation effective 5/31/22 (Lead Accountant)
Tom Shaw	Transportation	Class	Retirement effective 6/10/22 (Bus Driver)
Gloria Burton	Special Services	Class	Retirement effective 10/31/22 (Para Ed)
Laurie Chadwick	Mead High	Cert	Retirement effective 8/29/22 (Teacher - will continue coaching)
Steve Kiesel	Mead High	Cert	Retirement effective 6/20/22
Tyler Hauschild	Mountainside	Cert	Resignation effective 8/31/19 (Teacher - has been on leave the past three years)
Todd Mason	Transportation	Class	Resignation effective 5/10/22 (Bus Driver)
Willem Hatley	Mountainside	Class	Resignation effective 5/20/22 (Para Ed - will continue coaching)
Neal Anderson	Meadow Ridge	Cert	Retirement effective 8/31/21 (Teacher - has been on leave this year)
Erin Joyce	Mountainside	Cert	Resignation effective 8/29/22 (Counselor)



Dori Whitford	Mead High	Cert	Resignation effective 8/29/22 (Teacher)
Janice McQuilkin	Midway	Cert	Resignation effective 8/29/22 (Teacher)
Theodore Benson	Evergreen	Cert	Resignation effective 6/14/19 (Teacher - has been on leave the past three years)

## **B. Student Travel Proposal Mt. Spokane High School HOSA Club**

Darren Nelson, Director of Secondary Education, presented a request from three qualifying Mt. Spokane High School HOSA (Health Operations Students of America) students (Abigail Melin, Olivia Snyder & Madison Warner) and teacher Raeleen Epperson to travel to Nashville, Tennessee, June 21-26, 2022, to participate in the HOSA International Leadership Conference. No school will be missed as the competition takes place after school is out for the summer.

The estimated per student cost to attend the competition is \$1,450, which will be covered by HOSA ASB funds and student contributions. The travel costs for Ms. Epperson will be paid with district CTE funds.

Director Gray made a motion to approve the presented trip from Mt. Spokane High School HOSA to travel to Nashville, Tennessee, June 21-26, 2022, to participate in the HOSA International Leadership Conference. Director Cannon seconded the motion. The motion carried unanimously.

## **C. 1<sup>st</sup> Reading Policy & Procedure 3241 Revision Student Discipline**

Family & Student Services Director Josh Westermann presented a revision to Policy & Procedure 3241, Classroom Management, Discipline and Corrective Action, for first reading consideration. This policy/procedure was adopted on September 10, 2018, with no revisions approved since that time. While WSSDA Sample Policy 3241 and Sample Procedure 3241 were used as templates for the presented revisions, both of these WSSDA templates were reviewed by the district's attorney with recommended changes incorporated into the presented drafts. The presented revisions bring this policy/procedure into compliance with discipline changes approved by state legislators via SSHB 1191. Because of the extensive nature of the revisions, they were presented as standalone documents with current Policy 3241 and current Procedure 3241 provided to board members for reference.

The presented revisions align both the policy and procedure to current state law and current district practices. In addition to changing the policy/procedure name to "Student Discipline" the revisions contain definitions as set forth in SSHB 1191 including those specifically related to all forms of exclusionary discipline.

The presented policy places a focus on school discipline that supports students with best practices and strategies. For example, there is a focus on prevention and an individualized approach to meeting student needs. Additionally, schools must attempt other interventions before utilizing exclusionary discipline.

Included as a part of the procedure is a *Behavioral Violations - Best Practices and Strategies* matrix tool for the purpose of bringing consistency and an equitable approach to exclusionary discipline. The matrix clearly spells out what to do in specific circumstances.

Regarding the length of the presented draft revisions, Mr. Westermann shared they are comprehensive because when it comes to student discipline it is important to clearly set forth how situations should be handled.

In response to a question from Director Cannon, Mr. Westermann stated he will check into how *Codes of Conduct* for extra-curricular (athletics) and co-curricular (band, choir, orchestra, drama, debate) activities fit into the discipline situations referenced in the policy and procedure.

Referencing student conduct on social media and the destruction of school property such as in bathrooms, Director Gray inquired if the consequences set forth in the procedure matrix are more or less stringent than what currently exists. While consequences are similar, Mr. Westermann shared the presented revisions will result in more consistency and also set rails on consequences.

Responding to a question from President Burchard, Mr. Westermann briefly defined the following consequences ranging from least to most severe:

- Classroom Exclusion
- ISS – In-School Suspension
- OSS short – Out of School Suspension (up to 10 days)
- OSS long – Out of School Suspension (11+ days)
- Expulsion – only mandatory if a firearm is involved (Type Six)

He additionally reported all Type Five violations require a School-Based Threat Assessment referral.

Responding to a question/concern from Director Gray related to the section that talks about discipline being “culturally responsive” and how that might impact all students being held to the same standards, Mr. Westermann talked about looking at each situation individually with consideration for cultural nuances where appropriate. Discipline should be two pronged. Consideration should be given to each individual situation and there should also be consistency in consequences.

President Burchard asked that the policy/procedure revision be brought back for second reading at the next board meeting as a non-action item.

#### **D. Resolution 22-05 WIAA Enrollment for 2022-2023**

Director of Secondary Education Darren Nelson presented Resolution 22-05, WIAA Enrollment for 2022-2023, for board consideration. The Mead School District has been a participating member of the Washington Interscholastic Activities Association (WIAA) for many years. Only sanctioned WIAA sports are offered in district secondary schools. This annual resolution confirms the district’s participation and support for the rules and regulations of the WIAA.

The Mead School District, out of the General Fund, pays an annual service fee for all secondary schools of approximately \$7,000. Each school, out of their ASB account, pays an annual L&I assessment.

In response to a question from President Burchard, Mr. Nelson shared the transition to the 3A classification for Mead High School has gone very well. It is nice to have both Mead High School and Mt. Spokane High School competing as 3A schools. At some point, if enrollment increases and/or WIAA adjusts enrollment thresholds, both schools could become 4A. Regarding Title 9, Mr. Nelson reported the district has no barriers to participation and, when necessary, makes accommodations on a case-by-case basis.

In response to a question from Director Olson regarding potential WIAA redistricting, Mr. Nelson explained WIAA is looking to reduce the overall number of districts in the state. The impact of this is yet to be determined and will, most likely, be the subject of more conversation this summer.

Director Gray asked about the process for getting a new sport, like lacrosse, sanctioned by the WIAA. Mr. Nelson shared the WIAA can be petitioned at any time to have a sport/activity added.

Examples of things considered before for adding a sport or activity are cost and equity. Regarding lacrosse, field space availability would be one of the items considered by the WIAA.

Director Olson made a motion to adopt Resolution 22-05, WIAA Enrollment for 2022-2023, as presented. Director Gray seconded the motion. The motion carried unanimously. A copy of the resolution is attached.

#### **E. Wednesday Late-Start Proposal**

Learning & Teaching Assistant Superintendent Heather Havens, with assistance from Darren Nelson (Director Secondary Education), Mark St. Clair (Director Assessment & Program Effectiveness), Rob Haugen (Director Elementary Education) and Christine Spinnell (Midway Principal), presented information in support of a 40-minutes late-start on Wednesday mornings. Ms. Havens shared providing teachers with an increased amount of dedicated time on Wednesday mornings to collaborate in a PLC format will pay dividends evidenced by closing achievement gaps and improvements in student learning. Additional information shared included the following:

- **Weekly Schedule** - At elementary, middle and high schools the school day will start 10 minutes earlier on Mondays, Tuesdays, Thursdays & Fridays. On Wednesdays the school day will start 40 minutes later. The net result is an additional 1200 minutes for teachers to work collaboratively, as well as an additional 412 minutes of direct student instruction each school year. This increase in instructional time (10 minutes each week) is due to the fact that the school start time on Wednesdays, while 40 minutes later based on the proposed new school start times, is only 30 minutes later than the current, 2021/22 school year, start times.
- **Why adjust the schedule?** - No one teacher possesses all of the skills, knowledge and time necessary to meet the needs of all of his or her students. By expanding current Learning Improvement Time by 40 minutes secondary teachers will have a 65 minutes block of time and elementary teachers will have an 80 minutes block of time, embedded into each week, to work together to meet the needs of students and improve student learning.
- **What do teachers do in teams?** - A short video highlighting the work of a 3<sup>rd</sup> grade team from another school district looking at student data was shared. In talking about current Wednesday morning Learning Improvement Time at Midway, Christine Spinnell noted the excellent collaborative PLC work she has witnessed taking place, while also sharing the frustration of having this work cut off because of time limitations. She and her staff would welcome the opportunity for more time on Wednesdays. Having adequate collaborative PLC time is essential, equitable and provides teachers with the tools to improve student learning and close achievement gaps.
- **Transportation & Childcare** - On late-start Wednesdays morning busses for all schools will run 40 minutes later than on regular school days. At the elementary level there will be the option for parents to bring students to school at 9 am for supervised activities until school starts at 9:40 am. At the secondary level libraries will be open where students can makeup tests and/or access additional supports on late-start days.
- **PLC Teacher Survey Responses** - Several comments from teachers directly related to the need for longer chunks of time to collaborate were shared. This information was obtained via a PLC Survey completed by teachers earlier in the current school year.

Regarding how the district will determine the success/impact of a late-start on student learning, Superintendent Woodward indicated more students would be performing at grade level and there would be more student growth. While confident after three years improvement in growth and performance would be evident, if that is not the case the late-start should be modified or discontinued.

Director Olson stated he cannot come up with any negative aspects to the proposal. He believes this plan is on the right track.

Director Cannon, noting he has spent considerable time thinking about the late-start concept, shared the following:

- When the idea of a late-start was broached a few years ago, prior to COVID, he was skeptical. Making a schedule change like this, that impacts more than 10,000 students and their families, is not a small ask.
- If you are not in the education business it is easy to get lost in the education verbiage and wonder why the type of collaborative planning that would take place during an extended amount of PLC time could not take place in the time already provided.
- Since the proposal was originally brought forward, he has taken a more critical look at the idea and asked questions. After talking with three different principals the “why” makes more sense to him now. Similar to strategic planning in the business world, a late-start would allow teachers adequate time to strategize around best practices. Teachers are currently able to do this one-on-one. A late-start would allow this collaboration to take place on a much larger scale resulting in district-wide benefits that could not be achieved via the smaller one-on-one model.
- In a system the size of Mead variations between what takes place in one 3<sup>rd</sup> grade class versus another exist. This is something he has observed first-hand during visits to various schools. The expanded time provided by a late-start would help mitigate these variations and provide more consistency.
- Using a cost/benefit analysis, approving a 40-minute late-start, one day each week, would negatively impact some families. On the other hand, more time for teacher collaboration would result in more consistency, less variation in instruction across the district and the identification/implementation of best practices. It would also allow the district to address the COVID declines faster and make a meaningful change in the district’s approach by providing teachers with the time and structure to do what they do best.

Understanding that making a change to the weekly schedule that incorporates a Wednesday late-start will be impactful to many families, Director Cannon noted the importance of conveying to the community that this has been a very thoughtful process.

In response to a question from Director Gray, Ms. Havens explained Wednesday was the day selected for the late-start as it aligns with Learning Improvement Time already provided in the teacher collective bargaining agreement. Adding the 40 minutes to the Wednesday Learning Improvement Time will provide 65 minutes for secondary teachers to collaborate and 80 minutes for elementary teachers. Director Gray, thinking of the impact on working families, wondered about selecting Monday or Friday rather than Wednesday.

Acknowledging the need for intervention, Director Gray inquired about timelines to gauge the effectiveness/impact on student learning from a late-start. Reference was made to the information that will be provided in the district’s Report Card and Ms. Havens shared the district will regularly share student learning and growth data. The district wants to hold itself accountable for student outcomes.

President Burchard expressed his appreciation for the work the district is doing to align curriculum throughout the district and believes the district should be using a best practices model. He acknowledged there are some patrons who, if it is approved, will not like the late-start schedule. There are those in the community who take pride in the fact that Mead, unlike many other area school districts, does not currently have a late-start or early-release schedule.

President Burchard requested the district have a stellar communication plan ready to go regarding the late-start schedule. If the late-start schedule is approved all schools, as well as

board members, will need access to information that helps them clearly, concisely and consistently articulate the "Why" and "How".

Regarding the 80-minutes block of time for collaboration at the elementary level (15 minutes more than at the secondary level), Midway Principal Christine Spinnell reminded that each elementary classroom teacher teaches multiple subjects while at the secondary level a teacher typically teaches two-three different classes and most are in the same subject area.

On the subject of when the board should take action on the Wednesday Late Start Proposal, Director Cannon noted the importance of communicating with families before the end of the current school year and the need for building administrators to have as much time as possible to incorporate the new schedule, if approved, into plans for the upcoming school year.

Reiterating the board/district has been considering a schedule that allows for more teacher collaboration for some time, President Burchard requested the Wednesday Late Start Proposal be brought forward as an action item at the next board meeting.

## **VII. Reports**

### **A. Financial Report for the Month of April 2022**

Chief Financial Officer Heather Ellingson presented the April 2022 Financial Report. This report covered May 1<sup>st</sup> enrollment numbers, revenue impacts from enrollment stabilization, county property tax collections, state apportionment numbers, expenditures, General Fund balance and future planning. Enrollment for the 2021/2022 school year has stabilized at approximately 10,200 students, which is 100 over budget. Regarding the end of the current fiscal year, Ms. Ellingson shared revenues will be higher than anticipated with expenditures as budgeted. The district continues working on the 2022/2023 budget. Once staffing is finalized there will be a line item for each expenditure in the upcoming budget.

In response to a question from Director Cannon, Ms. Ellingson shared the receipt of levy and bond monies collected via property taxes is fairly stable. She additionally reminded that even as assessed values rise the levy and bond amounts collected do not increase. They are set dollar amounts. As assessed values rise the levy and bond rates (amount per \$1,000 of assessed value) decrease.

### **B. Superintendent's Report**

Superintendent Woodward, referencing the district's recent Audit Exit Conference, thanked Chief Financial Officer Heather Ellingson and her team for their work throughout the year that resulted in a clean audit.

Regarding elementary MAP assessment data in reading and math from fall to winter, Superintendent Woodward, recognized the following teachers whose growth data was in the top 5% for the Mead School District:

#### **Reading Growth**

Liv Boschma  
Kristin Busch  
Maggie Cong  
M'Liss Fackrell  
Laura Fiske  
Jennifer Gockley  
Heather Hernandez  
Andrea Schaefer  
Natalie Wilkes  
Andrew Williams  
Luanne Williams  
Melanie Wiser

#### **Math Growth**

Karen Bocksch-Jose  
Maggie Cong  
Ann Marie Edburg  
M'Liss Fackrell  
Jennifer Gockley  
Ryan Hodl  
Nicki McGregor  
Josh Peterson  
Andrea Schaefer  
Natalie Wilkes  
Andrew Williams  
Jennifer Wrigley

So that best practices employed by these educators can be shared with others, Superintendent Woodward invited these teachers to share with him the specific strategies they utilize to get results, as well as any suggestions they might have regarding how to scale these strategies district-wide. Initial responses have been very encouraging with teachers, in their own voices, describing best practices.

Regarding the district's Score Card, Superintendent Woodward noted a draft was prepared prior to the pandemic. This draft Score Card, that incorporated community input on what should be included, will be reshared with the board.

### **VIII. Adjourn**

The meeting was adjourned at 8 pm.

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**President**

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**Secretary**



**Resolution 22-05  
WIAA Enrollment for 2022-2023**

WHEREAS Chapter 32 laws of 1975-76, 2<sup>nd</sup> Executive Session grants authority to each school district Board of Directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, laws of 1975-76, 2<sup>nd</sup> Executive Session authorizes school district Boards of Directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32 laws of 1975-76, 2<sup>nd</sup> Executive Session and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the Board of Directors of Mead School District #354 being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the Board of Directors of Mead School District #354 hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

**Interscholastic Officials L&I Coverage Statewide**

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools via classification rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities authorized and offered by School Board approval and listed on the school's WIAA membership form.

Dated this 23<sup>rd</sup> day of May 2022.

Signed:   
School Board President

 /  
School Board Secretary

## MEAD SCHOOL DISTRICT

Board Meeting of June 13, 2022  
Continuing Business

V.A.

**Agenda Item:**                      **3<sup>rd</sup> Reading Policy & Procedure 4311 Adoption  
School Safety & Security Services Program**

**Background:**                      Policy & Procedure 4311, School Safety & Security Services Program, would be a new policy/procedure for the Mead School District. Having a school board approved policy/procedure that addresses the district's school safety and security services program is a requirement of Substitute House Bill 1214 passed by the state legislature in 2021. WSSDA Sample Policy 4311 & Sample Procedure 4311 are templates for the presented drafts. The presented policy and procedure comply with state/federal statutes and formalize district protocols with regard to School Resource Officers.

**Summary:**                      The presented policy sets forth the purpose of the School Safety & Security Services Program, which includes the improvement of safety and the educational climate at school.

In the *Limitations* section, the policy states “the primary responsibility of maintaining proper order and conduct in the schools resides with school principals or their designee, with support of other school staff.” The School Resource Officer (SRO) is prohibited from being involved in formal school discipline situations that are the responsibility of school administrators.

Other sections of the policy address *Requests for Intervention* and *Law Enforcement Activity & Immigration Enforcement*, as well as *Annual Review & Adoption of Agreements with Law Enforcement Agencies or Security Guard Companies*. Any agreement must include: 1) a clear statement regarding SRO duties and responsibility as they relate to student behavior and discipline; 2) a jointly determined hiring and placement process and a performance evaluation process; and 3) an avenue to confirm the SRO has completed an appropriate training series. The agreement review and adoption process must involve parents, students and community members.

The presented procedure includes sections on *Safety & Security Staff Training*, *Complaint Resolution Process* and *Annual Data Collection & Reporting*. A comprehensive list of data to be collected is set forth in the procedure. This data, along with a copy



of any signed agreements between the district and a law enforcement agency or security guard company, must be submitted annually to OSPI.

No first reading (May 9, 2022) or second reading (May 23, 2022) changes were recommended. As requested by President Burchard at the May 23<sup>rd</sup> board meeting, the policy/procedure adoption is being presented for third reading as an action item.

**Staffing Implication:** None

**Other Considerations:** None

**Recommendation:** Adoption of Policy/Procedure 4311, as presented, is recommended.

**Attachments:**

- Draft Policy 4311
- Draft Procedure 4311

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## **SCHOOL SAFETY & SECURITY SERVICES PROGRAM**

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At the beginning of each school year, if the district has safety and security staff working on school property, the district must present to and discuss with students, and distribute to families, information about the role and responsibilities of safety and security staff.

“Safety and security staff” means a school resource officer, a school security officer, a campus security officer, and any other commissioned or noncommissioned employee or contractor, whose primary job duty is to provide safety or security services for a public school.

“School resource officer” (SRO) means a commissioned law enforcement officer in the state of Washington with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff’s office to work in schools to build positive relationships with students and address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K-12 schools. School resource officers should focus on keeping students out of the criminal justice system when possible and should not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the educational system.

### **Purpose**

The purpose of the Mead School District safety and security services program is to improve school safety and the educational climate at the school. The safety and security staff shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate. They shall support a positive school climate by developing positive relationships with students, parents and staff, and by helping to promote a safe, inclusive and positive learning environment. Safety and security staff are valuable team members of School Based Threat Assessment Teams, which are preventative in purpose. They are encouraged to participate consistent with Policy/Procedure 3225, School Based Threat Assessment.

### **Limitations**

The primary responsibility for maintaining proper order and conduct in the schools resides with school principals or their designee, with the support of other school staff. Principals or their designee maintain order and handle all student discipline matters consistent with Policy/Procedure 3241, Classroom Management, Discipline & Corrective Action. A school resource officer is prohibited from becoming involved in formal school discipline situations that are the responsibility of school administrators.

### **Requests for Intervention**

Teachers and school administrators may ask safety and security staff to intervene if a student’s presence poses an immediate and continuing danger to others or an immediate and continuing threat of material and substantial disruption of the educational process or in other emergency circumstances consistent with Policy 3432, Emergencies. Safety and security staff do not need to be asked before intervening in emergencies.

### **Law Enforcement Activity & Immigration Enforcement**

As a general rule, law enforcement activity should take place at a location other than school premises. However, there are circumstances where law enforcement intervention/activity on school premises is warranted and may be conducted by an SRO. These law enforcement activities by an SRO may include interviews and interrogations; search of a student's person, possessions, or locker; citations, filing of delinquency petitions, referrals to a probation officer, actual arrests, and other referrals to the juvenile justice systems, consistent with Policy/Procedure 3226, Interviews & Interrogations of Students on School Premises and Policy/Procedure 3230 Student Privacy & Searches, and consistent with state law regarding a juvenile's access to an attorney when contacted by law enforcement.

The SRO duties do not extend to immigration enforcement and the SRO will not inquire into or collect information about an individual's immigration or citizenship status, or place of birth. Neither will the SRO provide information pursuant to notification requests from federal immigration authorities for the purposes of civil immigration enforcement, except as required by law.

### **Annual Review & Adoption of Agreements with Law Enforcement Agencies or Security Guard Companies**

If a law enforcement agency or security guard company supplies safety and security staff to work on school property when students are expected to be present, the district must annually review and adopt an agreement with the law enforcement agency or security guard company. The agreement must:

- A. Include a clear statement regarding safety and security staff duties and responsibilities related to student behavior and discipline that: prohibits a school resource officer from becoming involved in formal school discipline situations that are the responsibility of school administrators; recognizes that a trained safety and security staff knows when to informally interact with students to reinforce school rules and when to enforce the law; clarifies the circumstances under which teachers and school administrators may ask safety and security staff to intervene with a student; explains how safety and security staff will be engaged in creating a positive school climate and positive relationships with students; and describes the process for families to file complaints with the school and, when applicable, the local law enforcement agency or the company that provides the safety and security staff on contract related to safety and security staff and a process for investigating and responding to complaints;
- B. Include a jointly determined hiring and placement process and a performance evaluation process; and
- C. Either confirm that the safety and security staff have completed training series documentation provided by the education service district or describe the plan for safety and security staff to complete the training series required by law.

The agreement review and adoption process must involve parents, students and community members.

The superintendent or designee will develop additional procedures to implement this policy.

**Cross References**

2121 – Substance Abuse Program  
2161 – Special Education and Related Services for Eligible Students  
3143 – District Notification of Juvenile Offenders  
3225 – School-Based Threat Assessment  
3226 – Interviews and Interrogations of Students on School Premises  
3230 – Student Privacy and Searches  
3432 – Emergencies  
3241 – Classroom Management, Discipline & Corrective Action  
3246 – Restraint, Isolation & Other Uses of Reasonable Force  
4210 – Weapons on School Property

**Legal References:**

RCW 10.93.160 – Immigration and Citizenship Status  
RCW 26.44.030 - Interviews of children  
RCW 26.44.050 – Abuse or neglect of child – Duty of law enforcement agency or department of social and health services – Taking child into custody without court order  
RCW 26.44.110 – Information about rights – Custody without court order – Written statement required – Contents  
RCW 26.44.115 – Child taken into custody under court order – Information to parents  
RCW 28A.300.640 – 645 – School based threat assessment program  
Chapter 28A.320.124 – School resource officer programs  
20 U.S.C. 1232g Family Education Rights and Privacy Act  
SHB 1140, Chapter 328, Laws of 2021  
Law Enforcement Contact with Juveniles – Access to Attorney

**Adopted:**

## **SCHOOL SAFETY & SECURITY SERVICES PROGRAM**

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### **Safety and Security Staff Training**

The district recognizes that trained safety and security staff know when to informally interact with students to reinforce school rules and when to enforce the law. Prior to assigning safety and security staff to work on school property when students are expected to be present, the district and its contractors must either:

- A. Confirm that the safety and security staff have completed training series with documentation provided by the educational service district; or
- B. Require the safety and security staff to complete the following educational service district training series: two components for school resource officers and three components for other safety and security staff, which must meet the following requirements:
  - i. All safety and security staff must complete classroom training on the subjects listed below, within the first six months of working on school property when students are expected to be present:
    - Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;
    - Child and adolescent development;
    - Trauma-informed approaches to working with youth;
    - Recognizing and responding to youth mental health issues;
    - Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;
    - Collateral consequences of arrest, referral for prosecution, and court involvement;
    - Resources available in the community that serve as alternatives to arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;
    - Local and national disparities in the use of force and arrest of children;
    - De-escalation techniques when working with youth or groups of youth;
    - State law regarding restraint and isolation in schools, including RCW 28A.600.485;
    - Bias free policing and cultural competency;
    - The federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Sec. 1232g) requirements, including limits on access to and dissemination of student records for non-educational purposes; and
    - Restorative justice principles and practices.

- ii. All safety and security staff must complete two days of on-the-job training with experienced safety and security staff, at the school of the experienced staff, within the first year of working on school property when students are expected to be present; and
- iii. Safety and security staff who are not school resource officers must complete at least six check-in trainings with experienced staff within the first year of working on school property when students are expected to be present.

### **Complaint Resolution Process**

The district recognizes the importance of establishing a simple and effective means for resolving concerns that may arise related to safety and security staff. The following complaint resolution system will address concerns regarding safety and security staff, provide for the investigation of complaints, and provide for timely communication of the resolution of the complaint to the complainant.

The complaint resolution system shall allow parents and guardians and adult students to submit complaints. A complaint shall mean a written claim by a parent or guardian or adult student that alleges improper conduct by safety and security staff that has directly aggrieved them.

The following procedure has been established for resolving a written complaint filed by a parent or guardian or adult student.

#### Step One

The parent or guardian or adult student will present the complaint in writing to the school principal or their designee within ten calendar days of the action or incident that gave rise to the complaint. The written statement of the complaint will contain:

- a. The facts upon which the complaint is based as the parent or guardian or adult student who is filing the complaint sees them;
- b. A reference to the policies/procedures of the district which have allegedly been violated; and
- c. The remedies sought.

Failure to submit a written complaint within the timeline specified will result in waiver of the complaint.

If a written complaint is filed in compliance with the timeline specified above, the parent or guardian or adult student will discuss this complaint with the school principal or their designee. A sincere effort will be made to resolve the complaint at this level. If the parent or guardian or adult student does not appeal the complaint to the superintendent or their designee in writing within ten calendar days of the parent or guardian or adult student's meeting with the school principal or their designee, the complaint will be waived.

#### Step Two

If the parent or guardian or adult student does appeal the complaint to the superintendent or their designee in writing within ten calendar days of the parent or guardian or adult student's meeting with the school principal or their designee, the superintendent or their designee will, within ten calendar days of the receipt of the complaint's written appeal, meet with that parent or guardian or adult student to hear their claim.

The superintendent or their designee will render a decision regarding the appeal within ten calendar days of the parent or guardian or adult student's meeting with the superintendent or their designee. The superintendent or their designee's decision will be considered final.

### **Annual Data Collection and Reporting**

The district must annually collect the following information on safety and security staff:

- A. The total number of safety and security staff working in the district and in each school building, and number of days per week that each staff works;
- B. The name of any law enforcement agency or private organization with which the district has an agreement for safety and security services;
- C. A description of each incident where safety and security staff were involved that resulted in student discipline, use of force against a student, or a student arrest. For each student involved in the incident, the description must include:
  - (i) The student's race, ethnicity and other demographics; and
  - (ii) Whether the student has an individualized education program or plan developed under section 504 of the rehabilitation act of 1973.
- D. The number of complaints related to job duties and student interactions filed against safety and security staff; and
- E. Other school safety and security information required by the Office of the Superintendent of Public Instruction.

The district must annually submit any agreements with a law enforcement agency or security guard company and the information collected above in the time and in the manner required by the Office of the Superintendent of Public Instruction. The Office of the Superintendent of Public Instruction will make the submitted agreements and information publicly available. To the extent possible, information collected under "C" above must be disaggregated as provided in RCW 28A.300.042.

**Adopted:**

## MEAD SCHOOL DISTRICT

Board Meeting of June 13, 2022  
Continuing Business

V.B.

**Agenda Item:** 2<sup>nd</sup> Reading Policy & Procedure 3241 Revision  
Student Discipline

**Background:** Policy/Procedure 3241, Classroom Management, Discipline and Corrective Action, was adopted on September 10, 2018, with no revisions approved since that time. The presented revisions bring this policy/procedure into compliance with discipline changes approved by state legislators via SSHB 1191.

While WSSDA Sample Policy 3241 and Sample Procedure 3241 were used as templates for the presented revisions, both of these WSSDA templates were reviewed by the district's attorney with recommended changes incorporated into the presented drafts. Due to the extensive nature of the revisions, they are being presented as standalone documents with current Policy 3241 and current Procedure 3241 attached for reference.

**Summary:** The presented revisions align both the policy and procedure to current state law and current district practices. In addition to changing the policy/procedure name to "Student Discipline" the revisions contain definitions as set forth in SSHB 1191 including those specially related to all forms of exclusionary discipline.

The presented policy places a focus on school discipline that supports students with best practices and strategies. For example, there is a focus on prevention and an individualized approach to meeting student needs. Additionally, schools must attempt other interventions before utilizing exclusionary discipline.

Included as a part of the procedure is a Behavioral Violations – Best Practices and Strategies matrix tool for the purpose of bringing consistency and an equitable approach to exclusionary discipline.

No first reading (May 23, 2022) changes were recommended. President Burchard requested the policy/procedure revision be brought forward for second reading as a non-action item.

**Staffing Implication:** None

**Other Considerations:** None



**Recommendation:** No second reading action is requested.

**Attachments:**

- Draft Policy/Procedure 3241
- Current Policy/Procedure 3241

## **STUDENT DISCIPLINE**

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### **Introduction/Philosophy/Purpose**

The Board of the Mead School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and strives to provide all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time as appropriate, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents or guardians and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption;
- Facilitating collaboration between school personnel, students, and parents or guardians, and families to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students, district employees, and members of the community.

### **Rights and Responsibilities/District Commitment**

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students’ fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;

2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students and staff with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

### **Development and Review**

The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees as appropriate to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff may develop written school procedures for administering discipline that are consistent with this policy and procedure. Each school may also:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

School handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies.

School principals will strive to ensure that teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees as appropriate to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#). This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

### **Distribution of Policies and Procedures**

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools may provide discipline training developed under RCW [28A.415.410](#) to support implementation of this policy and procedure to all school staff as feasible.

### **Application**

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References: 2121 - Substance Abuse Program

2161 - Special Education and Related Services for Eligible Students

3122 - Excused and Unexcused Absences

3210 - Nondiscrimination

3520 - Student Fees, Fines, or Charges

4210 - Regulation of Dangerous Weapons on School Premises

Legal References:

RCW 9A.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions

RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty

Chapter 28A.225, RCW Compulsory school attendance and admission

Chapter 28A.320, RCW Provisions applicable to all districts  
RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications  
— Duties  
RCW 28A.400.110 Principal to assure appropriate student discipline — Building  
discipline standards — Classes to improve classroom management skills  
Chapter 28A.600 RCW, Students  
WAC 392-190-048 Access to course offerings – Student discipline  
Chapter 392-400 WAC, Student Discipline  
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964  
42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management  
Resources: 2021 – February Issue  
2019 – April Policy Alert  
2018 - August Issue  
2016 - July Issue  
2014 - December Issue  
2014 - August Issue  
2010 - June Issue

Adopted: September 10, 2018  
Revised:

## **CLASSROOM MANAGEMENT, DISCIPLINE AND CORRECTIVE ACTION**

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Rules of student conduct are essential to maintain a school environment conducive to learning. A student's refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for discipline or corrective action.

Staff are responsible for supervising student behavior, employing effective classroom management methods and enforcing the rules of student conduct in a fair, consistent and non-discriminatory manner. Corrective action must be reasonable and necessary under the circumstances and reflect the district's priority to maintain a safe and positive learning environment for all students and staff.

The district will distribute its discipline policy and procedure to students, their parents/guardians, and the community on an annual basis. Students and/or their parents/guardians will be provided all required substantive and procedural due process in regard to grievances, hearings and/or appeals of corrective action. The district will also strive to provide trainings regarding policies and procedures related to student discipline for appropriate school and district staff whose duties require them to interact with students and enforce or implement components of student discipline.

The district will assist long-term suspended and expelled students in returning to school as soon as possible by providing them with a reengagement plan tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension or expulsion.

The district will annually collect and review data on disciplinary actions taken against students within each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042 and will include students protected by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. The review must include short-term suspensions, long-term suspensions and expulsions. In reviewing the data, the district will determine whether it has disciplined a substantially disproportionate number of students within any of the disaggregated categories. If disproportionality is found, the district will take action to ensure that it is not the result of discrimination.

In consultation with school district staff, students, families and the community, the district will periodically review and update this policy and its accompanying procedure.

Cross References:

- 2161 - Special Education and Related Services for Eligible Students
- 3122 - Excused and Unexcused Absences
- 3210 - Nondiscrimination
- 3240 - Student Conduct Expectations and Reasonable Sanctions
- 4210 - Regulation of Dangerous Weapons on School Premises

Legal References:

- RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable
- RCW 9A.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions
- RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
- Chapter 28A.225, RCW Compulsory school attendance and admission
- Chapter 28A.320, RCW Provisions applicable to all districts
- RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties
- RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
- Chapter 28A.600 RCW, Students
- WAC 392-190-048 Access to course offerings – Student discipline
- Chapter 392-400, WAC Pupils
- 34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
- 42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management Resources:

- 2016 - July Issue
- 2014 - December Issue
- 2014 - August Issue
- 2010 - June Issue

Adopted: September 10, 2018

## STUDENT DISCIPLINE

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### Introduction

The purpose of this student discipline procedure is to implement the District's student discipline policy as adopted by the Board. These procedures are consistent with the Board's student discipline policy, as well as all applicable federal and state laws.

### Definitions

For purposes of the student disciplinary policy and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student's behavior that violates the district's discipline policies.
- **“Best practices and strategies”** refers to other forms of discipline, including but not limited to other forms of discipline that the district has identified in this procedure, that school personnel should administer when appropriate to support students in meeting behavioral expectations.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC [392-400-330](#) and [392-400-335](#). Classroom exclusion does not include actions that result in missed instruction for a brief duration when:
  - (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
  - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW [28A.410.270](#), which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of



the educational process, subject to the requirements in WAC [392-400-510](#) through [392-400-530](#).

- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC [392-400-430](#) through [392-400-480](#).
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW [28A.165.035](#).
- **“Parent”** has the same meaning as in WAC [392-172A-01125](#), and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC [392-172A-05130](#). If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **“School board”** means the governing board of directors of the local school district.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.
- **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
  - **In-school suspension** means a suspension in which a student is excluded from the student’s regular educational setting but remains in the student’s current school placement for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
  - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
  - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).

## **Engaging with Families & Language Assistance**

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations.

The district will ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meeting, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

## **Supporting Students with Best Practices and Strategies**

The District will implement culturally responsive discipline that strive to provide every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>.

The District will ensure schools receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

Each school within the District will implement best practices and strategies consistent with this policy and procedure. In accordance with WAC [392-400-110\(1\)\(e\)](#), the District has identified a continuum of best practices and strategies (attached) that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations.

All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. School personnel at each District school will review the identified best practices and strategies as well as building discipline standards as appropriate.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, school personnel must first attempt one or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension. Before considering imposing a long-term suspension or expulsion, school personnel must first consider one or more best practices and strategies.

When administering best practices and strategies in response to behavioral violations, school personnel will follow this policy and procedure as well as building discipline standards.

### **Behavioral Violations**

Having sought the participation of school personnel, students, parents, families, and the community, the District has developed definitions for behavioral violations (attached), which clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, expulsion, and emergency expulsion—may be administered.

The District will continue to further develop and/or revise the definitions for what constitutes behavioral violations as appropriate to reduce the effect of implicit or unconscious bias. In addition to these District definitions, school principals will confer with certificated building employees as appropriate to develop and/or review building discipline standards as stated in the Board Policy. This development of building standards will also address differences in perceptions of subjective behaviors and reduce the effect of implicit or unconscious bias.

### **Staff Authority and Exclusionary Discipline**

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus. Staff have the responsibility to provide a safe and supportive learning environment for all students and staff during school-related activities. In accordance with the Board's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent, Assistant Superintendent, school principals, school vice-principals, as well as their designees, have general authority to administer discipline.

### **Exclusions from Transportation or Extra-Curricular Activities and Detention**

The Superintendent authorizes school principals and school vice-principals and their designees to administer other forms of discipline that exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 – Students in Transition: Enrollment Rights and Services.

Authorized staff may administer lunch detention for not more than the duration of a lunch period on any given day. Students with lunch detention will eat their lunch in a designated area supervised by authorized staff. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention.

Students will also be provided with an opportunity to share their perspective and explanation regarding the behavioral violation.

The district will not administer other forms of discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements. The district will not exclude a student from transportation services without providing access to alternative transportation the student needs to participate fully in educational services provided during suspension or expulsion.

Students and parents may challenge the administration of other forms of discipline, including exclusions from transportation or extra-curricular activities and detentions using the district's grievance procedures.

### **Classroom Exclusions**

After attempting at least one other form of discipline, as set forth in this procedure, teachers have statutory authority to exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision in accordance with this policy and procedure and building discipline standards. Additionally, the district authorizes school principals and assistant principals to administer classroom exclusion with the same authority and limits of authority as classroom teachers. As stated in policy 3241, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavioral violations that disrupt the educational process to reduce the effect of implicit or unconscious bias.

Unless the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, the teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations before using classroom exclusion. Classroom exclusion may be administered for all or any portion of the balance of the school day. Classroom exclusion does not encompass the involuntary removal of a student from school, including involuntarily sending a student home early or requiring a parent to keep a student at home, based on a behavioral violation. Involuntary removal of a student from school constitutes a suspension, expulsion, or emergency expulsion and must include the required notification and due process outlined in the procedures below. However, the voluntary removal of a student from school for the day by a parent, guardian, or other appropriate individual does not constitute a suspension or expulsion.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The district will not administer other forms of discipline or classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the

classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. Classroom exclusion under the behavioral violation category of "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

When the teacher or other authorized school personnel administers a classroom exclusion because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- (a) The teacher or other school personnel must immediately notify the principal or the principal's designee; and
- (b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The district will address student and parent grievances regarding classroom exclusion through the district's following grievance procedures.

### **Grievance Procedures for Classroom Exclusion and Other Forms of Discipline**

Any parent/guardian or student who is aggrieved by the administration of classroom exclusion and/or other forms of discipline, including discipline that excludes a student from transportation or extra-curricular activities and detention, has the right to an informal conference with the principal/designee for the purpose of resolving the grievance.

At such conference, the student will have the opportunity to share the student's perspective and explanation regarding the behavioral violation.

### **Student Disciplinary Board**

The board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, the district will strive to ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

### **Suspension and Expulsion – General Conditions and Limitations**

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students, employees, and members of the community as well as the preservation of an educational process that is conducive to learning. The district will

not administer discipline, including suspension and expulsion, in any manner related to a student's 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 preserving the educational process. The district will not administer any discipline, including suspension and expulsion, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The district will provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. Suspension or expulsion under the behavioral violation category of "other" is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion in accordance with WAC [392-400-610](#). The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

The Superintendent or designee grants a petition to extend a student's expulsion under WAC [392-400-480](#); The change of setting is to protect victims under WAC [392-400-810](#); or Other law precludes the student from returning to their regular educational setting.

### **In-School Suspension and Short-Term Suspension – Conditions and Limitations**

The Superintendent designates principals and vice-principals and their designees with the authority to administer in-school and short-term suspension. Before considering administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations. Before administering in-school or short-term suspension, the district will consider the student's



individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted. The district will not administer in-school or short-term suspension in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated in this policy and procedure, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

The district will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

When administering an in-school suspension, school personnel will ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel will ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.

### **Long-Term Suspensions and Expulsions – Conditions and Limitations**

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may only administer long-term suspension or expulsion for specific behavioral violations. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for behavioral violations that meet the definitions provided under RCW [28A.600.015](#) (6)(a) through (d), which include:

- a. Having a firearm on school property or school transportation in violation of RCW [28A.600.420](#);

- b. Any of the following offenses listed in RCW [13.04.155](#), including:
- i. any violent offense as defined in RCW [9.94A.030](#), including:
    - any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
    - manslaughter;
    - indecent liberties committed by forcible compulsion;
    - kidnapping;
    - arson;
    - assault in the second degree;
    - assault of a child in the second degree;
    - robbery;
    - drive-by shooting; and
    - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
  - ii. any sex offense as defined in RCW [9.94A.030](#), which includes any felony violation of chapter [9A.44](#) RCW (other than failure to register as a sex offender in violation of [9A.44.132](#)), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
  - iii. any weapons violation of chapter [9.41](#) RCW, including having a dangerous weapon at school in violation of RCW [9.41.280](#); or
  - iv. unlawful possession or delivery, or both, of a controlled substance in violation of chapter [69.50](#) RCW.
- c. Two or more violations of the following within a three-year period
- i. criminal gang intimidation in violation of RCW [9A.46.120](#);
  - ii. gang activity on school grounds in violation of RCW [28A.600.455](#);
  - iii. willfully disobeying school administrative personnel in violation of RCW [28A.635.020](#); and
  - iv. defacing or injuring school property in violation of RCW [28A.635.060](#); and
- d. Any student behavior that adversely affects the health or safety of other students or educational staff.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW [28A.600.015](#)(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion.



A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the Superintendent grants a petition to extend the expulsion under WAC [392-400-480](#). The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

In accordance with RCW [28A.600.420](#), a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW [9A.04.110](#)) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

Except for a firearm violation under WAC [392-400-820](#), the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible.

### **Suspensions and Expulsions – Initial Hearing**

Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation and the principal or designee will conduct an informal initial hearing with the student to hear the student's perspective. At the initial hearing, the principal or designee must provide the student an opportunity to contact their parent(s), or, in the case of long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact their parent(s) to provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the student and parents understand.

At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share their perspective and provide explanation regarding the behavioral violation.

## **Suspensions and Expulsions – Notice**

Following the initial hearing, the principal or designee will inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

- a. A description of the student's behavior and how the behavior violated this policy;
- b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- c. The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- d. The opportunity to receive educational services during the suspension or expulsion;
- e. The right of the student and parent(s) to an informal conference with the principal or designee; and
- f. The right of the student and parent(s) to appeal the suspension or expulsion; and
- g. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

## **Emergency Expulsions – Conditions and Limitations**

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student's presence poses:

- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.

The district may not impose an emergency expulsion solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency expulsion, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:

- The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start.

If the district converts an emergency expulsion to a suspension or expulsion, the district must:

- (a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
- (b) Provide the student and parents with notice and due process rights under WAC [392-400-430](#) through [392-400-480](#) appropriate to the new disciplinary action.

All emergency expulsions, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within twenty-four (24) hours after the start of the emergency expulsion.

### **Emergency Expulsions – Notice**

After an emergency expulsion, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Within twenty-four (24) hours after an emergency expulsion, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

- The reason the student's presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
- The opportunity to receive educational services during the emergency expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

### **Optional Conference With Principal**

If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the behavioral violation and the events that led to the exclusion. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion and discuss other forms of discipline that the district could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension, expulsion, or emergency expulsion, participate in a reengagement meeting, or petition for readmission.

## **Appeals**

### Requesting Appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

### In-School and Short-Term Suspension Appeal

For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

### Long-Term Suspension or Expulsion and Emergency Expulsion Appeal

For long-term suspension or expulsion and emergency expulsions, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

### Hearings

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; and
- No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency expulsion, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:

- The district made a reasonable effort to produce the witness; and
- The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency expulsion, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's presence continues to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

### **Reconsideration of Appeal**

The student or parents may request the school board or discipline appeal council, if established by the school board, review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.

For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten



(10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC [392-400-430](#) through [392-400-480](#) consistent with the disciplinary action to which the emergency expulsion was converted

### **Petition to Extend an Expulsion**

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC [392-400-710](#) and before the end of the expulsion. For violations of WAC [392-400-820](#) involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.



### Notice

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the Superintendent or designee received the petition. The written notice must include:

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the Superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and
- The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the Superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request;

### Review and Reconsideration of Extension of Expulsion

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion.

The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

The school board (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the school board (or discipline appeal council) may be made only board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
- The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

### **Educational Services**

The district will offer educational services to enable a student who is suspended, expelled or emergency expelled to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

For students subjected to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and

- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subjected to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
  - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
  - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC [392-121-107](#).

## **Readmission**

### **Readmission Application Process**

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

## **Reengagement**

### **Reengagement Meeting**

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and parent(s) a plan to reengage the student.

The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

### **Reengagement Plan**

The district will collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

### **Behavior Agreements**

The district authorizes school principals and assistant principals to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion

in abeyance. Behavior agreements will also describe district actions planned to support students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individual Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP). The district will provide any behavior agreement in a language and form the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

### **Exceptions for Protecting Victims**

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Adopted: September 10, 2018

Revised:

## CLASSROOM MANAGEMENT, DISCIPLINE AND CORRECTIVE ACTION

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### Definitions

- **Discipline** means all forms of corrective action other than emergency removal, suspension or expulsion. Discipline includes the exclusion of a student from any type of activity conducted by or on behalf of the school district and exclusion of a student from a class by a teacher or administrator for a period of time that does not exceed the balance of the immediate class period, provided the student is in the custody of a school district employee for the balance of such period.
- **Discretionary Discipline**, under RCW 28A.600.015 refers to any form of corrective action taken in response to student misconduct that violates the rules, policies, or procedures adopted by the board of directors, other than the misconduct listed in one or more of the categories in this procedure set forth below in the section entitled “Suspension, Expulsions, and Discretionary Discipline.” Discretionary discipline cannot include long-term suspension or expulsion.
- **Emergency Removal** means a student’s immediate removal from a class, subject or activity by a certificated teacher or an administrator or a school bus driver and sending of that student to the building principal or designee, when the teacher or administrator has good and sufficient reason to believe that the student’s presence poses an immediate and continuing danger to the student, other students or school staff or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process.
- **Suspension** means the denial of attendance for any single subject or class or for any full schedule of subjects or classes for a stated period of time. Suspension may also include denial of admission to, or entry upon, real and personal property that is owned, leased, rented or controlled by the district.
  - **Short-Term Suspension** means suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days.
  - **Long-Term Suspension** means a suspension that exceeds ten (10) consecutive school days. A long-term suspension may not exceed the length of an academic term as defined by the school board and may not be imposed as a form of discretionary discipline except for the offenses listed below in the section entitled “Suspension, Expulsions, and Discretionary Discipline.”
- **Emergency Expulsion** means an emergency removal from school for up to, but not exceeding, ten (10) consecutive school days from the student’s current school placement by the superintendent or designee. An emergency expulsion requires the superintendent or designee to have 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 (10) school days from the date of the emergency removal from school. If the district converts the emergency expulsion to another form of corrective action, it must provide notice and an explanation of due process rights to the student and parent/guardian.

- **Expulsion** means a denial of attendance for a period of time up to but no longer than length of an academic term (as defined by the board of directors) from the time the student is removed from his/her current school placement by a school district superintendent or designee. An expulsion may not be for an indefinite period of time and may not be imposed as a form of discretionary discipline except for the offenses listed below in the section entitled "Suspension, Expulsions, and Discretionary Discipline." An expulsion may be extended beyond the length of an academic term if: 1) the school petitions the superintendent for an extension; and 2) the superintendent authorizes the extension pursuant to the superintendent of public instruction's rules adopted for this purpose (see Petition for Extension of Length of Expulsion below). An expulsion may also include a denial of admission to, or entry upon, real or personal property that is owned, leased, rented or controlled by the district.
- **School Business Day** means any calendar day except Saturdays, Sundays and any federal and school holidays upon which the office of the superintendent is open to the public for business. A school business day concludes upon the closure of the superintendent's office for the calendar day.
- **School Day** means a calendar day except school holidays on which enrolled students are engaged in educational activity which is planned, supervised and conducted by or under the supervision of certificated staff and on which day all or any portion of enrolled students participate in such educational activity.
- **Reengagement Meeting** means a meeting held between the district and the student and parent/guardian to discuss how to return a long-term suspended or expelled student to an educational setting as soon as possible.
- **Reengagement Plan** means a culturally sensitive and culturally responsive written plan developed between the 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 to return the student to the educational setting as soon as possible. Parents or guardians of students must have access to, provide meaningful input on, and have the opportunity to participate in the student's reengagement plan.

### **Superintendent Authority**

The superintendent or designee will have the authority to discipline, suspend or expel students. The superintendent or designee will:

- Identify the conditions under which a teacher may exclude a student from his or her class; and
- Designate which staff members have the authority to initiate or to impose discipline, suspensions or expulsions.

No student will 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.

No form of discipline will be enforced in such a manner as to prevent a student from accomplishing a specific academic grade, subject or graduation requirements.

#### **Notification of Suspensions of Students Eligible for Special Education Services**

The principal will notify special education staff of any suspensions to be imposed on a student who is currently eligible for special education services or any student who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that the District can ensure compliance with special education discipline procedures.

#### **Notification of Procedures Relating to Student Behavior**

Principals in each school will annually publish and make available to students, parents or guardians, staff, and the community the rules, policies, and procedures of the District that establish misconduct and the written procedures for administering corrective action. The publication will also define student rights and responsibilities relating to student behavior.

Pursuant to the Drug-Free Schools and Communities Act (Amendments of 1989), students and parents will be given annual notice of the standard of conduct the district requires regarding controlled substance and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.

The District will also, in consultation with staff, students, student's families, and the community, periodically review and update the District's rules, policies, and procedures related to student discipline.

#### **Rights and Responsibilities of Certificated Staff**

##### **Certificated staff will have the right to:**

- Expect students to comply with school rules;
- Develop and/or review building rules relating to student conduct and control at least once each year. Building rules will be consistent with district rules relating to student conduct;
- Receive any complaint or grievance regarding corrective action of students. Certificated staff will be given the opportunity to present their version of the incident and to meet with the complaining party in the event that a conference is arranged;
- Use such reasonable action as is necessary to protect himself/ herself, a student, or others from physical abuse or injury;

Teachers have the right to exclude any student who creates a disruption of the educational process in violation of building disciplinary standards, while under the teacher's supervision, from his/her individual classroom or instructional or activity area for all or any portion of the balance of the school day or until the principal or designee and teacher have conferred, whichever occurs first. Except in emergency circumstances as provided for in WAC 392-400-290 (see **Emergency Removal** below), the teacher will attempt one or more forms of corrective action prior to excluding the student. In no event, without the consent of the teacher, may an excluded student return to the class during the balance of



that class or activity period or up to the following two days, or until the principal and the teacher have conferred.

**Certificated staff will have the responsibility to:**

- Observe the rights of students;
- Supervise student behavior and enforce the rules of student conduct fairly, consistently, and without discrimination. Any infractions will be reported orally and in writing to the principal, as soon as possible, regardless of any corrective actions taken by the teacher;
- Maintain good order in the classroom, in the hallways, on the playgrounds or other common areas of the school, and on school buses (i.e., during field trips);
- Maintain accurate attendance records and report all cases of truancy;
- Set an appropriate example of personal conduct and avoid statements which may be demeaning or personally offensive to any student or group of students; and
- Meet with a parent(s) within five (5) school days upon request to hear a complaint regarding the use of classroom materials and/or teaching strategies that are being employed in the classroom.
- Detain a student after school with due consideration for bus transportation.

**Principals will have the responsibility to:**

- Impose suspension or expulsion when appropriate;
- Notify parents when students are suspended or expelled; and
- Confer with certificated staff at least once per year to develop and/or review rules of conduct to be employed in the school and corrective actions that may be employed in the event of rule infractions.

**Unexcused Absences and Tardiness**

Students with one or more unexcused absences and/or tardiness and subject to compulsory attendance pursuant to Chapter 28A.225 RCW may be subject to corrective action that is reasonably calculated to modify the student's conduct. However, if a district imposes corrective action on a student for one or more unexcused absences, it must:

- Provide notice to the student's parent/guardian in writing in English or the primary language of the parent/guardian, that the student has failed to attend school without valid justification, and by any other means necessary to provide notice of these facts;
- Schedule a conference or conferences with the parents/guardians and the student to analyze the causes of the student's absences and determine whether the student would be appropriately placed in a special program designed for his/her educational success; and
- Take steps to reduce the student's absences, which include, where appropriate in the judgment of district staff, adjustments to the student's school program or school or courses or assisting the parent/guardian in obtaining supplementary services.

Additionally, a student's academic grade or credit may only be adversely affected by reason of tardiness or absences if:

- The student's attendance or participation is related to the instructional objectives or goals of the particular subject or course;
- The student's attendance or participation has been identified by the teacher pursuant to district policy as a basis for grading the subject or course; and
- The circumstances pertaining to the student's inability to attend school have been taken into consideration, including whether the absences are directly related to the student's disability under Section 504 of the Rehabilitation Act of 1964, Title II of the Americans with Disabilities Act (ADA) or the Individuals with Disabilities Education Act (IDEA).

### **Alternative Forms of Corrective Action**

The board encourages the use of alternative forms of correction action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning. District administrators may consider alternative forms of corrective action—including programs intended to lessen the time of exclusion from class attendance—which have been approved by the board and/or superintendent.

Except in cases involving exceptional misconduct, district administrators must impose alternative forms of corrective action for incidents of misbehavior prior to imposing a suspension or expulsion for the same type of misbehavior.

### **Student Disciplinary Boards**

The board recognizes that a student's behavior may be positively influenced when an incident giving rise to corrective action is reviewed by a panel of the student's peers. The board may, in its discretion, authorize the establishment of one or more student disciplinary boards composed of students, which may also include teachers, administrators, parents or any combination thereof pursuant to WAC 392-400-220. The student disciplinary board may be authorized to prescribe reasonable discipline and may recommend suspension or expulsion to the appropriate school authority. The school authority will be authorized to set aside or modify the student disciplinary board's recommendation.

### **Student Discipline**

Student discipline will be enforced in order to maintain a safe and orderly school environment that is conducive to student learning.

The methods employed in enforcing the rules of student conduct involve professional judgment. Such judgment should be:

- Consistent from day to day and student to student;
- Guided by appropriate classroom management strategies;
- Balanced against the severity of the misconduct;
- Appropriate to the student's circumstances and prior behavior;
- Fair to the student, parent/guardian, and others; and
- Effective

Since these criteria may conflict, established procedures must be followed in correcting misbehavior. No form of discipline will be enforced in such a manner as to prevent a student from accomplishing specific academic grade, subject or graduation requirements. Appeal procedures have been established in order to provide for an opportunity for every corrective

action to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff.

### **Detention**

For minor infractions of school rules or regulations, or for minor misconduct, staff may detain students after school hours with due consideration for bus transportation.

Preceding the assignment of detention, the staff member will inform the student of the nature of the offense charged and of the specific conduct which allegedly constitutes the violation. The student will be afforded an opportunity to explain or justify his/her actions to the staff member.

Detention will not begin until the parent/guardian has been notified (except in the case of an adult student) for the purpose of informing him/her of the basis and reason for the detention and to permit him/her to make arrangements for the necessary transportation of the student when he/she has been detained after school hours for corrective action.

Students detained for corrective action will be under the direct supervision of the staff member or another member of the professional staff.

### **Grievance and Appeal Process for Student Discipline**

Any parent/guardian or student who is aggrieved by the imposition of discipline will have the right to an informal conference with the principal or designee for the purpose of resolving the grievance. At such conference the student and parent will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

The parent/guardian and student, after exhausting this remedy, will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the Discipline Appeals Council. A closed meeting may be held for the purpose of considering the grievance. The Council will notify the parent and student of its response to the grievance within five (5) business days after the date when the grievance was presented. The disciplinary action will continue notwithstanding implementation of the grievance procedure unless the principal, superintendent, superintendent designee, or board elects to postpone such action.

If the grievance is not resolved at the Discipline Appeals Council level, the parent/-guardian and student, upon two (2) school business days' prior notice, will have the right to present a written or oral grievance to the board at its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance.

The board will notify the parent/guardian and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented. The disciplinary action will continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

If a grievance request is not received within the prescribed period of time set forth above, the right to a grievance will be deemed waived without further opportunity for the student and/or parent/guardian to contest the matter.

### **Emergency Removal from Class or Subject**

A student may be removed immediately from a class or subject by a teacher or administrator without other forms of corrective action and sent to the principal or a designated school official, without first attempting corrective action, provided that the teacher or administrator has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students or staff or an immediate and continuing threat of substantial disruption of the class, subject, or educational process of the student's school. The removal will continue only until:

- The danger or threat ceases; OR
- The principal or designee acts to impose corrective action.

The principal or designee will meet with the student as soon as reasonably possible following the removal and take or initiate appropriate corrective action. The meeting will take place no later than the beginning of the school day following the student's emergency removal. The teacher or administrator who removed the student will be notified of the action taken or initiated.

### **Suspensions, Expulsions, and Discretionary Discipline**

Suspensions (including long-term suspensions) and expulsions may be imposed for any of the following student behaviors:

- A. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- B. Any of the following offenses listed in RCW 13.04.155:
  1. any violent offense as defined in RCW 9.94A.030, including
    - a. any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
    - b. manslaughter;
    - c. indecent liberties committed by forcible compulsion;
    - d. kidnapping;
    - e. arson;

- f. assault in the second degree;
  - g. assault of a child in the second degree;
  - h. robbery;
  - i. drive-by shooting; and
  - j. vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner;
2. any sex offense as defined in RCW 9A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to register as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
  3. inhaling toxic fumes in violation of chapter 9A.47A RCW;
  4. any controlled substance violation of chapter 9A.50 RCW;
  5. any liquor violation of RCW 66.44.270;
  6. any weapons violation of chapter 9A.41 RCW, including having a dangerous weapon at school in violation of RCW 9A.41.280;
  7. any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
  8. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
  9. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
  10. any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti;

C. Two or more violations of the following within a three-year period

1. criminal gang intimidation in violation of RCW 9A.46.120;
2. gang activity on school grounds in violation of RCW 28A.600.455;

3. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and

4. defacing or injuring school property in violation of RCW 28A.635.060; and

D. Any student behavior that adversely affects the health or safety of other students or educational staff.

Unless otherwise required by law, school administrators are not required to impose a long-term suspension or expulsion for the misconduct listed above, and whenever reasonable school administrators should first consider alternative sanctions.

For student behaviors—including specific offenses contained in Policy/Procedure 3240—that do not fall within one or more of the categories listed above, schools may only impose discretionary discipline as defined in this procedure. Schools may not impose long-term suspension or expulsion as a form of discretionary discipline, but may impose other sanctions up to and including short-term suspension in a manner consistent with this procedure.

### **Short-Term Suspension**

#### **Conditions and Limitations**

The nature and circumstances of the student conduct violation must reasonably warrant a short-term suspension. As a general rule, no student will be suspended for a short 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.

No student in grades kindergarten through fourth grade will be suspended for more than a total of ten (10) school days during any single semester or trimester and no loss of academic grades or credit will be imposed by reason of the suspension.

No student in fifth grade and above will be suspended for more than a total of fifteen (15) school days during any single semester or ten school days during any single trimester.

#### **Continuation of Educational Services**

The district will not suspend the provision of educational services during a period of short-term suspension and will provide the student the opportunity to receive such services.

Educational services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of a short-term suspension. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

The principal will notify special education staff of any short-term suspensions to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that short-term suspensions may cumulatively or consecutively exceed ten school (10) days, (see Procedure 2161, Special Education and Related Services for Eligible Students, discipline section) the

principal will notify relevant special education staff so that the district can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

### **In-School Suspension**

Students who are denied attendance at school are denied the opportunity to learn. The district has therefore created an in-school suspension program which temporarily removes the student from his/her regular learning environment but permits the student to maintain his/her educational progress. An in-school suspension is no different from any other suspension as defined by WAC 392-400-205, and therefore triggers the same substantive and procedural due process, including student and parent/guardian notification.

Students who are assigned to in-school suspension are granted this opportunity as a privilege and are expected to comply with the expectations of staff. The superintendent or designee will establish guidelines for the operation of the in-school suspension program.

Suggested guidelines for in-school suspension are as follows:

- A student who is afforded the opportunity to be assigned to in-school suspension will agree to the conditions specified by the school principal. Unless the student is of majority age, the principal will obtain written authorization from the parent or guardian. The student's or parents' or guardians' authorization will include the number of days the student will be assigned to in-school suspension.
- In-school suspension is designed to encourage learning. Students will be expected to work on their classroom assignments at all times.
- A student in in-school suspension will attend a single subject or class or any full schedule of subjects or classes in a separate location on school property from their regular subject or class or schedule and/or classmates.
- The student will be denied the opportunity to participate in any school activities while in in-school suspension.
- While in-school suspended, the student and staff may develop a behavior contract that defines the future expected behavior of the student. The student and his/her parents/guardians and a staff member will sign the contract.
- Any act of inappropriate conduct may result in imposition of other corrective action.
- After a student is placed back into the regular classroom(s), the principal or designee or school counselor will monitor the student's progress on a daily basis. The student will be encouraged to maintain a relationship with the school counselor as a means of dealing with any problems that arise.
- Specific rules and building procedures will be developed by the building principal.

### **Exceptional Misconduct**

A student may be short-term or long-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruption to the operation of the school that immediate suspension is warranted. In cases of exceptional misconduct, a short-term or long-term suspension may be imposed without first attempting alternative forms of

corrective action. An exception may be granted by an administrator when warranted by extenuating circumstances.

### **Prior Notice and Conference**

- Prior to the short-term suspension of a student, the principal or designee will conduct a conference with the student and provide:
- An oral or written notice of the charges;
- An oral or written explanation of the evidence in support of the allegation(s); AND
- An oral or written explanation of the short-term suspension which may be imposed.

The student will be provided an opportunity to present his/her explanation of the allegation(s).

If the short-term suspension is to exceed one (1) calendar day, the principal or designee will notify the student's parent/guardian of the reason for the suspension and its duration either orally or by U.S. mail as soon as reasonably possible. The notice will also address the parent/guardian's right to an informal conference pursuant to WAC 392-400-255 and the fact that the suspension may be reduced as a result of such conference.

### **Grievance and Appeal Process for Short-Term Suspension**

Any parent/guardian or student who is aggrieved by the imposition of a short-term suspension will have the right to an informal conference with the principal or designee for the purpose of resolving the grievance. At such conference the student and parent will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

The parent/guardian and student, after exhausting this remedy, will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the Discipline Appeals Council. A closed meeting may be held for the purpose of considering the grievance. The Council will notify the parent and student of its response to the grievance within five (5) business days after the date when the grievance was presented. The disciplinary action will continue notwithstanding implementation of the grievance procedure unless the principal, superintendent, superintendent designee, or board elects to postpone such action.

If the grievance is not resolved at the Discipline Appeals Council level, the parent/guardian and student, upon two (2) school business days' prior notice, will have the right to present a written or oral grievance to the board at its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance.

The board will notify the parent/guardian and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented. The short-term suspension will continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.



If a grievance request is not received within the prescribed period of time set forth above, the right to a grievance will be deemed waived without further opportunity for the student and/or parent/guardian to contest the matter.

### **Readmission**

Any student who has been short-term suspended will be allowed to make application for readmission at any time in accordance with district policy and procedure. (See also **Readmission Application Process**, below)

### **Reporting**

Principals will report all short-term suspensions and the reasons therefor to the superintendent or designee within twenty-four (24) hours after the imposing the short-term suspension.

## **Emergency Expulsion**

### **Conditions and Limitations**

Schools may not impose an emergency expulsion for an immediate and continuing danger or threat of substantial disruption unless the student's misconduct falls within one or more of the categories listed in this procedure above ("Suspension, Expulsions, and Discretionary Discipline"). If the student's behavior falls within one or more of such categories, a student may be emergency expelled based on the conditions below. An emergency expulsion may not be imposed as a form of discretionary discipline, as defined in this procedure. In addition, an emergency expulsion may not be imposed solely for the purposes of investigating student conduct.

A student may be immediately removed from school prior to a hearing without other forms of corrective action if the superintendent or designee has good and sufficient reason to believe that the student 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.

Such emergency expulsion must end or be converted to another form of corrective action within ten (10) school days of the date of the expulsion. If the emergency expulsion is converted to another form of corrective action, the district will provide the student and/or parents/guardians with notice and due process rights appropriate to the new corrective action.

### **Continuation of Educational Services**

The district will not suspend the provision of educational services during a period of emergency expulsion and will provide the student the opportunity to receive such services. Educational services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of an emergency expulsion. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

**Notice of Hearing**

The district will notify the student and his/her parents/guardians of the emergency expulsion and of their opportunity for a hearing by:

- Hand-delivery of written notice within twenty-four hours of expulsion (school districts must document delivery of the notice by obtaining the signature of the student's parents/guardians acknowledging receipt or the written certification of the person making the delivery); OR
- Certified letter mailed within twenty-four hours of the expulsion (reasonable attempts to contact the parents/guardians by phone or in person will also be made as soon as reasonably possible).

The district's written and oral notice of emergency expulsion and opportunity for hearing will:

- Be provided in a language the student and/or a parent/guardian can understand, if other than English;
- 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.
- Set forth the date on which the emergency expulsion began and when it will end;
- Set forth the right of the student and/or his or her parents/guardians to a hearing for purposes of contesting the allegations as soon as is reasonably possible; and
- Set forth the facts that:
  - A written or oral request for hearing must be received by a designated school employee or his or her office on or before the end of the third school business day after receipt of the notice of opportunity for hearing; AND
  - If the request is not received within three school business days, then the right to a hearing may be deemed waived and the emergency expulsion may be continued, if deemed necessary, for up to ten (10) school days from the date of the student's emergency expulsion from school without any further opportunity for the student or his or her parent/guardian to contest it.

As a best practice, the district should provide a schedule of school business days with the notice.

The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The request may be provided in writing or orally, but must be provided to the district employee specified in the notice or their office. If a request for hearing is not received within the required period, the district may deem the right to hearing waived and the emergency expulsion may be imposed for up to ten (10) school days from the date of the expulsion from school.

**Prehearing and Hearing**

If a request for hearing is received within three (3) school business days after receipt of notice, the school district will immediately schedule and give notice of a hearing to commence as soon as reasonably possible and no later than the second school business day after receipt of the request for hearing.

The student and his/her parents/guardians have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that the district intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a school district witness does not appear);
- Explain the alleged misconduct;
- Present relevant affidavits, exhibits, and witnesses.

The district and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing.

The hearing will be conducted before a hearing officer appointed by the superintendent. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both district administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings. Either a tape-recorded or verbatim record of the hearing will be made.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct;
- A conclusion as to whether the student's immediate and continuing danger to students and/or school staff OR immediate and continuing threat of substantial disruption of the educational process giving rise to the emergency expulsion has terminated; AND
- A conclusion as to whether the emergency expulsion shall be converted to another form of corrective action or stand as imposed.

Within one (1) school business day after the date upon which the hearing concludes, the hearing officer will issue the decision and the district will provide notice of such decision to the student and the student's parents/guardians and legal counsel, if any, by depositing a letter in certified U.S. mail.

If the hearing officer concludes in his/her decision that the emergency expulsion shall be converted to another form of corrective action, the district must provide notice of all due process rights to the student and parent/guardian for the appropriate corrective action. For appeals from a hearing officer decision regarding an emergency expulsion, see **Appeals of long-term suspension and expulsion**, below.

## **Long-Term Suspension**

### **Conditions and Limitations**

Schools may not impose a long-term suspension unless the student's misconduct falls within one or more of the categories listed in this procedure above ("Suspension, Expulsions, and Discretionary Discipline"). If the student's behavior falls within one or more of such categories, a student may be long-term suspended for violation of school district rules provided the long-term suspension does not exceed the length of an academic term as defined by the school board. A long-term suspension may not be imposed as a form of discretionary discipline, as defined in this procedure.

The nature and circumstances of the violation must reasonably warrant a long-term suspension. As a general rule, no student will be long-term suspended 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.

No student in grades kindergarten through fourth grade will be long-term suspended during any single semester or trimester and no loss of academic grades or credit will be imposed by reason of the suspension.

No student in fifth grade and above will be long-term suspended in a manner that causes the student to lose academic grades or credit for longer than one semester or trimester during the same school year.

The principal will notify special education staff of any long-term suspension to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that the district can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

### **Exceptional Misconduct**

A student may be long-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruptive effect on the operation of the school that an immediate resort to a long-term suspension is warranted. In cases of exceptional misconduct, a long-term suspension may be imposed without first attempting alternative forms of corrective action. The superintendent or designee, following consultation with a representative ad hoc citizens' committee, will recommend for board approval, the nature and extent of the corrective actions which may be imposed as a consequence of exceptional misconduct. (See Procedure 3240). An exception may be granted by an administrator and/or hearing officer when warranted by extenuating circumstances.

### **Continuation of Educational Services**

The district will not suspend the provision of educational services during a period of long-term suspension and will provide the student the opportunity to receive such services.

Educational services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of a long-term suspension. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

### **Notice of Hearing**

Prior to imposing a long-term suspension, the district will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:

- Be provided in a language the student and his or her parents/guardians can understand, if other than English;
- Specify the alleged misconduct and the school district rule(s) alleged to have been violated;
- Set forth the proposed long-term suspension;
- Set forth the right to a hearing for the purpose of contesting the allegation(s); AND
- Set forth the facts that:
  - A written or oral request for hearing must be received by the lead Student Services administrator or their office on or before the end of the third school business day after the notice is received; and
  - If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed without further opportunity for the student and/or their parent/guardian to contest it.

As a best practice, the district should provide a schedule of school business days with the notice.

The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The request may be provided in writing or orally, but must be provided to the district employee specified in the notice or their office. If a request for hearing is not received within the

required period, the district may deem the right to hearing waived and the long-term suspension may be imposed.

### **Pre-Hearing and Hearing**

If a request for hearing is received within three (3) school business days after receipt of notice, the school district will schedule a hearing to begin within three (3) school business days after the date of receiving the request.

The student and parent/guardian have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that the district intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a school district witness does not appear);
- Explain the alleged misconduct; and
- Present relevant affidavits, exhibits, and witnesses.

The district and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the superintendent. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both district administration experience and/or legal training and/or prior experience conducting administrative hearings.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
- A conclusion as to whether the nature and duration of the proposed long-term suspension is appropriate or whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and the district will provide notice of such decision to the student's legal counsel, or, if none, to the student's and his/her parents/guardians.

If the hearing officer decides that a long-term suspension is appropriate, the parent/-guardian and student will have the right to appeal that decision. See **Appeal Process for Long-Term Suspension or Expulsion**, below.

If a timely notice of appeal is not provided to the district, the long-term suspension may be imposed as of the calendar day following expiration of the two (2) school business day period.

### **Readmission**

Any student who has been long-term suspended will be allowed to make application for readmission at any time in accordance with district policy and procedure. (See also **Readmission Application Process**, below)

### **Reporting**

Principals will report all long-term suspensions and the reasons therefor to the superintendent or designee within twenty-four (24) hours after the imposing the expulsion.

## **Expulsion**

### **Conditions and Limitations**

Schools may not expel a student unless the student's misconduct falls within one or more of the categories listed in this procedure above ("Suspension, Expulsions, and Discretionary Discipline"). If the student's behavior falls within one or more of such categories, a student may be expelled for a violation of school district rules, provided that the expulsion does not exceed the length of an academic term as defined by the school board. An emergency expulsion may not be imposed as a form of discretionary discipline, as defined in this procedure.

The nature and circumstances of the alleged violation must reasonably warrant the harshness of expulsion. No student will be expelled unless other forms of corrective action reasonably calculated to modify his or her conduct have failed or there is good reason to believe that other forms of corrective action would fail if used.

The district will make reasonable efforts to assist students in returning to an educational setting prior to, and no later than, the end date of the expulsion.

An expulsion may not exceed the length of the academic term unless:

- The school petitions the superintendent for an extension; AND
- The superintendent authorizes the extension in compliance with the superintendent of public instruction's rules adopted for this purpose (see **Petition for Extension of Expulsion** below).

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

Any elementary or secondary school student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, will be expelled from school for not less than one calendar year pursuant to RCW 28A.600.420 with notification to parents/guardians and law enforcement. The superintendent may modify the expulsion of a student on a case-by-case basis.

### **Continuation of Educational Services**

The district will not suspend the provision of educational services during a period of expulsion and will provide the student the opportunity to receive such services.

Educational services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of an expulsion. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

### **Notice of Hearing**

Prior to the expulsion of a student, the district will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:

- Be provided in a language the student and his or her parents/guardians can understand, if other than English;
- Specify the alleged misconduct and the school district rule(s) alleged to have been violated;
- Set forth the proposed expulsion;
- Set forth the right to a hearing for the purpose of contesting the allegation(s); AND
- Set forth the facts that:
  - A written or oral request for hearing must be received by the lead Student Services administrator or their office on or before the end of the third school business day after the notice is received; and
  - If such a request is not received within that period, the hearing will be deemed waived and the proposed expulsion may be imposed without further opportunity for the student and/or their parent/guardian to contest it.

### **Prehearing and Hearing**

If a request for hearing is received within three (3) school business days after receipt of notice, the school district will schedule a hearing to begin within three (3) school business days after the date of receiving the request.



The student and parent/guardian have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that the district intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a school district witness does not appear);
- Explain the alleged misconduct;
- Present relevant affidavits, exhibits, and witnesses.

The district and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the superintendent. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both district administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings.

The hearing is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the hearing will be held without public notice and without public access unless the student(s) and/or the parent(s)/guardian(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will comply with the Family Educational Rights and Privacy Act (FERPA) in regard to confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
- A conclusion as to whether the expulsion is appropriate OR whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and the district will provide notice of such decision to the student's legal counsel, or, if none, to the student's and his/her parents/guardians.

The parent/-guardian and student will have the right to appeal that decision. See **Appeal Process for Long-Term Suspension or Expulsion**, below.

### **Readmission**

Any student who has been expelled will be allowed to make application for readmission at any time in accordance with district policy and procedure. (See also **Readmission Application Process**, below)

### **Reporting**

Principals will report all expulsions and the reasons therefor to the superintendent or designee within twenty-four (24) hours after the imposing the expulsion.

### **Petition for Extension of Expulsion**

The principal or designee may petition the superintendent for authorization to exceed the length of one academic term for a student's expulsion when warranted because of a perceived risk to public health and safety. The petition may be submitted any time after final imposition of the expulsion and prior to the end of the expulsion. The petition will include:

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

A copy of the petition will be delivered in person or by certified mail to the student and his/her parents/guardians in a language they can understand, if other than English, if feasible. The student and/or parents/guardians may submit a written or oral response to the petition within ten (10) school business days of receipt of the petition.

Within eleven (11) school business days, but no later than twenty (20) school business days from delivery of the petition to the student and parent/guardians, the superintendent will issue a written decision granting or denying the petition. The superintendent, in his/her discretion, may grant the petition if evidence exists that if a student was to return at or before one calendar year, he/she would pose a risk to public health or safety. The written decision will include a description of rights and procedures for appeal.

The student and/or parents/guardians may appeal the decision in writing within ten (10) school business days of receipt of the decision to the school board.

The district will report the number of petitions submitted, approved and denied to the office of the superintendent of public instruction annually.

### **Appeal Process for Long-Term Suspension and Expulsion**

If a timely notice of appeal is received, the long-term suspension or expulsion may be imposed during the appeal period if:

- The long-term suspension or **nonemergency** expulsion is imposed for no more than ten (10) consecutive days or until the appeal is decided, whichever is the shortest period.
- Any days that the student is suspended or expelled before the appeal is decided are applied to the term of suspension or expulsion and will not limit or extend the term of the suspension or extend the term of suspension or expulsion; and
- A suspended student who returns to school before the appeal is decided will be provided the opportunity upon return to make up assignments and tests missed by reason of suspension if:
  - Such assignments or tests have a substantial effect on the student's semester or trimester grade or grades; OR
  - Failure to complete such assignment or tests would result in denial of course credit.

Any parent/guardian or student who is aggrieved by the long-term suspension or nonemergency expulsion will have the right upon two (2) school business days' prior notice, to present a written grievance to the Discipline Appeals Council. A closed meeting may be held for the purpose of considering the grievance. At that time the student, parent/guardian, and/or counsel will be given the right to be heard and will be granted the opportunity to present such witnesses and testimony as the Discipline Appeals Board deems reasonable. The Council will notify the parent and student of its response to the grievance within five (5) school business days after the date when the grievance was presented.

If the grievance is not resolved at the Discipline Appeals Council level, the parent/guardian and student, upon two (2) school business days' prior notice, will have the right to present a written or oral grievance to the board at its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance.

The board will agree to one of the following procedures:

- Study the hearing record or other materials submitted and record its findings within ten (10) school business days; OR
- Schedule and hold a special meeting to hear further arguments on the case and record its findings within fifteen (15) school business days; OR
- Hear and try the case de novo before the board within ten (10) school business days.

Any decision by the board to impose or to affirm, reverse or modify the imposition of suspension or expulsion upon a student will be made only by:

- Those board members who have heard or read the evidence;
- Those board members who have not acted as a witness in the matter; AND
- A majority vote at a meeting at which a quorum of the board is present.

Within thirty (30) days of receipt of the board's final decision, any parent/guardian and student desiring to appeal any action upon the part of the board regarding the suspension or expulsion may serve a notice of appeal upon the board and file such notice with the Superior Court Clerk of Spokane County.

The board will notify the parent/guardian and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented.

If a request is not received within the prescribed period of time mentioned above, the right to a grievance will be deemed waived without further opportunity for the student and/or parent/guardian to contest the matter.

### **Reengagement Meeting and Plan**

The district must convene a reengagement meeting with the student and their parent(s)/guardian(s) within twenty (20) days of a long-term suspension or expulsion but no later than five (5) days before the student's reentry or reenrollment to school.

The district must create a plan tailored to the student's individual circumstances that includes consideration of the incident that led to the student's long-term suspension or expulsion. The plan should aid the student in taking the necessary steps to remedy the situation that led to the suspension or expulsion. Additionally, the district will take reasonable steps to develop the plan with the participation and input of the student and their parent(s)/guardian(s) to ensure that it is culturally sensitive and culturally responsive.

In developing the reengagement plan, the district should consider shortening the length of time that the student is suspended or expelled, other forms of corrective action and supportive interventions that aid in the student's academic success and keep the student engaged and on track to graduate. A reengagement meeting conducted by the district involving the student and his/her parents/guardians is not intended to replace a petition for readmission.

### **Readmission Application Process**

Any student who has been suspended or expelled will be allowed to make application for readmission at any time. If a student desires to be readmitted to the school from which he/she has been suspended/ expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the superintendent. The application will include:

- Reasons the student wants to return and why the request should be considered;
- Evidence which supports the request; AND
- A supporting statement from the parent or others who may have assisted the student.

The superintendent or designee will advise the student and parent/guardian of the decision within seven (7) school days of the receipt of such application.

Adopted: September 10, 2018

Current



## Sample Late Start Weekly Start & End Times

### Elementary School

Day	Start Time	End Time
Mon, Tue, Thu, Fri	9 am	3:20 pm
Wed (Late Start)	9:40 am	3:20 pm

### Middle School

Day	Start Time	End Time
Mon, Tue, Thu, Fri	7:55 am	2:30 pm
Wed (Late Start)	8:35 am	2:30 pm

### High School

Day	Start Time	End Time
Mon, Tue, Thu, Fri	8:00 am	2:35 pm
Wed (Late Start)	8:40 am	2:35 pm

## MEAD SCHOOL DISTRICT

Board Meeting of June 13, 2022  
New Business

VI.A.

**Agenda Item:**     **Consent Agenda**

**Background:**

The Consent Agenda contains items that are normal and customary in the operation of the school district.

**Fiscal Impact:**

The Consent Agenda items have no significant impact beyond the adopted budget. Expenditure or employment requests that exceed budget authorization should not appear as a consent item.

**Staffing Implications:**

None, other than the personnel recommendations, as presented.

**Other Considerations:**

None

**Recommendation:**

Approval of the Consent Agenda, as presented, is recommended.

## Consent Agenda

### Regular Board Meeting of June 13, 2022

**1. Hire Certificated Personnel:**

Katie Bagdon	Special Services	Cert	1.0 FTE Continuing Assistant Director Special Services effective 7/1/22
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**2. Hire Classified Personnel:**

Robert Lee	Mt. Spokane	Class	1.0 FTE Continuing Athletic Director effective 7/1/22
John Barrington	Mead High School	Class	1.0 FTE Continuing Athletic Director effective 7/1/22 (resigning MEA certificated position effective 6/30/22)

**3. Hire Certificated Substitutes:**

Whitney Womac	Katie Morris	Shelly Hicks	Kristi Lupton	Stephanie Williams
Teresa Everett	Dawn Matlock	Jayne Grimes	Karly Wittkopp	Kaitlyn Zemke
Elizabeth Lewis				

**4. Hire Classified Substitutes:**

Kirsteen Winn	Hailee Muller	Angie Richardson	Michelle Mielke	Robert Smalley
Claire Sinner				
Elizabeth Lewis				

**5. Approve AP Vouchers for General Fund, Capitol Projects, Private Purpose Trust and ASB, as attached.**

**6. Approve Requests for Unpaid Leave (i.e. parenting, medical, Good of the District, etc.):**

Rachel Markum	Shiloh Hills	Cert	.5 FTE Leave (of a 1.0 FTE Contract) 22/23 school year
Behka Corker	Highland	Cert	1.0 FTE Leave 22/23 school year
Melissa Kehr	Special Services	Cert	.6 FTE Leave (of a .6 FTE Contract) 1 <sup>st</sup> semester 22/23 school year
Charmaine O'Donnal	Evergreen	Class	Leave for the entire 22/23 school year
Vieyn Krop	Shiloh Hills	Class	Leave M-W for the entire 22/23 school year
Melissa Johnson	Student & Family Services	Class	6/10/22, 6/13/22 & 6/14/22

**7. Approve teachers teaching "Outside of Endorsement" during the 2021/22 school year (list attached).**

**8. Approve Mead High School Summer Tennis Camp fee (elementary & middle school \$60, high school & advanced juniors \$90 – Camp Flyer attached).**

**9. Approve Mead Summer STEM Camp fee of \$135/module.**

**10. Approve Employee Termination:**

Katie Spiger	Mead High	Class	6/3/22 (job abandonment)
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**11. Approve Retirements and Resignations:**

Kristin Sims-Cutler	Special Services	Cert	Retirement effective 4/29/22 (School Psychologist)
Colleen Kutz	Brentwood	Cert	Retirement effective 6/30/22 (teacher)
Janel Smith	Mountainside	Cert	Resignation effective 8/29/22 (teacher)
Rose Kingma	Five Mile Prairie	Class	Resignation effective 5/25/22 (LDE)



Thomas Shaw	Transportation	Class	Retirement effective 6/10/22 (Bus Driver)
Jacob Harbert	Northstar	Class	Resignation effective 5/25/22 (LDE)
Jacob Oritt	Mead High	Class	Resignation effective 8/29/22 (Interpreter)
Amber White	Prairie View	Class	Resignation effective 6/1/22 (Para Ed)
Steven Acosta	Mead High	Cert	Resignation effective 8/29/22 (teacher)
Ann Reyes	Mountainside	Class	Retirement effective 8/29/22 (Para Ed)
Teresa Thompson	Shiloh Hills	Cert	Resignation effective 6/14/19 (teacher - on leave the past three years)
Bonnie Murphey	Highland	Cert	Retirement effective 8/29/22 (teacher)
Veradean Helmuth	Transportation	Class	Retirement effective 8/29/22 (Bus Driver)
Catherine Young	Northwood	Class	Retirement effective 8/29/22 (Para Ed)
Sarina Hartsell	Colbert	Class	Resignation effective 6/20/22 (Para Ed)
Colleen Bloom	Creekside	Cert	Retirement effective 8/29/22 (Pre-School teacher)



**FOR THE LOVE OF  
TENNIS  
CAMP**

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<b>ELEMENTARY &amp; MIDDLE SCHOOL</b>	<b>HIGH SCHOOL &amp; ADVANCED JUNIORS</b>
LEARN THE FUNDAMENTALS TO PLAY ON YOUR OWN AND JOIN OTHER CLINICS	FOCUSED STROKE DEVELOPMENT FOR HIGH SCHOOL AND TOURNAMENT PLAYERS.
<b>SESSION 1: JUNE 27 - 30</b> <b>SESSION 2: JULY 11 - 14</b> <b>9:00 - 10:00AM</b>	<b>SESSION 1: JUNE 27 - 30</b> <b>SESSION 2: JULY 11 - 14</b> <b>10:00 - 11:30AM</b>
<b>\$60</b>	<b>\$90</b>

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REGISTER AT:  
[LINK HERE]

**MEAD  
TENNIS**

QUESTIONS?  
EMAIL COACH BORLAND  
BRYCE.BORLAND@MEAD0354.ORG

## Bryce Borland

CTE Teacher, Highland Middle School  
Boys Tennis Coach, Mead High School



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# Mead School District No. 354

Spokane County, Mead, Washington

## Affidavit covering payment of payroll and invoices for General Fund, Capital Projects Fund, Associated Student Body Fund, and Transportation Vehicle Fund

6/13/2022

THIS IS TO CERTIFY under penalty of perjury that the undersigned has examined the attached vouchers and payroll of Mead School District No. 354, Spokane, Washington, and that each of the invoices and vouchers were duly certified and have been received and checked as to price and quantity and have been duly certified by the claimant, as required by law, and that the extensions and additions of said invoices and vouchers have been checked by the Business Office of the District and were found to be correct.

Heather Ellingson, Auditing Officer

THIS IS TO CERTIFY that the warrants of the Mead School District No. 354, Spokane County, Washington, as listed below, have been allowed by the School Board of this District.

Fund Name	Vouchers (Inclusive)	Warrants (Inclusive)	Amount
<b>General Fund:</b>			
5/27/2022	AP-1209	106224-106341	\$342,875.92
5/27/2022	AP-1210	ACH	\$5,190.08
5/31/2022	PR-24	106362-106389	\$29,562.91
5/31/2022	PR-1216	106390-106409	\$1,721,774.95
5/31/2022	PR-1217 & 1218	ACH	\$8,570,880.62
5/31/2022	PR-1219	106410-106411	\$128,299.65
6/3/2022	AP-1220	106412-106470	\$327,040.08
6/3/2022	AP-1221	ACH	\$1,324.56
6/10/2022	AP-1224	106476-106578	\$379,351.46
6/10/2022	AP-1225	ACH	\$11,156.41
		TOTAL/General Fund:	\$11,517,456.44
<b>Capital Projects:</b>			
5/27/2022	AP-1211	106342-106344	\$27,791.92
6/3/2022	AP-1222	106471-106473	\$47,876.16
6/10/2022	AP-1228	106621-106623	\$143,193.72
		TOTAL/Capital Projects:	\$218,861.80
<b>Associated Student Body Fund:</b>			
5/27/2022	AP-1212	106345-106360	\$8,178.29
5/27/2022	AP-1213	ACH	\$55.00
6/3/2022	AP-1223	106474-106475	\$4,890.48
6/10/2022	AP-1226	106579-106620	\$43,738.31
6/10/2022	AP-1227	ACH	\$242.50
		TOTAL/ASB Fund:	\$57,104.58
<b>Trust Fund:</b>			
5/27/2022	AP-1214	106361	\$3,000.00
		TOTAL/Transportation Fund:	\$3,000.00

**TOTAL ALL FUNDS** \$11,796,423.02

Secretary \_\_\_\_\_

Board Signature \_\_\_\_\_

Board Signature \_\_\_\_\_

Board Signature \_\_\_\_\_

Board Signature \_\_\_\_\_

Board Signature \_\_\_\_\_

# General Fund

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# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1209

Starting Check Number: 106224

Check #	Date	Payee	Amount
106224	05/27/2022	A2Z INTERPRETING, LLC	\$991.70
106225	05/27/2022	ACE HARDWARE	\$7.80
106226	05/27/2022	ACTION SPORTSWEAR	\$749.48
106227	05/27/2022	ADVANCED PAGING & COMMUNICATIONS INC	\$18.30
106228	05/27/2022	AI-MEDIA TECHNOLOGIES LLC	\$1,560.00
106229	05/27/2022	ALPHA OMEGA TOURS & CHARTERS	\$7,533.15
106230	05/27/2022	ALSC ARCHITECTS	\$3,210.00
106231	05/27/2022	AMAZON	\$2,105.62
106232	05/27/2022	AMERICAN ON SITE SERVICES	\$636.00
106233	05/27/2022	AMERIGAS PROPANE LP	\$844.54
106234	05/27/2022	ANGUS MEAT INC	\$8,134.37
106235	05/27/2022	BROWN BEARING CO INC	\$109.75
106236	05/27/2022	CASEY, LAURA	\$0.40
106237	05/27/2022	CENTURY LINK - SEATTLE	\$135.72
106238	05/27/2022	CEREBELLUM CORPORATION	\$1,178.95
106239	05/27/2022	CINTAS	\$492.89
106240	05/27/2022	COMMUNITY COLLEGES OF SPOKANE	\$2,719.98
106241	05/27/2022	CURRICULUM ASSOCIATES INC	\$174.46
106242	05/27/2022	DAY, NATALIE	\$7.95
106243	05/27/2022	DOREE, KRISTIN	\$51.40
106244	05/27/2022	DRESSEL-FERRARO, LISA	\$80.10
106245	05/27/2022	EARLY LEARNING INC	\$200.00
106246	05/27/2022	ECKBERG, CHAD	\$196.70
106247	05/27/2022	ENGEN, MICHELLE	\$53.90
106248	05/27/2022	ENRIGHT, CINDY	\$97.05
106249	05/27/2022	ESD 101	\$930.53
106250	05/27/2022	ESD 112	\$2,051.49
106251	05/27/2022	EXCELSIOR HOLISTIC SCHOOLS LLC	\$13,000.00
106252	05/27/2022	FIRST CHOICE SERVICES	\$147.01
106253	05/27/2022	FLANIGAN, COLLEEN	\$63.45
106254	05/27/2022	FRED MEYER KROGER	\$39.77
106255	05/27/2022	FROG PUBLICATIONS INC	\$296.40
106256	05/27/2022	GRAYBAR ELECTRIC CO INC	\$1,264.27
106257	05/27/2022	GSL DISTRICT #8 SCHOOLS	\$1,735.00
106258	05/27/2022	HANKE, SERENA	\$36.05
106259	05/27/2022	HILL, SUMMER	\$5.00
106260	05/27/2022	HOME DEPOT CREDIT SERVICES	\$142.86
106261	05/27/2022	HOME DEPOT PRO	\$11,825.54

# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1209

Starting Check Number: 106224

Check #	Date	Payee	Amount
106262	05/27/2022	HORIZON AUTOMATIC RAIN COMPANY DBA	\$983.47
106263	05/27/2022	HORNER, IRINA	\$36.85
106264	05/27/2022	INTEGRATED REGISTER SYSTEMS INC	\$9,169.38
106265	05/27/2022	IVERSON, TIM	\$33.20
106266	05/27/2022	JOHNSON, SHANNA	\$16.90
106267	05/27/2022	JUNES, LINDSI	\$11.44
106268	05/27/2022	JW PEPPER	\$135.58
106269	05/27/2022	KCDA	\$5,396.77
106270	05/27/2022	KNIGHT, KATIE	\$56.00
106271	05/27/2022	Koscielski, Linda	\$90.00
106272	05/27/2022	LANGLEY, JENN	\$22.15
106273	05/27/2022	LANGUAGE LINE SERVICES INC	\$5.88
106274	05/27/2022	LEARNING A-Z	\$272.50
106275	05/27/2022	LES SCHWAB TIRE	\$956.53
106276	05/27/2022	LILAC CITY BEHAVIORAL SERVICES PLLC	\$9,166.67
106277	05/27/2022	M & L SUPPLY	\$35.19
106278	05/27/2022	MAXIM STAFFING SOLUTIONS	\$1,415.15
106279	05/27/2022	MEAD HIGH SCHOOL	\$575.00
106280	05/27/2022	MEAD SCHOOL DISTRICT	\$4,900.00
106281	05/27/2022	MEAD SCHOOL DISTRICT	\$1,000.00
106282	05/27/2022	MODUS TECHNOLOGY INC	\$5,157.47
106283	05/27/2022	MOUNT SPOKANE HIGH SCHOOL	\$28.48
106284	05/27/2022	MT SPOKANE ASB	\$135.69
106285	05/27/2022	MT SPOKANE WILDCAT LACROSSE	\$632.00
106286	05/27/2022	MULTICARE CENTERS OF OCCUPATIONAL MEDICI	\$642.60
106287	05/27/2022	NAPA AUTO PARTS	\$1,838.25
106288	05/27/2022	NENEMA, TINA	\$15.15
106289	05/27/2022	NORTH 40 OUTFITTERS	\$79.94
106290	05/27/2022	NORTHWEST DISTRIBUTION	\$14,478.52
106291	05/27/2022	NORTHWEST FENCE COMPANY	\$20,624.31
106292	05/27/2022	OCHOA, JAMIE	\$53.40
106293	05/27/2022	OSBORN, BRENT	\$7.75
106294	05/27/2022	OXARC	\$65.69
106295	05/27/2022	PACIFIC NORTHWEST BEHAVIOR LLC	\$2,340.00
106296	05/27/2022	PAPERMILL PRINTING INC	\$87.16
106297	05/27/2022	PETROCARD SYSTEMS INC	\$45,588.99
106298	05/27/2022	PLANET TURF/JCC LTD	\$17,893.51
106299	05/27/2022	POUNDER, LAURIE	\$36.50

# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1209

Starting Check Number: 106224

Check #	Date	Payee	Amount
106300	05/27/2022	PROVIDENCE HEALTH CARE FOUNDATION	\$55.00
106301	05/27/2022	RAINBOW RESOURCES	\$22.22
106302	05/27/2022	READ NATURALLY	\$6,000.39
106303	05/27/2022	RICCO, SUSAN	\$23.20
106304	05/27/2022	ROBL, FRANK	\$96.00
106305	05/27/2022	ROGERS, JANETTE	\$27.15
106306	05/27/2022	ROSS, DOUG	\$108.90
106307	05/27/2022	RWC INTERNATIONAL	\$9,999.84
106308	05/27/2022	SAFETY-KLEEN	\$433.35
106309	05/27/2022	SCHOOL SPECIALTY	\$149.90
106310	05/27/2022	SCHOOLS INSURANCE ASSOC OF WA	\$2,905.00
106311	05/27/2022	SHERWIN WILLIAMS	\$177.39
106312	05/27/2022	SITEONE LANDSCAPE SUPPLY LLC	\$23.77
106313	05/27/2022	SMITH, LEANNE	\$31.05
106314	05/27/2022	SOK, ALISON	\$96.00
106315	05/27/2022	SPINK, CARA	\$56.00
106316	05/27/2022	SPOKANE HOPE	\$1,050.00
106317	05/27/2022	SPONSELLER, STEVEN	\$38.45
106318	05/27/2022	ST GEORGE'S SCHOOL	\$960.00
106319	05/27/2022	STANGER, CINDY	\$102.45
106320	05/27/2022	STATE AUDITOR'S OFFICE	\$4,640.00
106321	05/27/2022	STEVENS, LARALYNN	\$7.00
106322	05/27/2022	STOVERN, DAWN	\$61.60
106323	05/27/2022	STUCKEY, TESSA	\$1,000.00
106324	05/27/2022	TERRY'S DAIRY INC	\$20,525.74
106325	05/27/2022	THE MATH LEARNING CENTER	\$2,178.65
106326	05/27/2022	TIPTON, RHEILAN	\$96.00
106327	05/27/2022	ULINE	\$482.60
106328	05/27/2022	US FOODS INC	\$65,235.76
106329	05/27/2022	VAN DYKE, TERESA	\$21.85
106330	05/27/2022	VERITIV OPERATING CO	\$6,527.73
106331	05/27/2022	VILA-MCEACHERN, MARY	\$13.35
106332	05/27/2022	WA ST FIRST AID	\$750.00
106333	05/27/2022	WALKER, BRUCE	\$750.00
106334	05/27/2022	WAMOA REGION 1	\$280.00
106335	05/27/2022	WASBO	\$700.00
106336	05/27/2022	WAXIE SANITARY SUPPLY	\$3,340.26
106337	05/27/2022	WELLS FARGO FINANCIAL LEASING INC	\$371.71

# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1209

Starting Check Number: 106224

Check #	Date	Payee	Amount
106338	05/27/2022	WESTERN EQUIPMENT	\$429.95
106339	05/27/2022	WSPA	\$150.00
106340	05/27/2022	ZICKLER, NICOLE	\$12.55
106341	05/27/2022	ZOHO CORP	\$6,133.46
Total Amount:			\$342,875.92

End of Report



# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1210

05/27/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Barrington, John O				
Beck, Corbett A		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$426.27
			Vendor Total:	\$426.27
BOOHER, BREANN		1.0.530.9700.13.8582.01.03.000.0000	TRAVEL-OUT OF DISTRICT	\$2,985.54
			Vendor Total:	\$2,985.54
Braddock-Mather, Melissa M		1.0.530.3151.28.8582.27.39.000.0000	TRAVEL-OUT OF DISTRICT	\$159.00
			Vendor Total:	\$159.00
Bradley, Meghan J		1.0.960.9800.22.0000.27.00.000.0000	SCHOOL FOOD SERVICES	\$16.60
			Vendor Total:	\$16.60
Del Pizzo, Steve		1.0.960.9800.22.0000.27.00.000.0000	SCHOOL FOOD SERVICES	\$35.35
			Vendor Total:	\$35.35
Dinwoodie, Carrie Lee		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$70.00
			Vendor Total:	\$70.00
Grimsley, Robert Michael		1.0.960.9800.22.0000.27.00.000.0000	SCHOOL FOOD SERVICES	\$88.70
			Vendor Total:	\$88.70
Hammond, Karl L		1.0.530.9900.52.5190.09.36.000.0000	UNIFORM REPLACEMENT	\$54.49
			Vendor Total:	\$54.49
Hance, Dylan Michael		1.0.960.9800.22.0000.28.00.000.0000	SCHOOL FOOD SERVICES	\$4.90
			Vendor Total:	\$4.90
		1.0.530.9700.13.8581.01.03.000.0000	TRAVEL-IN DISTRICT	\$68.26

## Mead School District No 354

### Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1210

05/27/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Kenney, Sara Teresa				
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	Vendor Total: \$68.26
Kistler, Juli J				
		1.0.960.9800.22.0000.27.00.000.0000	SCHOOL FOOD SERVICES	Vendor Total: \$45.92
MARTIN, GABRIEL LEE				
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	Vendor Total: \$42.00
McMahan, Alan C				
		1.0.530.9900.52.7340.09.36.000.0000	DRIVER PHYSICALS	Vendor Total: \$112.00
Mejia Moreno, Hugo Silder				
		1.0.530.9700.62.7330.07.34.000.0000	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	Vendor Total: \$242.25
Morris, Adam R				
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	Vendor Total: \$21.80
Riggs, David G				
		1.0.960.9800.22.0000.28.00.000.0000	SCHOOL FOOD SERVICES	Vendor Total: \$112.00
Rinck, Darin D				
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	Vendor Total: \$54.50
Schuerman, Alexander D				
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	Vendor Total: \$112.00
				Vendor Total: \$112.00
				Vendor Total: \$112.00
				Vendor Total: \$112.00

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1210 05/27/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Semb, Stephanie Michelle				
		1.0.530.3151.28.8582.27.39.000.0000	TRAVEL-OUT OF DISTRICT	\$159.00
Simonson, Melinda Sue			Vendor Total:	\$159.00
		1.0.960.9800.22.0000.13.00.000.0000	SCHOOL FOOD SERVICES	\$27.50
Ulias, Richard			Vendor Total:	\$27.50
		1.0.530.9900.52.7340.09.36.000.0000	DRIVER PHYSICALS	\$140.00
Wallace, Michael Jon			Vendor Total:	\$140.00
		1.0.530.9900.52.5190.09.36.000.0000	UNIFORM REPLACEMENT	\$100.00
			Vendor Total:	\$100.00
			Grand Total:	\$5,190.08

End of Report

# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1220

Starting Check Number: 106412

Check #	Date	Payee	Amount
106412	06/03/2022	A2Z INTERPRETING, LLC	\$105.00
106413	06/03/2022	ACE HARDWARE	\$6.40
106414	06/03/2022	ADVANCED PAGING & COMMUNICATIONS INC	\$335.41
106415	06/03/2022	AGPARTS WORLDWIDE INC	\$6,997.50
106416	06/03/2022	AI-MEDIA TECHNOLOGIES LLC	\$780.00
106417	06/03/2022	ALPHA OMEGA TOURS & CHARTERS	\$2,547.50
106418	06/03/2022	AMAZON	\$133.85
106419	06/03/2022	AMERIGAS PROPANE LP	\$771.01
106420	06/03/2022	APPLE COMPUTER INC	\$334.45
106421	06/03/2022	ARMSTRONG, RICK	\$80.95
106422	06/03/2022	AVISTA UTILITIES	\$120,454.04
106423	06/03/2022	BARK BOYS LANDSCAPE SUPPLIES	\$3,920.40
106424	06/03/2022	CENTURY LINK - SEATTLE	\$14.14
106425	06/03/2022	CITY GLASS	\$202.69
106426	06/03/2022	CLEARWATER MUSIC	\$1,132.58
106427	06/03/2022	CO ENERGY	\$830.05
106428	06/03/2022	CODECOMBAT INC	\$3,000.00
106429	06/03/2022	COLLEGE BOARD	\$36,471.00
106430	06/03/2022	DEOBALD, BARRY	\$81.50
106431	06/03/2022	EMPLOYMENT SECURITY DEPART	\$8,442.47
106432	06/03/2022	ESD 101	\$1,200.00
106433	06/03/2022	EVCO SOUND & ELECTRONICS	\$914.80
106434	06/03/2022	EXCELSIOR HOLISTIC SCHOOLS LLC	\$15,600.00
106435	06/03/2022	FIRST CHOICE SERVICES	\$134.37
106436	06/03/2022	FISHER'S TECHNOLOGY	\$67.55
106437	06/03/2022	FOLLETT SCHOOL SOLUTIONS INC	\$1,500.35
106438	06/03/2022	HAIGHT, ED	\$221.27
106439	06/03/2022	HAMPTON INN - FEDERAL WAY	\$7,158.57
106440	06/03/2022	HEALING LODGE OF SEVEN NATIONS	\$9,349.20
106441	06/03/2022	HOME DEPOT CREDIT SERVICES	\$75.43
106442	06/03/2022	HOME DEPOT PRO	\$1,520.85
106443	06/03/2022	HORIZON AUTOMATIC RAIN COMPANY DBA	\$228.77
106444	06/03/2022	INTERSTATE ALL BATTERY CENTER	\$494.75
106445	06/03/2022	JOSTENS PETER BAUERNFEIND	\$1,996.96
106446	06/03/2022	KCDA	\$1,905.92
106447	06/03/2022	KIGHT, DAWN	\$40.00
106448	06/03/2022	LAWSON PRODUCTS INC	\$481.01
106449	06/03/2022	LES SCHWAB TIRE	\$294.03

# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1220

Starting Check Number: 106412

Check #	Date	Payee	Amount
106450	06/03/2022	LILAC CITY BEHAVIORAL SERVICES PLLC	\$9,155.49
106451	06/03/2022	M & L SUPPLY	\$38,656.20
106452	06/03/2022	MAXIM STAFFING SOLUTIONS	\$5,551.70
106453	06/03/2022	MCGUIRE BEARING CO	\$1,394.65
106454	06/03/2022	NAPA AUTO PARTS	\$1,399.09
106455	06/03/2022	NORTH 40 OUTFITTERS	\$42.70
106456	06/03/2022	NORTHWEST TECH PRODUCTS INC	\$2,538.46
106457	06/03/2022	PANKEY, BRANDI	\$2.75
106458	06/03/2022	PLANET TURF/JCC LTD	\$12,742.10
106459	06/03/2022	RWC INTERNATIONAL	\$1,389.73
106460	06/03/2022	SITEONE LANDSCAPE SUPPLY LLC	\$198.51
106461	06/03/2022	SPOKANE CO WATER DIST 3	\$2,524.97
106462	06/03/2022	SPRINGER, MISTY	\$80.30
106463	06/03/2022	STEVENS, ASHLEY	\$135.00
106464	06/03/2022	T-MOBILE	\$4,359.50
106465	06/03/2022	TEACHING TEXTBOOKS INC	\$55.08
106466	06/03/2022	TRANSFINDER	\$9,600.00
106467	06/03/2022	TYSOR, MATT	\$58.00
106468	06/03/2022	WAXIE SANITARY SUPPLY	\$223.98
106469	06/03/2022	WELLS FARGO FINANCIAL LEASING INC	\$7,022.85
106470	06/03/2022	ZIGGY'S	\$84.25
Total Amount:			\$327,040.08

End of Report

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1221

06/03/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Balcheva, Petronia A				
		1.0.530.6400.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	
Barrington, John O				Vendor Total: \$749.56
		1.0.530.3161.28.8582.28.39.000.0000	TRAVEL-OUT OF DISTRICT	
Barrington, Tammy Jane				Vendor Total: \$90.00
		1.0.530.3161.28.8582.28.39.000.0000	TRAVEL-OUT OF DISTRICT	
Bower, Ellen Estelle				Vendor Total: \$90.00
		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	
Burton, Gloria L				Vendor Total: \$64.59
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	
Butler, Brandon Robert				Vendor Total: \$33.46
		1.0.530.3161.28.8582.28.39.000.0000	TRAVEL-OUT OF DISTRICT	
Butler, Stefanie				Vendor Total: \$54.00
		1.0.530.3161.28.8582.28.39.000.0000	TRAVEL-OUT OF DISTRICT	
Cardenas, Julia				Vendor Total: \$54.00
		1.0.530.1320.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	
Gilbert, Donald L				Vendor Total: \$22.00
		1.0.530.9700.63.8581.07.35.000.0000	TRAVEL-IN DISTRICT	
Gunther, Tanya M				Vendor Total: \$136.95
		1.0.530.1320.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	
				Vendor Total: \$30.00

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1221 06/03/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
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Vendor Total: \$30.00

Grand Total: \$1,324.56

End of Report

# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1224

Starting Check Number: 106476

Check #	Date	Payee	Amount
106476	06/10/2022	A2Z INTERPRETING, LLC	\$467.97
106477	06/10/2022	ACE HARDWARE	\$8.79
106478	06/10/2022	ADVANCED PAGING & COMMUNICATIONS INC	\$130.68
106479	06/10/2022	AI-MEDIA TECHNOLOGIES LLC	\$936.00
106480	06/10/2022	ALPHA OMEGA TOURS & CHARTERS	\$9,662.50
106481	06/10/2022	AMAZON	\$3,025.46
106482	06/10/2022	AMERIGAS PROPANE LP	\$955.71
106483	06/10/2022	APPLE COMPUTER INC	\$812.65
106484	06/10/2022	AVAIL HOME HEALTH INC	\$577.50
106485	06/10/2022	BLAKE, GINGER	\$238.00
106486	06/10/2022	BRAVE WRITER LLC	\$191.40
106487	06/10/2022	BRO, MELISSA	\$22.30
106488	06/10/2022	BROWN, HEIDI	\$37.32
106489	06/10/2022	BSN SPORTS	\$78.26
106490	06/10/2022	Chan, Amanda Eldiene	\$79.00
106491	06/10/2022	CINTAS	\$5,645.54
106492	06/10/2022	CITY OF SPOKANE - UTILITIES DIVISION	\$5,104.86
106493	06/10/2022	CLEARWATER MUSIC	\$885.30
106494	06/10/2022	CMRS-FP	\$5,000.00
106495	06/10/2022	COLLEGE BOARD	\$45,252.00
106496	06/10/2022	COMMERCIAL TIRE INC	\$778.84
106497	06/10/2022	CRAWFORD, STEPHANIE	\$28.75
106498	06/10/2022	CURRICULUM ASSOCIATES INC	\$1,437.03
106499	06/10/2022	DEPT OF LICENSING	\$52.00
106500	06/10/2022	DEVRIES MOVING & PACKING STORAGE	\$4,533.06
106501	06/10/2022	ENGRAVER	\$125.08
106502	06/10/2022	FIRST CHOICE SERVICES	\$69.76
106503	06/10/2022	FISHER'S TECHNOLOGY	\$6,386.08
106504	06/10/2022	FOLLETT SCHOOL SOLUTIONS INC	\$1,244.27
106505	06/10/2022	GILBERT, VANESSA	\$30.52
106506	06/10/2022	GRAINGER CO	\$47.01
106507	06/10/2022	GREATAMERICA FINANCIAL SERVICES	\$1,987.76
106508	06/10/2022	GUNDLACH, DEBBIE	\$78.70
106509	06/10/2022	HAMPTON INN - RICHLAND	\$2,343.42
106510	06/10/2022	HAVE BEANS WILL TRAVEL MOBILE EXPRESS	\$446.40
106511	06/10/2022	HEIDERGOTT, KATE	\$35.00
106512	06/10/2022	HIGHLAND MIDDLE SCHOOL	\$57.00
106513	06/10/2022	HOLIDAY INN - RICHLAND RIVERFRONT	\$940.38



# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1224

Starting Check Number: 106476

Check #	Date	Payee	Amount
106514	06/10/2022	HOLIDAY INN - TACOMA.	\$6,374.20
106515	06/10/2022	HOME DEPOT CREDIT SERVICES	\$34.28
106516	06/10/2022	HOME DEPOT PRO	\$112.14
106517	06/10/2022	HOPSON, MARIAH	\$135.00
106518	06/10/2022	HUSSAINI, SAYED	\$5.00
106519	06/10/2022	INSTRUMENTALIST AWARDS LLC	\$425.00
106520	06/10/2022	JOHNS, JENNIFER	\$14.44
106521	06/10/2022	JOHNSON, AMANDA	\$0.75
106522	06/10/2022	JOSTENS	\$2,054.67
106523	06/10/2022	JOSTENS PETER BAUERNFEIND	\$124.97
106524	06/10/2022	KCDA	\$3,609.34
106525	06/10/2022	KENWORTH SALES SPOKANE	\$11,478.61
106526	06/10/2022	KINK, JULIE	\$100.00
106527	06/10/2022	KOENIG, JENNIFER	\$135.00
106528	06/10/2022	KUTHER, JACOB	\$15.75
106529	06/10/2022	KUTHER, SUSAN	\$63.85
106530	06/10/2022	LANGUAGE LINE SERVICES INC	\$8.82
106531	06/10/2022	LAWSON PRODUCTS INC	\$450.04
106532	06/10/2022	LEARNING A-Z	\$290.38
106533	06/10/2022	LES SCHWAB TIRE	\$2,753.97
106534	06/10/2022	MAXIM STAFFING SOLUTIONS	\$1,410.20
106535	06/10/2022	MEAD BAND WAGON	\$567.47
106536	06/10/2022	MEAD SPORTS BOOSTER ORGANIZATION	\$975.27
106537	06/10/2022	MILLER PAINT CO INC	\$194.84
106538	06/10/2022	MOCA CREATIONS	\$79.45
106539	06/10/2022	MOTION AUTO SUPPLY	\$70.31
106540	06/10/2022	MT SPOKANE BANDSTAND	\$1,237.32
106541	06/10/2022	MT SPOKANE BOOSTER CLUB	\$922.42
106542	06/10/2022	NATIONAL COLOR GRAPHICS, INC	\$3,422.60
106543	06/10/2022	NEC FINANCIAL SERVICES LLC	\$4,641.62
106544	06/10/2022	NISKA, CHANDRA	\$42.45
106545	06/10/2022	OZO EDU	\$2,990.00
106546	06/10/2022	PATRIOT FIRE PROTECTION INC	\$141.70
106547	06/10/2022	PEAK 7 ADVENTURES	\$3,240.00
106548	06/10/2022	PEREZ, LETICIA	\$56.05
106549	06/10/2022	PERRINS, CLAYNE	\$109.55
106550	06/10/2022	PPC SOLUTIONS, INC	\$1,547.00
106551	06/10/2022	PURE FILTRATION PRODUCTS INC	\$10,189.19

# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1224

Starting Check Number: 106476

Check #	Date	Payee	Amount
106552	06/10/2022	ROGERS, JANETTE	\$28.48
106553	06/10/2022	ROMAN, ETHAN	\$511.01
106554	06/10/2022	ROSSELET, TRACI	\$101.15
106555	06/10/2022	ROUNDY FAMILY LLC	\$24,993.00
106556	06/10/2022	RWC INTERNATIONAL	\$3,339.89
106557	06/10/2022	SCHAAL, FLORIDA	\$17.70
106558	06/10/2022	SCHOOL SPECIALTY	\$229.88
106559	06/10/2022	SCOTT, REBECCA	\$57.50
106560	06/10/2022	SPOKANE CO ENVIRONMENTAL SERVICES	\$2,679.44
106561	06/10/2022	SPOKANE CO TREASURER/SHERIFF	\$79,461.00
106562	06/10/2022	SPOKANE INTERNATIONAL TRANSLATION	\$395.38
106563	06/10/2022	SPOKANE TESTING SOLUTIONS	\$1,502.76
106564	06/10/2022	SPOKESMAN REVIEW.	\$179.40
106565	06/10/2022	ST GEORGE'S SCHOOL	\$1,120.00
106566	06/10/2022	STONEWAY ELECTRIC	\$1,024.11
106567	06/10/2022	STUBB, ELAINA	\$405.00
106568	06/10/2022	TERRY'S DAIRY INC	\$25,072.41
106569	06/10/2022	THE MATH LEARNING CENTER	\$1,438.80
106570	06/10/2022	TURNER, MARCELLES	\$117.94
106571	06/10/2022	UNITED DATA SECURITY INC	\$195.00
106572	06/10/2022	US FOODS INC	\$65,362.97
106573	06/10/2022	VERITIV OPERATING CO	\$3,327.64
106574	06/10/2022	VERIZON..	\$544.48
106575	06/10/2022	WASBO	\$200.00
106576	06/10/2022	WILDROSE GRAPHICS	\$675.65
106577	06/10/2022	WSPA	\$100.00
106578	06/10/2022	ZAYO ENTERPRISE NETWORKS	\$6,514.92
Total Amount:			\$379,351.46

End of Report

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1225

06/10/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Acosta, Steven				
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$70.00
Ausband, Dorsey M			Vendor Total:	\$70.00
		1.0.530.2130.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$47.09
Bagnall, Aaron R			Vendor Total:	\$47.09
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$175.00
Baldwin, Rebecca L			Vendor Total:	\$175.00
		1.0.530.0100.27.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$10.53
Barrington, John O			Vendor Total:	\$10.53
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$183.11
Beeman, Deann C			Vendor Total:	\$183.11
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$72.07
Binder, Mary E			Vendor Total:	\$72.07
		1.0.530.2100.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$37.03
Bjerkestrand, Hanna			Vendor Total:	\$37.03
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$175.00
Borland, Bryce Leighton			Vendor Total:	\$175.00
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$127.00
Busch, Conner James			Vendor Total:	\$127.00
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$127.00

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1225 06/10/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Busch, Makena Helen			Vendor Total:	\$127.00
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$96.00
Chadwick, Laurie L			Vendor Total:	\$96.00
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$96.00
Daratha, Irvin Scott			Vendor Total:	\$96.00
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$192.00
Elliott, Christina			Vendor Total:	\$192.00
		1.0.530.2131.24.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$27.26
Erwin, Emily			Vendor Total:	\$27.26
		1.0.530.2101.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$19.42
Fayant, Catherine L			Vendor Total:	\$19.42
		1.0.530.9700.63.5100.07.35.000.0000	CUSTODIAL SUPPLIES-MAINTENANCE	\$51.21
Figueira, Daniel B			Vendor Total:	\$51.21
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$192.00
FLEMING, MICHAEL PATRICK	V003734		Vendor Total:	\$192.00
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$96.00
Helling, Annette M			Vendor Total:	\$96.00
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$192.00
Hennessy, Kari J			Vendor Total:	\$192.00

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1225

06/10/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Hutchinson, Corissa L		1.0.960.9800.22.0000.25.00.000.0000	SCHOOL FOOD SERVICES	\$29.60
			Vendor Total:	\$29.60
King, Justin Edward		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$96.00
			Vendor Total:	\$96.00
Klingback, Jessica Renee		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$192.00
			Vendor Total:	\$192.00
KUETER, RANDALL	V002220	1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$413.00
			Vendor Total:	\$413.00
Lehr, James Patrick		1.0.530.9700.65.7340.26.03.000.0000	OTHER PROFESSIONAL PURCHASED SERVICES	\$4,950.00
			Vendor Total:	\$4,950.00
MARTIN, GABRIEL LEE		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$175.00
			Vendor Total:	\$175.00
Martinsen, Jennifer L		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$144.00
			Vendor Total:	\$144.00
Masiarek, Lindsey Johanna		1.0.530.2101.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$13.92
			Vendor Total:	\$13.92
McCarville, Jane		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$8.72
			Vendor Total:	\$8.72
		1.0.530.1320.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$34.00
		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$33.00

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1225

06/10/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Miller, Jason			Vendor Total:	\$67.00
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$192.00
			Vendor Total:	\$192.00
Morris, Adam R				
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$144.00
			Vendor Total:	\$144.00
Murphy, Cheyenne S				
		1.0.530.9700.63.8581.07.35.000.0000	TRAVEL-IN DISTRICT	\$26.91
			Vendor Total:	\$26.91
Murphy, Joel Patrick				
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$96.00
			Vendor Total:	\$96.00
Nelson, Devan				
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$192.00
			Vendor Total:	\$192.00
Nelson, Donn				
		1.0.530.2109.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$143.38
			Vendor Total:	\$143.38
Phillips, Michael R				
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$175.00
			Vendor Total:	\$175.00
Rinck, Darin D				
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$144.00
			Vendor Total:	\$144.00
Schuerman, Alexander D				
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$144.00
			Vendor Total:	\$144.00
Slick, Meghan Ray				
			Vendor Total:	\$144.00

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1225

06/10/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Spinnell, Christine Rachelle		1.0.530.1320.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$22.00
			Vendor Total:	\$22.00
		1.0.530.1320.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$133.57
Spring, Claire Sharon			Vendor Total:	\$133.57
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$144.00
			Vendor Total:	\$144.00
Stovern, Michael T		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$413.00
			Vendor Total:	\$413.00
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$49.73
Stuchell, Austin E			Vendor Total:	\$49.73
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$175.00
			Vendor Total:	\$175.00
Sturtevant, Jacob Carleton		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$127.00
			Vendor Total:	\$127.00
		1.0.530.2130.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$65.52
Turner, Finis		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$192.00
			Vendor Total:	\$257.52
		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$15.27
Vahlstrom, Maria Thereza			Vendor Total:	\$15.27
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$175.00
Printed: 06/08/2022 11:07:30 AM		Report: rptAPVoucherAcctSummary 2021.4.21		Page: 5

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1225 06/10/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Whitman, Lehsley A		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	Vendor Total: \$175.00
Wilburn, Tanner Don		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	Vendor Total: \$54.46
Wrigley, Jonathan Edward		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	Vendor Total: \$70.00
Zeidler, Todd L		1.0.530.9700.15.8582.01.01.000.0000	TRAVEL-OUT OF DISTRICT	Vendor Total: \$127.00
End of Report				Vendor Total: \$60.61
				Grand Total: \$11,156.41



# Capital Projects Fund

# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1211

Starting Check Number: 106342

Check #	Date	Payee	Amount
106342	05/27/2022	DCI ENGINEERS	\$525.00
106343	05/27/2022	IBEX FLOORING	\$27,070.36
106344	05/27/2022	OAC SERVICES INC	\$196.56
Total Amount:			\$27,791.92

End of Report

# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1222

Starting Check Number: 106471

Check #	Date	Payee	Amount
106471	06/03/2022	BSN SPORTS	\$10.97
106472	06/03/2022	INSIGHT INVESTMENTS	\$42,168.58
106473	06/03/2022	THE CREATIVE OFFICE	\$5,696.61
Total Amount:			\$47,876.16

End of Report

# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1228

Starting Check Number: 106621

Check #	Date	Payee	Amount
106621	06/10/2022	A M LANDSHAPER INC	\$75,202.17
106622	06/10/2022	NAPA AUTO PARTS	\$2,774.07
106623	06/10/2022	RIVER CITY GLASS INC	\$65,217.48
Total Amount:			\$143,193.72

End of Report

ASB

**Mead School District No 354****Payee Listing****Fiscal Year:** 2021-2022**Criteria:****Bank Account:** SPOKANE COUNTY TREASURER  
153607390207**Voucher:** 1212**Starting Check Number:** 106345

Check #	Date	Payee	Amount
106345	05/27/2022	BLACK, HELEN	\$40.00
106346	05/27/2022	BOUNDARY CO SCHOOL DIST #101	\$100.00
106347	05/27/2022	BSN SPORTS	\$739.10
106348	05/27/2022	DYNAMITE ENTERPRISES	\$111.18
106349	05/27/2022	FOLSOM, JESSICA	\$25.00
106350	05/27/2022	HARRISON, LINDA R	\$135.00
106351	05/27/2022	HOFFMAN MUSIC CO	\$178.20
106352	05/27/2022	K C ENTERPRISES	\$1,884.61
106353	05/27/2022	Koscielski, Linda	\$100.00
106354	05/27/2022	LEWIS & CLARK HS	\$250.00
106355	05/27/2022	MURBACH, TYPHANY	\$50.00
106356	05/27/2022	OLSEN, DENISE	\$50.00
106357	05/27/2022	SEBESTA, DUSKA	\$65.00
106358	05/27/2022	STEINMETZ, MARIAH	\$40.00
106359	05/27/2022	WANDERMERE GOLF COURSE	\$1,960.20
106360	05/27/2022	WWU	\$2,450.00
Total Amount:			\$8,178.29

**End of Report**

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1213

05/27/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
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Moczulski, Cathy A

4.0.960.1100.00.0000.27.00.000.0000

ASB YEARBOOK

\$55.00

Vendor Total: \$55.00

Grand Total: \$55.00

End of Report

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1223

**Starting Check Number:** 106474

Check #	Date	Payee	Amount
106474	06/03/2022	MEAD SCHOOL DISTRICT	\$3,754.89
106475	06/03/2022	MOMENTUM INC	\$1,135.59
Total Amount:			\$4,890.48

End of Report



# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1226

Starting Check Number: 106579

Check #	Date	Payee	Amount
106579	06/10/2022	ACADEMICS ARE COOL	\$110.00
106580	06/10/2022	AMAZON	\$167.50
106581	06/10/2022	BAIRD, LISA	\$26.00
106582	06/10/2022	BIG CAT WRESTLING	\$2,500.00
106583	06/10/2022	BOISE STATE UNIVERSITY	\$1,323.40
106584	06/10/2022	BSN SPORTS	\$2,606.44
106585	06/10/2022	CAVALCADE OF BANDS	\$300.00
106586	06/10/2022	COLOMB, SHELLY	\$20.00
106587	06/10/2022	CREATIVE COSTUME & DESIGN INC	\$250.00
106588	06/10/2022	EASTERN WASHINGTON UNIVERSITY	\$1,323.40
106589	06/10/2022	ENGRAVER	\$236.53
106590	06/10/2022	FOUR POINTS BY SHERATON	\$1,618.22
106591	06/10/2022	FREDERICK, KELLI	\$465.00
106592	06/10/2022	GONZAGA ATHLETICS	\$2,500.00
106593	06/10/2022	GONZAGA UNIVERSITY	\$3,273.40
106594	06/10/2022	HEIDERGOTT, KATE	\$25.00
106595	06/10/2022	INTEGRATED REGISTER SYSTEMS INC	\$81.68
106596	06/10/2022	KCDA	\$364.70
106597	06/10/2022	LAWSON, REGINA	\$20.00
106598	06/10/2022	LEWIS & CLARK HS	\$250.00
106599	06/10/2022	M & R SALES	\$2,477.00
106600	06/10/2022	MEAD SCHOOL DISTRICT	\$3,184.12
106601	06/10/2022	MILLER, ANNA	\$50.00
106602	06/10/2022	MILLWOOD BASKETBALL	\$400.00
106603	06/10/2022	MOMENTUM INC	\$1,035.61
106604	06/10/2022	MONTANA TECHNOLOGICAL UNIVERSITY	\$1,323.40
106605	06/10/2022	PINE ACRES GOLF COURSE	\$2,749.00
106606	06/10/2022	ROMAN, ETHAN	\$311.33
106607	06/10/2022	SIGNS FOR SUCCESS	\$94.42
106608	06/10/2022	SPOKANE FALLS COMM COLLEGE	\$1,323.40
106609	06/10/2022	SPOKANE PUBLIC FACILITIES DIST	\$2,166.17
106610	06/10/2022	TOURNAMENT OF CHAMPIONS INC	\$585.00
106611	06/10/2022	TROPHIES UNLIMITED	\$665.45
106612	06/10/2022	UNIVERSAL ATHLETIC	\$2,383.89
106613	06/10/2022	UNIVERSAL CHEERLEADERS ASSOCIATION	\$1,323.00
106614	06/10/2022	WANDERMERE GOLF COURSE	\$522.72
106615	06/10/2022	WASH STATE THESPIANS	\$570.00
106616	06/10/2022	WASHINGTON OFFICIALS ASSOCIATION	\$2,335.75

# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1226

Starting Check Number: 106579

Check #	Date	Payee	Amount
106617	06/10/2022	WHITWORTH UNIVERSITY....	\$930.00
106618	06/10/2022	WONG, JASON	\$1,000.00
106619	06/10/2022	YMCA	\$759.00
106620	06/10/2022	YOKES	\$87.78
Total Amount:			\$43,738.31

End of Report

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1227 06/10/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Cummings, Alana Leeann		4.0.530.6030.00.0000.22.00.000.0000	INVESTED (SAUL HAUS)	\$42.50
Gallagher, Natalie E			Vendor Total:	\$42.50
Nelson, Darren Lee		4.0.530.1040.00.0000.22.00.000.0000	ASB GENERAL MONIES	\$30.00
			Vendor Total:	\$30.00
		4.0.960.2300.00.0000.27.00.000.0000	ASB/GIRLS BASKETBALL	\$170.00
			Vendor Total:	\$170.00
			Grand Total:	\$242.50

End of Report

# Trust

# Mead School District No 354

## Payee Listing

Fiscal Year: 2021-2022

### Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1214

Starting Check Number: 106361

Check #	Date	Payee	Amount
106361	05/27/2022	UNIVERSITY OF WASHINGTON	\$3,000.00
Total Amount:			\$3,000.00

End of Report

**2021/2022 Out of Endorsement Teachers**  
**June 13, 2022 Consent Agenda**

	<b>Out of Endorsement</b>
<b>Farwell</b>	<ul style="list-style-type: none"> <li>• <b>Cherish Schrader</b> – Elementary Education (Teaching Kindergarten. Has a Special Education endorsement but not an Elementary Ed endorsement.)</li> </ul>
<b>Five Mile Prairie/Northstar (Mead Education Partnership Program)</b>	<ul style="list-style-type: none"> <li>• <b>Tiffany Degenhart (Mead Virtual Program Secondary Teacher)</b> – Spanish I, II, III &amp; IV, ELA I (9<sup>th</sup> grade), ELA II (10<sup>th</sup> grade), ELA III (11<sup>th</sup> grade), ELA IV (12<sup>th</sup> grade), AP English Lit &amp; Composition, Language Arts, Computer Applications, Early U.S. History, Washington State History &amp; Government, Elementary Curriculum, French I &amp; II, Sociology, Physical Education, Health Education, Physical Science, Biology, Chemistry, Earth/Space Science, Life Science, Social Studies, World History, Modern US History, US Government, Art, Art-General, Music Theory, Visual Art Comprehensive &amp; Drawing</li> <li>• <b>Paul Kautzman (Mead Virtual Program Secondary Teacher)</b> – Spanish I, II, III &amp; IV, French I &amp; II, Biology, Chemistry, Physical Science, Life Science, Earth/Space Science, Art, Visual Arts – Drawing, Visual Arts – Comprehensive, Bridge to College Mathematics, Mathematics, Foundation Math, Algebra I – Parts I &amp; II, Algebra II, Geometry, Pre-Calculus, Elementary Curriculum, Music Theory, Physical Education, Health Education, Computer Applications</li> <li>• <b>Kerrie Rowland</b> – Bilingual/ESL Program</li> <li>• <b>Jennifer Springstead</b> – World History Overview</li> </ul>
<b>Highland Middle School</b>	<ul style="list-style-type: none"> <li>• <b>Marcy Gallinger</b> – Introductory Business (Has a CTE endorsement but not the correct one for this class.)</li> <li>• <b>Jaclyn Jordan</b> – Spanish I (Spanish endorsement added to teaching certificate on 11/18/21.)</li> <li>• <b>Paul Bryan Murphey</b> – Algebra I – Part I &amp; Algebra II – Part II (Has an elementary education endorsement but to teach Algebra, even at middle school, you need a math endorsement.)</li> <li>• <b>Mark Shulkin</b> – Language Arts Laboratory (Has a Special Education endorsement. Is teaching a student(s) new to the district with an expired IEP while performing assessments to update the IEP and qualify student(s) for Special Education services.)</li> </ul>

<b>Mountainside Middle School</b>	<ul style="list-style-type: none"> <li>• <b>Yukon Degenhart</b> – Computer &amp; Information Technology (Does not have the CTE endorsement needed for this class.)</li> <li>• <b>Linda Koscielski</b> – Mathematics grade 7 &amp; grade 8 (Has a Special Education endorsement. Is teaching a student(s) new to the district with an expired IEP while performing assessments to update the IEP and qualify student(s) for Special Education services.)</li> <li>• <b>Craig Triplett</b> – Computer &amp; Information Technology and Computer Programing (Does not have the CTE endorsement needed for these classes.)</li> <li>• <b>James Tucker</b> – Physical Education (Has an Elementary Education endorsement.)</li> <li>• <b>Jolynn Watson-Thomas</b> – Geometry (Has Middle Level Math endorsement but Geometry requires an actual 4-12 Math endorsement.)</li> </ul>
<b>Northwood Middle School</b>	<ul style="list-style-type: none"> <li>• <b>Tallie Carlson</b> - Computer &amp; Information Technology (Does not have the CTE endorsement needed for this class.)</li> <li>• <b>Lisa Forster</b> – Orchestra (Teaches orchestra, and done so for many years, with an Elementary Ed endorsement.)</li> <li>• <b>Maya Heissenbuttel</b> – Crime Scene Management (Does not have the CTE endorsement needed for this class.)</li> <li>• <b>Troy Hughes</b> – Physical Education (Principal at Northwood who is listed as the teacher of record for Physical Education Independent Study.)</li> <li>• <b>Patricia King</b> – Language Arts grades 6-8 (Has a Special Education endorsement. Is teaching a student(s) new to the district with an expired IEP while performing assessments to update the IEP and qualify student(s) for Special Education services.)</li> <li>• <b>Jana O’Leary</b> – Physical Education (Has an Elementary Education endorsement.)</li> <li>• <b>Cindy Richman</b> - Physical Education (Has an Elementary Education endorsement.)</li> <li>• <b>Patrick Round</b> - Physical Education (Assistant Principal at Northwood who is listed as the teacher of record for Physical Education Independent Study.)</li> <li>• <b>Christian Smith</b> - Physical Education (Has an Elementary Education endorsement.)</li> </ul>
<b>Mead High School</b>	<ul style="list-style-type: none"> <li>• <b>Amy Bergstrom</b> – AP Physics (Has a Science endorsement but this class requires a Physics endorsement.)</li> <li>• <b>Rick Biggerstaff</b> – ELA I &amp; II, American Literature, British Literature and World Literature (Design Studio teacher.</li> </ul>

	<p>Because of the way students are assigned to the class teacher shows out of endorsement in ELA classes.)</p> <ul style="list-style-type: none"> <li>• <b>Julie Dodge</b> – English Language &amp; Literature (Has a Special Education endorsement. Is teaching a student(s) new to the district with an expired IEP while performing assessments to update the IEP and qualify student(s) for Special Education services.)</li> <li>• <b>Gunnar Drew</b> – ELA II, American Literature, British Literature, World Literature (Design Studio teacher. Because of the way students are assigned to the class teacher shows out of endorsement in ELA classes.)</li> <li>• <b>Regan Drew</b> – ELA I &amp; II, AP English Language &amp; Composition, American Literature, British Literature &amp; World Literature (Design Studio teacher. Because of the way students are assigned to the class teacher shows out of endorsement in ELA classes.)</li> <li>• <b>Jaclyn Jordan</b> - Spanish I (Spanish endorsement added to teaching certificate on 11/18/21.)</li> <li>• <b>James Lehr</b> – Health &amp; Life Management, General Math (Has a Special Education endorsement. Is teaching a student(s) new to the district with an expired IEP while performing assessments to update the IEP and qualify student(s) for Special Education services.)</li> <li>• <b>Elizabeth Pipkin</b> – Psychology</li> <li>• <b>Jason Roberts</b> – AP Computer Science (Has Math &amp; CTE Engineering endorsements.)</li> <li>• <b>Deena Smith</b> – Algebra I Parts I &amp; II, Geometry (Added a math endorsement on 3/11/22.)</li> <li>• <b>Cheyenne Wolf</b> – ELA II &amp; World Literature</li> </ul>
<b>Mt. Spokane High School</b>	<ul style="list-style-type: none"> <li>• <b>Nancy Butz</b> – Dance Technique (Has for many years been the Dance Team coach/teacher at Mt. Spokane.)</li> <li>• <b>Greg Conley</b> – Sociology</li> <li>• <b>Allison Hentges</b> – Sociology</li> <li>• <b>Justin King</b> – ELA I &amp; III, Health &amp; Life Management (Has a Special Education endorsement. Is teaching a student(s) new to the district with an expired IEP while performing assessments to update the IEP and qualify student(s) for Special Education services.)</li> <li>• <b>Sarah Moureaux</b> – Modern US History, Early US History (Has an ESL endorsement. Classes in question are most likely support classes for ELL students.)</li> </ul>



## MEAD SCHOOL DISTRICT

Board Meeting of June 13, 2022  
New Business

VI.B.

**Agenda Item:** **1<sup>st</sup> Reading Policy & Procedure 2161 Revision**  
**Special Education and Related Services for Eligible Students**

**Background:** Revisions to Policy/Procedure 2161, Special Education and Related Services for Eligible Students, are being presented for first reading consideration. This policy/procedure was adopted on September 24, 2007, with revisions to the policy approved on March 10, 2008 and July 20, 2016. Revisions to the procedure were approved on March 11, 2010, January 12, 2015 and July 20, 2016. The presented revisions bring this policy/procedure into compliance with the state's new special education reporting process that requires school districts to analyze and update their special education policies and procedures by August 31, 2022.

WSSDA Sample Policy 2161 and Sample Procedure 2161 were used as templates for the presented revisions. Proposed policy and procedure revisions are highlighted in the attached drafts.

Special Education procedures are designed to: 1) Ensure that students who are eligible for services under the Individuals with Disabilities Act are served well, appropriately and given assurance of individualized support for their success, and 2) Limit the district's liability and ensure fiduciary responsibility by enacting policy and procedures that mitigate potential litigation and risk.

**Summary:** The presented revisions to the policy are minimal.

Presented procedure revisions include changing existing language to meet the requirements of new legislation and/or policy governance. Important shifts include:

- Amending the process for Specific Learning Disability Evaluation/Qualification from the Discrepancy Model (formalized testing with cut score qualifications) to allow for Response to Intervention models and patterns of strength and weakness. By 2028 the district must have in place a robust system for ensuring scientific, research-based interventions are employed through a RTI approach for Specific Learning Disability Qualifications. (Prior to 2028 the section of the procedure that addresses this area will need to be, once again, revised/updated.)

- Clarity around interpreters, First Language support and communication, as legally required, have been added.
- Graduation requirements now require a detailed Transition Plan and High School & Beyond Plan. These plans allow access to alternate pathways for credits and course of study.
- Regarding restraint, isolation and reasonable use of force, revisions are primarily connected to the type of training to be used and the increased attention to de-escalation strategies, and a system that has its emphasis in trauma-informed practices.

**Staffing Implication:** None

**Other Considerations:** None

**Recommendation:** No first reading action is requested.

**Attachments:**

- Draft Policy/Procedure 2161



## **SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS**

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The district recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Special education programs for students eligible for special education shall be an integral part of the general educational programs of this district, and shall be operated in compliance with federal and state requirements governing special education. The district will provide a continuum of placement options which may include services within and outside the district depending on the student's needs.

Not all students with disabilities are eligible for special education services. The needs of those students will be addressed individually and, if appropriate, the student will be provided accommodations or modifications required under Section 504 of the Rehabilitation Act in accordance with district policy and procedures.

### **Mediation or Resolution Agreements**

The Board authorizes the Superintendent, or designee, to bind the district to a mediation or resolution agreement.

### **Commencement Exercises/Certificate of Attendance**

In order to participate in commencement exercises, students must have met the minimum criteria for graduation prior to the date of the exercise and otherwise be in good standing with their school through the commencement date. Minimum criteria for participation may be adjusted for students with an **Individualized Education Program (IEP)** whose disabilities have impacted their opportunity to accumulate credits. Each student's IEP team will determine the student's graduation plan, including graduation date. IEP students who have attended four years of high school and need additional time to complete IEP goals and/or credits may request participation in commencement exercises. IEP students will receive a certificate of attendance until they complete their credits for graduation.

The Superintendent, or designee, will develop and maintain special education procedures necessary to implement this policy. This policy and the procedures will be available to the public.

**Cross References:** 2410 – High School Graduation Requirements  
2163 – Response to Intervention  
3231 – Student Records  
3241 – Student Discipline  
3246 – Restraint, Isolation and Other Uses of Reasonable Force

<b>Legal References:</b>	RCW 28A.155	Special Education
	RCW 28A.600.485	Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 – Procedures – Definitions.
	RCW 28A.600.486	District policy on the use of isolation and restraint – Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.
	<del>RCW 28A.605.020</del>	<del>Parents' Access to Classroom or School Sponsored Activities – Limitation</del>
	<del>RCW 49.60</del>	<del>Law against Discrimination (No longer Referenced)</del>
	WAC 392-172A	Rules for the Provision of Special Education
	20 U.S.C. 1400 et seq.	Individuals with Disabilities Education Improvement Act of 2004
	42 U.S.C. 12131-12133	Americans with Disabilities Act of 1990
	28 CFR Part 35	Nondiscrimination on the Basis of Disability in State and Local Government Services
	34 CFR Part 99	Family Education Rights and Privacy Act (FERPA)
	29 U.S.C. 794	Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794
	34 CFR Part 104	Nondiscrimination on the basis of handicap in programs and activities receiving or benefiting from federal financial assistance
	34 CFR Part 300	Assistance to States for the Education of Children With Disabilities and Preschool Grants for Children With Disabilities
	34 CFR Part 303	Early Intervention Program for Infants and Toddlers with Disabilities

**Formerly Policy 4210**

**Adopted:** September 24, 2007

**Revised:** March 10, 2008

**Revised:** July 20, 2016

**Revised:**

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## **SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS**

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The purpose of the district's special education program procedures is to address program areas where state and federal regulations require specific local procedures or permit local discretionary choices.

The state regulations governing implementation of special education services pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 are addressed in Chapter 392-172A WAC. These procedures do not address all of the requirements established in the regulations. District personnel who are not familiar with the regulations need to contact the special education department director if there are questions regarding special education. These procedures describe how the district implements its special education program.

### **Free Appropriate Public Education (FAPE)**

The district will apply annually for Federal Part B and state special education funding to assist in the provision of special education and any necessary related services. This funding is in addition to students' basic education funding and state special education funding.

The ~~special education director~~ **Superintendent or designee**, in consultation with building staff, will annually determine whether to use Early Intervening Services (EIS) funding for students who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

The district will annually report to the Office of Superintendent of Public Instruction (OSPI) the number of students receiving EIS; and the number of students who received EIS and subsequently received special education and related services under Part B of IDEA during the preceding two-year period.

Services to eligible special education students age three to 21 will be provided without charge to the student. This does not include incidental fees that are normally charged to all students. Special education services will include preschool, elementary and secondary education and are provided in conformance with the student's Individual Education Program (IEP).

The district provides a continuum of services for students, regardless of the funding source. Where the district is unable to provide all or part of the special education or necessary related services, it will make arrangements through contracts with other public or non-public sources, inter-district agreements or interagency coordination.

### **Students Covered by Public or Private Insurance**

The district may use Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required to provide a FAPE, as permitted by the public insurance program. However, the district will not:

- Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;
- Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;

- Use a parent or student's benefits under a public insurance program if that use would:
  - Decrease available lifetime coverage or any other insured benefit;
  - Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;
  - Increase premiums or result in discontinuation of insurance; or
  - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

The district may access a parent's private insurance proceeds to provide FAPE to an eligible student only if the parent provides informed consent to the district. Whenever the district proposes to access the parent's private insurance proceeds, the district will:

- Obtain parent consent in accordance with Chapter 392-172A WAC each time the district wishes to access benefits for a new procedure; and
- Inform the parents that their refusal to permit the district to access their insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents.

Before first accessing a parent's or student's public benefits, for the first time and annually after the first notification, the district will provide written notification using the prior written notice provisions under WAC 392-172A-05010(3) that includes:

- A statement of parental consent provisions;
- A statement of the "no cost" provisions;
- A statement that the parents may withdraw their consent to disclose personally identifiable information to the agency responsible for administering the state's public benefits or insurance, and
- A statement that a parent's withdrawal or refusal to consent does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

After providing the required notification, the district will obtain written informed consent from the parent allowing the district to disclose information from the student's educational records to the agency responsible for administering the state's public benefits or insurance programs. The consent will specify:

- The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;
- The purpose of the disclosure;
- The agency to which the disclosure will be made; and
- That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to apply for services under the act.

To avoid financial cost to parents who would otherwise consent to use private insurance, or public benefits if the parent would incur a cost such as a deductible or co-pay, the district may use its Part B funds to pay the cost the parents would incur.

The special education staff is responsible for providing the required notices and requests for consent to parents under this section.

### **Parent Participation in Meetings**

The district encourages parental involvement and sharing of information between district and parents to support the provision of appropriate services to its students. As used in these procedures, the term



“parent” includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents and adult students.

Parents (and as appropriate, students) will be provided the opportunity to participate in any meetings with respect to the identification, evaluation, educational placement and provision of a FAPE, including IEP Team Meetings, School Discipline, and Truancy Meetings. Meetings shall be scheduled at a mutually agreeable time and place.

When a meeting is scheduled, parents will be:

- Notified of the meeting early enough that they will have an opportunity to attend; and
  - Notified of the availability of interpretation and translation services at no cost to the parents;
  - Notified of the purpose, time, and location of the meeting and who will be in attendance;
- ~~When the meeting is to address the IEP or placement, the parent will be:~~
- Notified that the district or the parent may invite others who have knowledge or special expertise of the student; and

The district shall take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness who are deaf or hard of hearing or whose native language is other than English. The district will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student’s family was provided.

The staff person responsible for inviting the parents to meetings will keep documentation of the information provided and the methods used to notify the parents of the meeting. The district may proceed with a the IEP or placement meeting if the district is not able to convince the parent to attend. In this case, the district will document its attempts to arrange the meeting. This documentation will include records of telephone calls and the results, copies of correspondence sent to the parent and/or other means used to contact the parent.

This documentation will be kept in the student’s special education file. Special education staff is responsible for notification, appropriate forms and making arrangements. If the parent cannot attend the IEP or placement meeting but wishes to participate, the district will arrange for other means to participate. This can include individual or conference phone calls, video or other means of conferencing. A meeting does not include informal or unscheduled conversations involving district personnel; conversations on issues such as teaching methodology, lesson plans, coordination of service provisions; or preparatory activities that district personnel engage in to develop a proposal or a response to a parent proposal to be discussed at a later meeting.

## Identification and Referral (Child Find)

### Identification

The purpose of Child Find is to locate, evaluate and identify children with suspected disabilities in need of special education services including those who are not currently receiving special education and related services and who may be eligible for those services.

Activities are to reach:

- Children residing in the school district boundaries including preschool-aged children;
- Children attending approved non-profit private elementary and secondary schools located within the district boundaries.
- Highly mobile children (such as children experiencing homeless, in foster care and living in migrant conditions children);
- Children who have a disability and may need special education services even though they are advancing from grade to grade; and
- Children at home or home schooled.

The district will consult with parents and representatives of private school students to ensure its Child Find activities are comparable in approved non-profit private schools located within district boundaries. These consultations will occur annually by letter and/or personal meetings.

The district reaches students who may be eligible for special education services through:

- Notification to parents, district-wide through the district newsletter;
- Notification to private schools located in district boundaries;
- Posting notices regarding referral in schools;
- Notifying and coordinating with the designated Part C lead agencies;
- Coordination with other public and private agencies and practitioners;
- Information regarding child find on the district's website;
- Early childhood screenings conducted by the district.

When district staff have concerns that a student may have a suspected disability which could result in eligibility for special education services, they will notify their building principal and if appropriate fill out a referral.

The district's special education department conducts early childhood screenings for ages birth to five. These occur monthly at the special education department office. When parents or others inquire about screenings, the caller will be referred to the appropriate personnel.

The screening process involves the following:

- Parents are asked to provide information to assist in assessing their child; and
- Children are screened to assess cognitive, communication, physical, social-emotional and adaptive development. Parents will be notified at the screening of the results and the parents will also be provided written notice of the results within ten days of screening. If the screening supports evaluation, obtain written consent for evaluation at the exit interview if possible, or include consent forms with the written notice notifying the parents of the results. If the screening results indicate that the child does not need an evaluation, written notice will be sent to the parents within 10 days of the screening explaining the basis for the district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

## Referral

A student whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring that district staff understands the referral process and maintain the availability of the district's referral form. Referrals are required to be in writing unless the



person referring is unable to write. A person who makes a referral orally **must be provided with the optional district referral form in the requestor's native language and offered assistance in completing the referral with the support of a qualified interpreter when needed.** ~~should be asked to either make the referral in writing or go to the main office of the building for assistance in making the referral.~~

When a referral is made, the district must act within a 25 school-day timeline to make a decision about whether or not the student will receive an evaluation for eligibility for special education services.

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person shall notify the building principal. The special education department: (a) records the referral; (b) provides written notice of the referral to the parent; and (c) advises the building special education assessment team to collect and review district data and information provided by the parent to determine whether evaluation is warranted.

During the referral period the building special education assessment team will collect and review existing information from all sources, including parents.

Examples may include:

- Child's history, including developmental milestones;
- Report cards and progress reports;
- Individual teacher's or other provider information regarding the child including observations;
- Assessment data;
- Medical information, if provided;
- Other information that may be relevant to assist in determining whether the child should be evaluated.

If the review of data occurs at a meeting, the parent will be invited. The special education department provides written notice to the parents of the decision regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the special education department. After the building special education assessment team reviews the request for evaluation and supporting data and does not suspect that the child has a disability, the district may deny the request. In this case written notice, including the reason for the denial and the information used as the basis for the denial, must be given to the parent.

If the determination is that the child should be evaluated, the reviewers will include information about the recommended areas of evaluation, including the need for further medical evaluation of the student. This information will assist the district in providing parents prior written notice and will assist the district in selecting appropriate evaluation group members. The special education department is responsible for notifying parents of the results using prior written notice. When the determination is that the child will be evaluated, parent consent for evaluation and consent for release of appropriate records will be sent with the notice.

District special education staff will seek parental consent to conduct the evaluation **without any unnecessary delay.** The school district is not required to obtain consent from the biological parent if:

- The student is a ward of the state and does not reside with a parent;
- The parent cannot be located, or their rights have been terminated; or

- Consent for an evaluation is given by an individual appointed to represent the student.

When the parent provides consent, the district shall select an evaluation group. The evaluation group is to complete the evaluation with 35 school days after the district's receipt of parent consent, unless:

- The parents and district agree in writing to extending the timeline;
- The parent fails or refuses to make the student available for the evaluation; or
- The student enrolls in another school district after the evaluation is begun but before completion and the parent and new district have an agreement for completion of the evaluation.

If a parent does not provide written, informed consent, notify the special education department.. District staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student is home schooled or is unilaterally placed in a private school. If the parent does not provide written informed consent and the district does not use mediation or due process, the special education staff will provide the parent with prior written notice informing the parent that the district cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

## **Evaluation and Reevaluation**

### **Evaluation of Students Moving from Part C to Part B and Participation in Transition Planning Conferences**

The district will participate in transition planning processes, arranged by the local lead agency as designee of the Part C lead agency for each student who may be eligible for preschool services. Transition plans will be designed to promote uninterrupted provision of appropriate services to the child.

- Pre-School ~~Education Specialist~~ **Special Education Staff**, will serve as the point of contact with the family resource coordinator for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;
- **Within 25 days following the transition planning conference, a determination whether or not to evaluate the student for Part B services will be made;**
- The district will follow the procedures for obtaining consent and conducting an initial evaluation, **and provide prior written notice of the decision,** if it determines that the student will be evaluated to determine eligibility for Part B services;

The district will follow the procedures for timelines and evaluation requirements for students moving from Part C to Part B. **except However,** students turning three, who were previously determined eligible for early intervention services under Part C of IDEA, will be evaluated for initial eligibility for special education services under Part B of IDEA. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

### **Evaluation Requirements**

The purpose of the evaluation is to collect information about a student's functional, developmental and academic skills and achievements from a variety of sources, to determine whether a student qualifies for special education and related services, and to develop an IEP. This includes information provided by the parent. All information gathered in this process is reviewed by the IEP team or other group of qualified professionals.

The evaluation must be an individual assessment designed to determine:

- Whether the student is eligible for special education and any necessary related services; and,
- The nature and extent of special education and related services needed by the student, including information related to enabling the child to be involved in and progress in the general education curriculum.

The district's special education department will select the members of the evaluation group. Members selected must be knowledgeable about the student and the areas of suspected disabilities. Qualifications of a group member include having the appropriate professional license or certification and may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of the group. If the student requires a medical evaluation in order to determine eligibility, the district will coordinate with the parents to arrange for the evaluation at district expense or through the use of public or private insurance if the parent consents to the use of the insurance.

There are many legal requirements for conducting evaluations. Evaluation procedures or materials must be free of racial, cultural or sexual/gender bias and they must be used for the purpose for which they are valid and reliable. Tests must be appropriate for the student's age and stage of developmental level. Tests should be administered in the native language of the student or conducted in the mode of communication most familiar to the student. If it appears to be clearly not feasible to conduct a procedure or test in the mode of communication most frequently used by the student, the IEP team will contact the special education administrator to develop an individualized strategy for valid evaluation of the student's skills. The inclusion of parents in this collaboration is desirable and strongly encouraged.

Specific areas to be included in the evaluation are determined by the special education assessment team and other qualified professionals, as appropriate, as part of a review of existing data concerning the student. The evaluation does not rely on one source or procedure as the sole criterion for determination and should include:

- Review of existing data, including corresponding response to intervention (RTI) documentation;
- Relevant functional and developmental information;
- Information from parents;
- Information from other providers;
- Information related to enabling access to and progress within the general education curriculum and assisting in determining whether there is a disability and the content of the IEP;
- Current classroom-based evaluations, using criterion-referenced and curriculum-based methods, anecdotal records and observations;
- Teacher and related service providers' observations;
- Testing and other evaluation materials, which may include medical or other evaluations when necessary.

All current evaluation data as well as data previously reviewed by the team must be considered. Professional members of the evaluation team need to be familiar with qualifying disability definitions and criteria in federal and state rules.

This review of existing data may be in the form of a meeting of IEP team members, or may be conducted without a meeting. It could include data provided by parents, data gathered in the general

education classroom or from state and district level assessments. The data may provide information about the student's physical condition, social or cultural background and adaptive behavior.

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP Team determines that no additional data is needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The district will complete the evaluation using existing data.

Parents and district staff are encouraged to work towards consensus, but the school district has the ultimate responsibility to determine whether the student has a disability or not. The school district will provide the parent with prior written notice of the eligibility decision, as well as a copy of the evaluation report. If the parent disagrees with the eligibility decision they need to be informed of their dispute resolution options described in the procedural safeguards.

### **Specific Learning Disability (SLD)**

~~The district continues to use the severe discrepancy approach for identifying students with a SLD.~~  
The district uses a combination of severe discrepancy and a process based on a student's response to intervention to scientific, research-based intervention in determining the identification of students with a specific learning disability consistent with the district's RTI policy and procedure (2163). Grade levels and content areas are described in the district's RTI general education procedure (2163).

Student response is only one element in determining whether a child has a specific learning disability. The evaluation will be comprehensive and address all areas of suspected disability and will also include whether the child performs adequately to meet the grade-level standards in the general education curriculum. The evaluation will also include whether failure to make progress is or is not the result of:

- A physical, mental, emotional, or environmental factor or limited English proficiency, or
- Inadequate instruction in reading or mathematics.

### **Evaluation of Transfer Students**

If a student transfers into the school district while an evaluation process is pending from the other district, the special education department is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35-school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, ~~the parents will be provided prior written notice of the timeline needed to complete the evaluation and the reasons for the additional time needed.~~ The special education staff will notify the parent and obtain the parent's agreement to establish a new timeline.

### **Eligibility**

The evaluation group and the parent will determine whether or not the student ~~is a special education student~~ is eligible for special education services:

- A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency; and
- Eligibility may be determined by documented professional judgment when:
  - Properly validated tests are unavailable; or



- Corroborating evidence indicates that results were influenced due to measuring a disability.

The parent will be provided with a copy of the evaluation report and the documentation of determination of eligibility.

Parents will also be provided with prior written notice of the eligibility decision within ten school days of the decision. The special education department is responsible for sending the notice.

Students remain eligible for special education services until one of four events occur:

- The student is determined through a reevaluation to no longer be eligible for special education;
- The student has met the district's high school graduation requirements;
- The student has reached age 21. A special education student whose 21<sup>st</sup> birthday occurs after August 31, shall continue to be eligible for special education and any necessary related services for the remainder of the school year, or
- The student no longer receives special education services based upon a parent's written revocation of services.

When a special education student is expected to graduate prior to age 21, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The district will provide prior written notice to parents and adult students that the student is expected to graduate and will no longer be eligible for special education services. The district will also provide the parents and student with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals.

Special education student may substitute special education, vocational, and/or general education credits upon the recommendation of the student's Individualized Education Program (IEP) team. In the event minimum test requirements are adopted by the Board, a student who possesses a disability shall satisfy those competency requirements which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

**See Policy 2410/Procedure 2410, Graduation Requirements.**

### **Evaluation Report**

Each person conducting an assessment of the student will specify the procedures and instruments used and their results and the significance of findings related to the student's instructional program, including a specification of the factors interfering with performance and the special education and related services needed.

The evaluation group will determine who is most appropriate to develop the evaluation report reflecting the evaluation information. This will be completed before the conclusion of the evaluation period and will, at a minimum:

- Identify the disability which requires special education and related services, if a disability exists;
- Discuss assessments and review data supporting conclusions regarding eligibility;
- Include the additional information required for the specific learning disability eligibility category;
- Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;

- Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days and location of services;
- Include other information, as determined through the evaluation process and parent input;
- Include the additional information required for the specific learning disability eligibility category;
- Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
- Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions shall prepare a statement presenting the conclusion.

The special education department is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings.

### **Re-evaluations**

A re-evaluation of a student receiving special education or related services is conducted if academic achievement and functional performance has improved to warrant a reevaluation, if the IEP team suspects that the student may no longer be a student with a disability or if the child's parent or teacher requests a reevaluation. A reevaluation does not occur more than once per year, unless parent and school agree otherwise. A reevaluation must occur at least once every three years, unless parent and school staff agree that a reevaluation is unnecessary. An agreement that an evaluation is unnecessary shall be confirmed in writing to the parent. Special education staff will schedule a review of this determination and notify the special education department.

Students who turn six who met the eligibility requirements for the disability category of "Developmentally Delayed" (DD) under the criteria for ages three to six years need not be reevaluated at age six under the criteria for six to nine years until three years after their initial evaluation was completed

Students who were previously eligible under the category "Developmentally Delayed" must be reevaluated before age **nine-ten** to determine eligibility within another category.

As part of any re-evaluation, the IEP team members and other professionals the district determines appropriate will review existing data that includes:

- Evaluations and information provided by the parents;
- Current classroom-based assessment, local or state assessments and classroom based observations; and
- Observations by other teachers and related services providers data.

Based on this review the team will determine whether any additional data is necessary to determine:

- Whether the student continues to be eligible for special education and any necessary related services;
- The present levels of performance and educational needs; and
- Whether any additions or modifications to the student's program are needed. This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the

parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing:

- If additional testing is needed, the district **assessment team staff** will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;
- If the parents do not return the signed consent form, the district shall send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the district will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact and other efforts to obtain consent;
- If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the reevaluation; and;
- If the parents refuse to consent to the reevaluation, the evaluation group will notify the special education department so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parent's refusal to consent.

After the reevaluation is completed, the district will both invite parents to the eligibility meeting and will provide prior written notice after the meeting of the results of reevaluation to parents in their primary language, indicating one or more of the following:

- Whether the student continues to be eligible and in need of special education;
- Present levels of performance and educational needs of the student; and
- Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

This notice will occur within ten school days of the eligibility decision. The special education department is responsible for sending the notice.

### **Re-evaluation and Graduation**

No re-evaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 21. Instead, the district will provide prior written notice and the IEP team will provide the student and the parent, by the student's anticipated last day of school, with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. The special education teacher is responsible for assuring that the IEP team completes the summary of academic achievement and functional performance.

### **Independent Educational Evaluations (IEE)**

Parents of students eligible for special education, students referred for special education and determined to not be eligible or students determined not to need an evaluation have a right to obtain an IEE at public expense, each time the district conducts an evaluation of the student.

When parents request an IEE the district must decide within 15 calendar days whether or not it agrees to provide it. Any parent request for an independent evaluation should be immediately referred to the special education department. The special education director shall review the request and determine whether or not the request is warranted. If the district agrees to provide an IEE, arrangements will be made promptly. If the district denies the request to pay for an IEE, it must file for a due process hearing within 15 calendar days of the parent's request. The district may request mediation as an

option after filing the due process hearing. If the parents withdraw their request for an IEE the due process hearing can be dismissed.

When a parent requests an IEE, the district must provide parents a list of district criteria and evaluators. If the school district initiates a hearing and a decision is made that the district's evaluation is appropriate, the parent still has the right to an IEE but not a public expense. A parent is only entitled to one IEE at public expense each time the district conducts an evaluation with which the parent disagrees.

If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered by the district if providing FAPE. The IEE may also be presented as evidence at a hearing regarding the student.

The following criteria are established for the selection of an individual to conduct an IEE at public expense. These criteria are established in order to identify the knowledge, experience and qualifications of individuals selected to conduct the evaluations. Any individual selected to conduct either a district evaluation or an IEE must be:

- Licensed, credentialed or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;
- Knowledgeable and experienced in evaluating children with similar disabilities;
- Geographically located within the ~~greater Spokane area~~ **the state of Washington**; and
- Available to the district at a maximum fee which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

Exceptions to the criteria will be granted only when it can be shown that the unique circumstances of the child or the disability:

- Make it impossible to identify anyone within the ~~greater Spokane area~~ **state of Washington** who holds the appropriate credentials or experience necessary to conduct the evaluation; or
- Require a specialized evaluator whose fee exceeds the prevailing average by more than 25%; or
- Include factors, which would warrant an exception in order to obtain an appropriate evaluation.

## **Individualized Education Programs (IEP)**

### **IEP Development**

The term IEP means a written statement for each student eligible for special education that is developed, reviewed and revised in a meeting in accordance with WAC 392-172A-03095 through WAC 392-172A-03100. The IEP reflects the implementation of instructional programs and other services for students who are eligible for special education services, based on the evaluation of student needs.

An IEP must be in effect before initiation of special education services. The IEP must be developed within 30 calendar days after the student's initial determination of eligibility for special services. IEPs must be updated annually, or revised more frequently if needed to adjust the program and services.

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the special education



department will notify that parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

The district will maintain a copy of the current IEP, which is accessible to all staff members responsible for providing education, other services or implementation of the IEP. All staff members will be informed of their responsibilities for its implementation. This includes not only teachers and other service providers, but also bus drivers, playground and lunchroom supervisors, nursing staff and others who may be responsible for the proper implementation. The building principal is responsible for ensuring that staff members are knowledgeable about their responsibilities.

IEPs will be implemented without undue delay following IEP meetings, regardless of the payment source for special education and or related services.

Parents are members of the IEP team and shall have the opportunity to fully participate. The district will make sure that the parents understand the proceedings, including arranging for an interpreter for parents who are deaf or whose native language is other than English. The district will also ensure that meeting locations are accessible. The special education department is responsible for coordinating interpreters and making arrangements for the meeting location.

The district will provide parents/guardians with a copy of the district's *Restraint, Isolation and Other Uses of Reasonable Force* policy (Policy 3246) with each initial and annual IEP.

The IEP team includes:

- The parents of the student;
- Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment. The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of: 1) appropriate positive behavioral interventions and supports for the student; and 2) supplementary aids and services, program modifications, and support school personnel consistent with WAC 392-172A-01185 and WAC 392-172A-03110(2)(b);
- Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
- A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources;
- An individual who can interpret the instructional implications of the evaluation results;
- Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
- The student, when appropriate, or when required;
- Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
- If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative can not attend the meeting, district personnel shall keep the representative informed of the meeting and obtain agency information that will assist in the service provision;

- Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parents and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting. If a team member is unable to attend, parents must be provided with the opportunity to excuse the team member from the meeting. If there are any changes to the IEP which are related to the general education course(s), then the general education teacher will need to provide input about the student's progress or any information pertinent to the modifications being made to the IEP. The parent must be asked whether they excuse the teacher and, if so, must consent in writing. The excusal form will be completed in the event the general education teacher cannot attend. If the parent does not excuse the teacher, the meeting will need to be rescheduled. Existing team members may fill more than one of these roles if they meet the criteria for the role. **Reference WAC 392-172A03095(5)(a).**

Sometimes parents do not attend IEP meetings. There will also be times the parents do not agree with the IEP as proposed, and despite attempts to reach agreement on IEP content, the team does not reach agreement. If a parent attends the IEP meeting and agreement is not reached on the IEP, the team will determine whether another IEP meeting should be scheduled as soon as mutually possible, or whether there is enough information to complete the IEP. When the decision is made that the IEP will be implemented the district must send prior written notice of the decisions reached to the parent, including the date the IEP will be implemented.

When the parents do not attend the IEP meeting, despite the district's efforts to ensure participation, or if the team does not reach agreement, it is the district's obligation to offer an appropriate educational program:

- Have IEP members present sign the IEP (or document participation if any member is unwilling to sign);
- Send a copy to the parent, and provide the parent prior written notice that the district intends to implement the IEP; and
- Forward the documentation of actual or attempted contacts to the special education department for processing when parents do not attend the meeting;

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making changes. The parent and the district must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. **Individual case managers or special education staff, are required to complete amendments.** If the parent requests that the district revise the IEP to include the amendments, the designated special education staff will revise the IEP.

### **IEP Preparation and Content**

IEP teams will consider the recommendations in the most recent evaluation to develop the IEP. In developing the IEP, the team should consider:

- The strengths of the student including the academic, developmental and functional needs of the student and the concerns of the parents for enhancing the education of their child;

- Whether positive behavioral interventions and supports, including a behavioral intervention plan, as defined by WAC 392-172A-01031, are needed to address the student's behavior;
- The language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;
- Whether Braille instruction is appropriate for a student who is blind or visually impaired;
- The communication needs of the student (and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; and full range of needs including opportunity for direct instruction in the student's language and communication mode; and
- Whether assistive technology devices or services are needed.

IEP content **must** include:

- The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;
- Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;
- A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum and be educated and participate with other special education students and non-disabled students and participate in extracurricular and other nonacademic activities;
- A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular and non-academic activities;
- A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s) and why the particular alternative assessment is appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
- The date for the beginning of services and the anticipated frequency, location and duration of services and modifications;
- A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the district issues progress reports or report cards, or other agreed times as identified in the IEP.
- The projected beginning date for the special education and related services;

- With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. Transition component must include appropriate measurable postsecondary goals based on age-appropriate transition and assessments related to training, education, employment, independent living skills where appropriate; and transition services (including course of study) needed to assist the child in reaching those goals; **and a description of how the postsecondary goals and transition services align with the high school and beyond plan (HSBP);**
- Emergency response protocols, if necessary, by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105;
- A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01301;
- The procedures by which parents/guardians will be notified of the use of isolation or restraint or a restraint device on their student (see *Procedure 3246*);
- A statement regarding transfer of rights at the age of majority. Special education staff will provide prior written notice to the student one year prior to student turning 18 years of age;
- Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by May to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress and emerging skills.

### Use of Isolation, Restraint and Restraint Devices

- Definitions
  - **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
  - **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.
  - **Likelihood of Serious Harm:** A substantial risk that physical harm will be inflicted by a student:
    - a. upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
    - b. upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
    - c. upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
    - d. after the student has threatened the physical safety of another and has history of one or more violent acts.
  - **Positive Behavioral Intervention:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may



trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.

- Restraint: Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.
- Restraint Device: A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485(a)(c) and is not intended to endorse or encourage the use of such devices or techniques with district students.
- Practices presumed to be unreasonable when correcting or restraining any student under the age of 18. Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:
  - throwing, kicking, burning, or cutting a child;
  - striking a child with a closed fist;
  - shaking child under the age of three;
  - interfering with a child's breathing;
  - threatening a child with a deadly weapon; or
  - doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.

- Conditions specific to use of isolation:
  - The isolation must be discontinued as soon as the likelihood of serious harm has dissipated.
  - The enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.
  - The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
  - An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
  - Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
  - Any staff member or other adults using isolation must be trained and certified by a qualified provider in the use of **trauma-informed crisis intervention (including de-escalation techniques), and also trained by the district in isolation requirements**, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.
- Conditions specific to use of restraint and restraint devices:
  - The use of restraint or a restraint device must be discontinued as soon as the likelihood of serious harm has dissipated.
  - The restraint or restraint device will not interfere with the student's breathing.
  - Any staff member or other adults using restraint or restraint devices must be trained and certified by a qualified provider in the use of **trauma-informed crisis intervention, (including de-escalation techniques), and such restraint or restraint devices, or otherwise available in the case of emergency** unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

- In the case of a restraint device, either the student will be capable of releasing himself or herself from the restraint device or the student shall continuously remain within view of an adult responsible for supervising the student.
- Prohibited practices involving restraint, use of force and discipline. The following practices are prohibited with students eligible for special education services:
  - District personnel are prohibited from using aversive interventions.
  - District personnel are prohibited from physically restraining or isolating a student, except when the student's behavior poses an imminent likelihood of serious harm as defined above.
  - No student may be stimulated by contact with electric current, including but not limited to tasers.
  - A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid as a form of punishment.
  - A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining of a child).
  - A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care.
  - A student must not be denied or subjected to an unreasonable delay in the provision of medication.
  - A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110.
  - A student must not be forced to listen to noise or sound that the student finds painful.
  - A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance.
  - A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration.
  - A student's head must not be partially or wholly submerged in water or any other liquid.
  - A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object, except under the conditions set forth in WAC 392-172A.02110.
  - A student must not be subjected to the use of prone (lying face-down) and supine (lying face-up) restraint, wall restraint or any restraint that interferes with the student's breathing.
- Documents and Reporting Requirements. Districts must follow the documentation and reporting requirements for any use of isolation, restraint, or a restraint device consistent with RCW 28A.600.485 and the parental notification requirement of RCW 28A.155.210. (See Policy & Procedure 3246, **Restraint, Isolation and Other Uses of Reasonable Force.**)

### **Transfer Students**

Students who transfer from one district to another within the state continue to be eligible for special education and any necessary related services. When an eligible student transfers into the district, the building principal will notify the special education department. The special education department and principal in consultation with parents will review the student's IEP to ensure the district provides services comparable to those in the previous IEP until the district adopts the previous IEP or develops, adopts and implements a new IEP.

When a student who was identified as eligible for special education transfers from out of state into the district, the building principal will notify the special education department as soon as possible. The school psychologist will review the evaluation, eligibility documentation and IEP to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria the district will follow the procedures described in the previous paragraph to provide comparable services until the district develops an IEP for the student. If the student needs to be evaluated to determine eligibility in this state, special education department will notify the parents, obtain consent and evaluate the student for eligibility within 35 school days of the receipt of the parent's consent. The district, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending the results of the evaluation.

The district must take reasonable steps to obtain records promptly, including IEP supporting documents and any other records related to special education or related services from the previous school. Special education staff are responsible for obtaining records and ensuring follow-up if the records are not provided.

### **Placement**

No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes the determination of the special education placement. When a student has been evaluated and the evaluation team and parent have determined student eligibility and the need for special education and related services, programming decisions must occur. These decisions are made on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of least restrictive environment (LRE) and the continuum of placement alternatives (reviewed below). When determining initial eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before the student receives special education services. If the parents do not consent to the provision of special education and related services, the district will not provide special education services to the student. The district will notify the parents that the student is eligible for services and that the district is willing to provide the services when the parent provides written consent. The notification will also inform parents that the district has no FAPE obligation to the student when parents refuse to provide consent.

When program decisions are addressed by the IEP team, proper consideration must be given to the LRE. Within the educational setting, the student should be placed, whenever possible:

- In the school the disabled student would normally attend; and,
- With non-disabled students in the general educational setting to the maximum extent possible.

Special classes, separate schools or removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in the general education classroom with use of supplementary aids and services cannot be satisfactorily achieved.

If the IEP team believes that the student will not be successful within the general education classroom, the team will consider:

- The educational benefits of full-time placement in a regular classroom;
- The non-academic benefits of such a placement;
- The effect the student will have on the teacher and other students in the regular classroom; and
- The costs of placing the student in the regular classroom.

The degree to which the student is to be integrated into the general classroom setting is dependent upon the identified needs of the student. This placement is to occur unless the nature of the needs are so severe that this cannot be satisfactorily achieved, even with supplementary aids and services. If the placement is in another building, the appropriate educational placement will be as close to the student's home as reasonably possible.

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. District or school sponsored activities may include: counseling services, athletics, transportation, health services, recreational activities, clubs, etc. Limits on nonparticipation or conditions of participation must be designated in the IEP.

The district will also make opportunities available for students eligible for special education to participate with non-disabled students in the district's art, music, computer, career and technical education classes and physical education.

Within the district, a continuum of alternative placement options exists spanning within a **general education** class **or regular early childhood program**, resource room, self-contained, homebound and out-of-district provisions. These options are intended to address the individual needs of students, **including preschool students with disabilities** and they are considered according to the following process:

The placement of each student with a disability will be determined annually, or sooner if appropriate, by the IEP team.

The appropriateness of placement options will be based upon various decisions including:

- Data-based judgments in IEP development;
- Judgments (data-based) in determining LRE;
- The reasonable probability of the placement option(s) assisting the student to attain annual goals and objectives and the quality of services needed; and
- The consideration of potentially harmful effects upon the student or on the quality of services needed.

Placement options along the continuum must include alternative placement options identified in the definition of special education and make provisions for supplementary services such as resource room or itinerant instruction to be provided in concert with the general education placement.

### **Students Unilaterally Enrolled in Private Non-Profit Schools by Parents**

On November 1, the district shall conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries. The district special education staff ~~shall~~ **will** have timely and meaningful consultation with appropriate representatives of private schools and representatives of parents of private school students and make determinations about who will receive services and what services will be provided. The purpose of Child Count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

The district is required to spend a proportionate amount of federal special education Part B and Section 619 funds to provide special education and related services to private school students. In order to determine which students will receive services, what services will be provided, how and where the



services will be provided, and how services provided will be evaluated, the district shall consult with appropriate representatives and parents of private school students. The district shall make the final decision with respect to services to be provided to eligible private school students. The special education office will invite each approved non-profit private school operating in the district. An initial meeting will be called by the district to establish a work plan and schedule with the private school representatives and representatives of private school parents to discuss how to identify students, the amount of proportionate share, how the proportionate share was calculated, which students will receive services, what services will be provided, how and where services will be provided, and how services will be evaluated.

Special Education staff is responsible for private school involvement and service plan development. A private school student has no individual entitlement to any service or amount of service (s)he would have received if enrolled in a public school to receive FAPE. However, for each private school student receiving special education or related services, the district will initiate and conduct meetings to develop, review and revise a services plan describing the specific special education and related services that the district will provide. The services plan must: (1) meet IEP content requirements as appropriate; and (2) be developed, reviewed, implemented and revised annually consistent with the requirements for IEP review. The district shall make every effort to include a representative from the private school at each meeting. If the private school representative is not able to attend, the district shall use other methods, including individual or conference telephone calls, to assure the representative's participation.

Private school students may receive a different amount of services than special education students in public schools. However, the services provided to special education private school students will be provided by personnel meeting the same standards as personnel providing the services in the district.

Services to students in private schools including private sectarian schools may be provided on-site. District personnel may be made available to private schools only to the extent necessary to provide the services required, if those services are not normally provided by the private school. Services will not include payment of private school teachers' or other employees' salaries, except for services performed outside regular private school hours and under public supervision and control.

Equipment and/or supplies may be placed on private school premises for the period of time necessary for the services plan program, but the district shall retain and exercise title and administrative control of said equipment/supplies. The district shall keep records and make an accounting assuring that said equipment/supplies is/are used solely for the services plan program. Said equipment/supplies shall be removed if necessary to avoid its/their use for other purposes or if no longer needed for the services plan program. No district funds shall be used for repairs, minor remodeling or construction of private school facilities.

The district will provide services to students in private schools in a manner that: (1) maintains physical and administrative separation between the private and public school programs; and (2) does not benefit the private school at public expense.

## **Procedural Safeguards**

### **Notice of Procedural Safeguards**

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation or placement is at issue. The school

district will provide a copy of the procedural safeguards notice to the parents and adult students one time a year and:

- Upon initial referral or parent request for evaluation;
- Upon receipt of the parent's first state complaint and first request for due process hearing in a school year;
- Upon a disciplinary action that will result in a disciplinary change of placement; and
- Upon request by the parent.

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees. Copies of the district's special education procedural safeguards are available at the districts special education department and website.

### **Consent**

The district will obtain informed, written parental consent before:

- Conducting an initial evaluation;
- Providing initial special education and related services to a student; and
- Conducting a reevaluation if the reevaluation includes administration of additional assessments.

Parental consent is not required to review existing data as part of an evaluation or reevaluation, or to administer a test or other evaluation that is administered to all students unless consent is required of all students' parents.

Informed consent means that the parent or adult student:

- Has been fully informed of all information that is relevant to the activity for which the district is asking consent, and that the information is provided in his or her native language or other mode of communication;
- Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists any records which will be released and to whom; and
- Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

The district may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit or activity of the district.

If the district is unable to obtain a parent's consent, the district may use mediation procedures to obtain a parent's consent or request a due process hearing asking the administrative law judge to override the parent's refusal to consent to an evaluation or reevaluation. The district may not request a due process hearing to override a parent's refusal to consent to initial special education services. The district may not use mediation or due process procedures to override a parent's refusal to consent to an evaluation or re-evaluation if the student is home schooled or enrolled in a private school.

### **Revocation of Consent**

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to special education office staff.

Upon receipt of the parent's written notice of revocation, the district **special education staff** will provide prior written notice for a reasonable time before the district stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the district will stop providing special education and related services.

Discontinuation of special education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the district's requirement to convene an IEP meeting or develop an IEP. However, the district does have a continuing Child Find duty, and staff will follow referral procedures if they believe the student should be referred for special education. In addition, parents may request that the district conduct an initial evaluation for eligibility for special education services after they have revoked consent for continued services.

### **Prior Written Notice**

Prior written notices are provided to parents when a district makes a decision relating to a student's identification, evaluation, placement or provision of a FAPE. Prior written notices document the decisions made by the IEP teams and evaluation group.

The district will provide prior written notice to the parent whenever the district proposes or refuses to initiate or change the identification, evaluation, educational placement or provision of a FAPE to the student.

The prior written notice will include:

- A statement that the parents have procedural safeguard protections and if a copy of the procedural safeguards do not accompany the notice, a statement that describes how a copy of the statement of procedural safeguards may be obtained;
- A description of the action proposed or refused by the district;
- An explanation of why the district proposes or refuses to take the action and a description of other options that the district considered and the reasons why the options were rejected;
- A description of any other factors which are relevant to the district's proposal or refusal;
- A description of each evaluation procedure, test, record or report the district used as a basis for the proposal or refusal;
- A description of any evaluation procedures the district proposes to conduct and sources for parents to contact to obtain assistance in understanding the procedural safeguards provision of this chapter.

Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

- Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or
- Providing notice orally if the written language is not a native language.

The district will document in writing how this information was provided and that the parent understands the content of the notice. District special education staff are responsible for sending prior written notices after evaluation, eligibility, IEP team and placement decisions.

### **Transfer of Educational Rights to an Adult Student**

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding or the district has appointed an educational representative for the student. **During the school year** When the student turns 18, the district special education staff will notify the parent and student that the educational rights have transferred to the student and will send any required notices to both the parent and the adult student.

At an IEP meeting occurring one year before the student turns 18, the district will inform the parents and the student that educational rights will transfer to the student and the district will inform the student about those educational rights. This information will be documented on the IEP.

### **Appointment of an Educational Representative**

A student over the age of eighteen is presumed to be capable of making educational decisions and able to provide informed consent unless he or she is determined to be “incapacitated” through a legal guardianship proceeding. If a parent, another interested party, or the district believes that a student over the age of eighteen is unable to provide informed consent or to make educational decisions, and the student does not have a legal guardian, the parent or other interested party may ask the district to appoint an educational representative. This determination will only be made if two separate professionals, **as defined by WAC 392-172-A-05135(5)(a)**, state that they conducted an examination and interviewed the student, and conclude the student is incapable of providing informed consent. The district will inform the student of the decision and appoint, either the spouse, the student’s parents, another adult or a surrogate educational representative to represent the student. The appointment of the educational representative will continue for one year.

The student or other adult may challenge the certification at any time. If a challenge occurs, the district will not rely on the education representative, until the representative is recertified.

### **Confidentiality and Records Management**

Each building principal is responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The Executive Director of Student Services will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable information of special education students. The district will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained or used by the district.

The district will provide instruction annually to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in WAC 392-172A, state law and federal regulations implementing the Family Educational Rights and Privacy Act, FERPA, (34 CFR Part 99).

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review and challenge all educational records which shall include, but not be limited to, the identification, evaluation, delivery of educational services and provision of FAPE to the student. The district shall comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, educational placement of the student or provision

of FAPE to the student, including disciplinary proceedings. In any case, the district shall respond no more than 45-calendar days after the date the district received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may only inspect and review information relating to their child. School personnel receiving requests for educational records will immediately forward the request to special education department.

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the district amend the information. Policy and Procedure 3231, Student Records, describes the process and timelines for challenges and hearings regarding student records.

The district follows the guidelines for records retention outlined in the Secretary of State's, General Records Retention Schedule and Records Management Manual. The district shall inform parents or adult students when personally identifiable information collected, maintained or used is no longer needed to provide educational services to the student. The information shall be destroyed at the request of the parent(s) or adult student, or will be provided to the parent or adult student upon their request. However, a permanent record of the student's name, address and phone number, his or her grades, attendance, record, classes attended, grade level completed and year completed will be maintained without time limitation.

Records management is also governed by Policy and Procedure 4040, Public Access to District Records.

### **Surrogate Parents**

A surrogate parent is a person appointed by the school district to act on behalf of a student to help ensure the rights of the student to a FAPE when a parent cannot be identified, the whereabouts of the parent are unknown or the student is a ward of the state and does not have a foster parent.

Special education staff is responsible for determining the need for appointment of a surrogate parent.

Natural or adoptive parents, foster parents, persons acting in the place of a parent such as stepparents or relatives and persons with legal custody or guardianship are considered parents. Students who are homeless and not living with a parent may need a surrogate parent.

The following is guidance for the district to follow to assist in determining the status of the parent's rights to make educational decisions:

- In cases where the student is out of home care the district must determine the legal custodial status of the child.
- Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation the student is not a ward of the state.
- Parents whose children are placed in group care, pending a determination of "dependency" may still retain rights to make educational decisions unless otherwise ordered by the court.
- When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency; and



- Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf their child.

When a student is placed in foster care the foster parent may act as the parent. When a student is placed in group care, the district will work with the parents, case-worker(s), foster parents and others who have knowledge of the student's legal status in order to determine the need for appointment of a surrogate.

When selecting a surrogate parent, the district will select a person willing to participate in making decisions regarding the student's educational program, including participation in the identification, evaluation, placement of and provisions of FAPE to the student.

If a student is referred for special education or a **student eligible for special education who may require a surrogate parent** student transfers into the district ~~that may require a surrogate parent~~, the district special education office will be notified of the potential need. The special education office will then select a trained individual who can adequately represent the student to ensure that all student rights are observed.

The person selected as a surrogate:

- (1) Must have no interest that conflicts with the interests of the student he or she represents;
- (2) Must have knowledge and skills that assure adequate representation of the student; and
- (3) May not be an employee of a school district and/or other agency, which is involved in the education or care of the student. This includes OSPI, DSHS, district employees and group care providers.

The district will at a minimum, review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications and special education regulations. The district will also cooperate with other districts, the ESD or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents.

### **Mediation**

The purpose of mediation is to offer both the parent and the school district an alternative to a formal due process hearing. Mediation is voluntary and requires the consent and agreement of both parties. Mediation cannot be used to deny or delay access by a parent to a due process hearing. Mediation is used to resolve disagreements concerning the identification, evaluation and delivery of educational services or provision of a FAPE to a special education student. Mediation may be terminated by either party, at any time during the process.

The primary participants are the parents, school district representatives and mediator. The process is voluntary, confidential and informal. It is a collaborative process, conducted in a nonadversarial manner. Mediation services will be provided by the Office of Superintendent of Public Instruction (OSPI) at no cost to either party.

The district's special education director is responsible for coordinating requests for mediation. If a parent requests mediation, notify the director and the director will respond to the parent and coordinate with OSPI's contracted agent. Staff members are reminded that discussions that occur during the mediation process are confidential.

One person designated by the district to attend the mediation must have authority to bind the district in any agreement reached through mediation.

### **Due Process Hearing**

Both parents and districts may file due process hearings involving the identification, evaluation, placement or provision of FAPE to a student. IDEA requires that specific information be provided as part of a due process hearing request. The requirements are identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, the district will provide the parent with a due process hearing request that contains the required information. Due process hearing request forms are available from the special education department and on the OSPI Special Education and Administrative Resources Web site.

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the special education department. If the parent has not filed the request for hearing with OSPI, the district will forward the parent request to OSPI Administrative Resources Section. The district may not delay or deny a parent's due process hearing request. Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The district special education staff is responsible for providing the parents a copy of the procedural safeguards in this situation and documenting that the safeguards were provided to the parent.

When a parent files a due process hearing, the student remains in the placement at the time of the request for hearing unless the parents and district agree to a different placement. **The student's status during the pendency of any proceedings does not preclude the IEP team from meeting, as needed or as required, and updating and implementing the student's IEP, unless those changes are in dispute.** See the discipline section below for placements when a disciplinary action is challenged.

When parents file a request for a due process hearing, the special education director will immediately schedule a resolution meeting. The meeting must occur within 15 days after a parent files a due process request with the district and provides a copy of the request to **OSPI OAH**, or, within seven days if the hearing request involves an expedited hearing regarding discipline. The special education director will determine the appropriate district staff that will attend the resolution meeting. The district will ensure that one of the district representatives attending the resolution meeting has authority to bind the district in any resolution agreement. The district will not bring district counsel to a resolution meeting unless the parent is bringing an attorney to the meeting.

Any resolution agreement reached will be documented in writing and is binding on the parties. The document will inform the parent of their right to void the agreement within three business days of signing the agreement.

### **Discipline**

Students eligible for special education may be disciplined consistent with the disciplinary rules that apply to all students. The district shall determine on a case by case basis whether discipline that is permitted under WAC 392-400 should occur. However, students eligible for special education must not be improperly excluded from school for disciplinary reasons that are related to their disability or related to the district's failure to implement a student's IEP. The district shall take steps to ensure that each employee, contractor and other agents of the district responsible for education or care of a student is knowledgeable of special education disciplinary rules.

### **Removal Up to Ten Days**

The building principal may order the removal of a special education student from a current placement. The district need not provide services to a student who is removed from the current placement for ten school days or less in any school year, if services are not provided to a student without disabilities.

### **Removal for More than Ten Days**

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

### **Change in Placement**

A change of placement occurs when an eligible student is:

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

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the building principal and special education director, and is subject to review through due process and judicial proceedings. School administration is responsible for notifying the special education department of disciplinary removals that may exceed ten days.

### **Manifestation Determination**

Within ten school days after the date on which the decision to change the student's placement is made the district will conduct a manifestation determination meeting to determine the relationship between the student's disability and the behavior subject to the disciplinary action.

The review of the relationship between a student's disability and the behavior subject to the disciplinary action will occur in a meeting that includes the parent and relevant members of the IEP team who are selected by the parent and the district. School administration is responsible for contacting the parent in order to determine relevant IEP team members and providing notice of the meeting. The team shall review all relevant information in the student's file, including the IEP, teacher observations and information provided by the parent to determine:

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

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

The district will take immediate action to remedy the deficiencies, and will:



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

### **Special Circumstances**

School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a student without disabilities would be subject to discipline, but for not more than 45 school days, if a special education student:

- Possesses a “dangerous weapon” or carries such a weapon to school or to a school function; or
- Knowingly possesses or uses “illegal drugs” while at school or a school function; or
- Sells or solicits the sale of a “controlled substance” while at school or a school function.
- Inflicts serious bodily injury upon another person while at school or a school function. Serious bodily injury means a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Any interim alternative educational setting in which the student is placed is determined by the student’s IEP team and will:

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

The district may ask an administrative law judge, or seek injunctive relief through a court having jurisdiction of the parties, to order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days or seek injunctive relief through a court having jurisdiction of the parties when:

- The district believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others. If the student’s IEP team believes that the student may not be maintained in his or her current placement, the IEP team should work with the district’s Student Services department.

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

### **Basis of Knowledge**

A student who has not been determined eligible for special education services may assert the protections if the district had knowledge that the student was a eligible for special education before the behavior that precipitated disciplinary action occurred.

The district is deemed to have knowledge if:

- The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
- The parent requested that the student be evaluated for special education services; or
- The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

If instituting disciplinary action that would exceed ten days and the principal believes that one or more of these events applies to the student, the principal will notify the special education department to determine the appropriate disciplinary procedures.

The district is not deemed to have knowledge if, as a result of receiving the information described above, the district either:

- Conducted a special education evaluation of the student and determined that the student was not eligible for services; or
- The parent of the student has not allowed an evaluation of the child or has refused services.

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

Notwithstanding the foregoing, the district may report a crime committed by a **student eligible** special education **services student** to appropriate authorities. In the event of such a report, the district shall ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to which the crime is reported, to the extent transmission of the records is permitted by the Family Educational Rights and Privacy Act (FERPA).

### **Staff Qualifications**

All employees of the district funded in whole or part with state or federal excess special education funds will meet the standards established by the State Board of Education (SBE) and defined in WAC 392-172-A-02090.

All employees will hold such credentials, certificates or permits as are now or hereafter required by the SBE for the particular position of employment and shall meet such supplemental standards established by the district.

~~All special education teachers providing,~~ **Special education and related services must be provided by appropriately qualified staff. Other staff, including general education teachers and paraeducators, may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certificated staff, deaf education with American Sign Language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated staff associate. designing, supervising, evaluating or monitoring the provision of**

~~special education shall possess “substantial professional training.” This shall be shown by the issuance of an appropriate special education endorsement on an individual teaching certificate issued by the superintendent of public instruction. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.~~

In the event a special education teacher does not have a certificate endorsed in special education, (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement) to a special education position, a district human resources department in partnership with special services staff may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet **SBE PESB** criteria outlined in **WAC 181-82-110**.

If the district must temporarily assign a classroom teacher without a special education endorsement (or early childhood special education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement) to a special education position, the district the human resources department will document in writing that:

- The district is unable to recruit a teacher with the proper endorsement who was qualified for the position; and/or
- The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; and/or
- The reassignment of another teacher within the district would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed **two hundred forty (240) clock hours (or the equivalent of 24 quarter or 16 semester credits)** ~~six-semester hours or nine-quarter hours of course work which are applicable to one or more Washington state special education teaching certificates (early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language endorsement, teacher of the visually impaired endorsement)~~ **the special education endorsement**, the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

Classified staff will present evidence of skills and knowledge necessary to meet the needs of students with disabilities. The district will provide training to classified staff to meet the state recommended core competencies.

### **Personnel Development**

In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed:

- ~~Staff development topics will be identified through ongoing communication with special education staff.~~
- ~~When significant changes are made, such as new forms, regulations, and procedures, the special education department will provide staff development.~~

- ~~Information regarding out-of-district workshops that would benefit particular staff will be shared with them.~~
- Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents and volunteers;
- All personnel who use restraint, restraint devices and/or isolation must be certified and annually trained in the use of such restraint, restraint devices and/or isolation.
- In-service training schedules will be developed based upon the results of the district assessment and in support of needs identified;
- Training activities will be conducted for regular general and special education staff of other agencies and organizations and private school staff providing services for students eligible for special education; and
- Training for classified staff in the state recommended core competencies will occur through district wide classified training provided by the district.

### **Public Participation**

Any application and any required policies, procedures, evaluations, plans and reports are readily available to parents and other members of the public through the district's special education office and the office of the superintendent. A notice regarding the availability of such documents will be placed on the district's website.

### **Formerly Procedure 4210**

**Adopted: September 24, 2007**

**Revised Date: March 11, 2010**

**Revised: January 12, 2015**

**Revised: July 20, 2016**

**Revised:**

## **MEAD SCHOOL DISTRICT**

Board Meeting of June 13, 2022  
**New Business**

**VI.C.**

**Agenda Item:** **1<sup>st</sup> Reading Policy 3246 Review & Procedure 3246 Revision  
Restraint, Isolation and Other Uses of Reasonable Force**

**Background:** A revision to Procedure 3246 and the review of Policy 3246, Restraint, Isolation and Other Uses of Reasonable Force, are being presented for first reading consideration. This policy/procedure was adopted on July 18, 2011, with revisions approved on December 14, 2015 and September 12, 2016. The presented review/revision bring this policy/procedure into compliance with the state's new special education reporting process that requires school districts to analyze and update their special education policies and procedures by August 31, 2022.

WSSDA Sample Procedure 3246 were used as the template for the presented procedure revisions. Current Policy 3246 was compared to WSSDA Sample Policy 3246 with no policy changes recommended following this comparison/analysis. The review of the policy is brought to the board as the district must, to comply with new state requirements, show the policy was revisited to ascertain if revisions are needed.

**Summary:** No revisions to the policy are recommended/needed.

Presented procedure revisions include changing existing language to meet the requirements of new legislation and/or policy governance. The primary revision is connected to the type of training to be used and the increased attention to de-escalation strategies, and a system that has its emphasis in trauma-informed practices. Restraint, isolation and reasonable use of force data will be reported annually, as legally required, to OSPI.

**Staffing Implication:** None

**Other Considerations:** None

**Recommendation:** No first reading action is requested.

**Attachments:**

- Draft Policy/Procedure 3246

## **Restraint, Isolation and Other Uses of Reasonable Force**

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Mead School District supports school-wide programs and services that motivate, teach, and support positive behavior to create a school climate that is highly conducive to learning. It is the policy of the Mead School District Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW 70.96B.010 and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

The superintendent or a designee will develop procedures to implement this policy, including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. Additionally, the superintendent or designee will annually report to the board on incidents involving the use of force.

Cross References:                   2161 – Special Education and Related Services for Eligible Students

Legal References:                   RCW 9A.16.020 Use of force — When lawful  
  RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable  
  RCW 28A.150.300 Corporal Punishment Prohibited - Adoption



of policy

RCW 28A.155.210 Use of restraint or isolation — Requirement for procedures to notify parent or guardian.

RCW 28A.600.485 - Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973—Procedures—Definitions. [as amended by SHB 1240]

RCW 70.96B.010 - Definitions

Chapter 391-172A WAC – Rules for the provision of special education

WAC 392-400-235 Discipline — Conditions and limitations

Management Resources: 2016 – March 2016  
2015 - July Policy Alert  
2013 - December Issue  
2013 - July Issue  
Policy News, December 2008 Use of Reasonable Force Policy

**Adoption Date: July 18, 2011**

**Revised: December 14, 2015**

**Revised: September 12, 2016**

**Revisited:**

## **Restraint, Isolation and Other Uses of Reasonable Force**

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This procedure is intended to apply to a broad range of circumstances whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any student that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.020, RCW 9A.16.100, RCW 28A.160.300, RCW 28A.155.210, WAC 392-400-235, and, for students with an IEP, consistent with the regulations of Chapter 392-172A, WAC.

### **Definitions:**

- **Behavioral intervention plan:** A plan incorporated into a student's Individualized Education Program (IEP), which at a minimum describes: 1) The pattern of behavior that impedes the student's learning or the learning of others; 2) The instruction and/or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed by the IEP team; 3) The positive behavioral interventions and supports to: i) reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the student's desired prosocial behaviors; and ii) ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities; and 4) The skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student.
- **Chemical spray:** Pepper spray, OC spray, or other similar chemicals that are used to control a student or limit a student's freedom of movement.
- **De-escalation:** The use of positive interventions and other district-approved strategies to defuse a student who has lost self-control, is non-compliant or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.
- **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
- **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.
- **Likelihood of serious harm:** a substantial risk that physical harm will be inflicted by a student:
  - upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;



- upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
- upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
- after the student has threatened the physical safety of another and has a history of one or more violent acts.
- **Physical force:** The use of bodily force or physical restriction that substantially immobilizes or reduces the free movement of a student.
- **Positive behavioral interventions:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
- **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.
- **Restraint device:** A device used to assist in controlling a student, including, but not limited to metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485 (1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.
- **School police officer:** An employee of the school district responsible for security services in the district under the direction of a school administrator, but who also is a commissioned officer.
- **School resource officer:** A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district.
- **School security officer:** A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.

**General Use of restraint, isolation, or other forms of reasonable force:**

- Restraint, isolation, or other forms of reasonable force may be used to prevent or minimize imminent bodily harm to self or others, or if de-escalation or other positive behavioral interventions fail or are inappropriate, to protect district property, where there is an “imminent likelihood of such serious harm” occurring, as defined above.
- Restraint, isolation, or other forms of reasonable physical force may be used when a student has caused a substantial loss or damage to the property of others, and the student’s behavior poses a substantial risk that such property damage will be inflicted.

- Restraint devices may be used as needed to obtain possession of a known or reasonably-suspected weapon or other dangerous object on a person or within the control of a person.
- An IEP or plan developed under Section 504 of the Rehabilitation Act of 1973 must not include the use of restraint or isolation as a planned behavior intervention unless a student's individual needs require more specific advanced education planning and the student's parent or guardian agrees. Nothing in these procedures is intended to limit the provision of a free appropriate public education (FAPE) under Part B of the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.
- Restraint, isolation, or other forms of reasonable physical force will not be used as a form of discipline or punishment.
- Restraint, isolation, or other forms of reasonable physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation and positive interventions fail or are inappropriate.
- Restraint, isolation, or other forms of reasonable physical force should not be used as an intervention if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of such techniques.

**Practices presumed to be unreasonable when correcting or restraining any child (RCW 9A.16.100):**

Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:

- throwing, kicking, burning, or cutting a child;
- striking a child with a closed fist;
- shaking a child under age three;
- interfering with a child's breathing;
- threatening a child with a deadly weapon; or
- doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.

**Conditions specific to use of isolation with students eligible for special education (consistent with WAC 392-172A-02110):**

- The isolation enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.

- The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
- An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
- Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
- Any staff member or other adults using isolation, restraint or a restraint device must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques) and the safe use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

**Prohibited practices involving restraint, use of force, and discipline specifically for students eligible for special education (consistent with WAC 392-172A-02076):**

- District personnel are prohibited from using aversive interventions with a student.
- District personnel are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined above.
- No student may be stimulated by contact with electric current, including, but not limited to, tasers.
- A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid from when the food or liquid is customarily served as a form of punishment.
- A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child).
- A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care.
- A student must not be denied or subjected to an unreasonable delay in the provision of medication.
- A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110.
- A student must not be forced to listen to noise or sound that the student finds painful.
- A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance.
- A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration.
- A student's head must not be partially or wholly submerged in water or any other liquid.
- A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the

student's body to an object, except under the conditions set forth in WAC 392-172A.02110.

- A student must not be subjected to the use of prone (lying face-down) or supine (lying face-up) restraint, wall restraint or any restraint that interferes with the student's breathing.

#### **Degree of force:**

- Restraint, isolation, or other forms of reasonable physical force will be discontinued as soon as a determination is made by the staff member administering the restraint, isolation, or other forms of reasonable physical force that the likelihood of serious harm has dissipated.
- Restraint, isolation, or other forms of reasonable physical force must be administered in such a way so as to prevent or minimize physical harm to the student. If, at any time during the use of restraint, isolation, or other forms of reasonable physical force, the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, school staff must take immediate steps to seek medical assistance.

#### **Monitoring:**

An adult must continually monitor any student when restraint, isolation, or other forms of reasonable physical force is used. The monitoring must be conducted by continuous visual monitoring of the student. Monitoring must include regularly evaluating the student for signs of physical distress.

#### **Post-incident notification and review with parent/guardian:**

- Within twenty-four (24) hours following the use of restraint, isolation, or other forms of reasonable physical force with a student, the principal or designee must make a reasonable effort to verbally inform the student's parent or guardian of the incident.
- The principal or designee must also send written notification, (Form No. SS-80) as soon as practical, but postmarked no later than five (5) business days after restraint, isolation, or other forms of reasonable physical force has been used with a student. If the school or district customarily provides the parent or guardian with school-related information in a language or mode of communication other than English, the written report must be provided to the parent or guardian in that language or mode of communication.
- The principal or designee will review the incident with the student and the parent or guardian (though not necessarily at the same time) to address the behavior that precipitated the use of the technique and the appropriateness of the response.
- The principal or designee will review the incident with the staff person(s) who administered the restraint, isolation, or other forms of reasonable physical force to discuss whether proper procedures were followed and what staff training or support is needed to help the student avoid similar incidents.

- IEPs and 504 plans will include the above procedures for notification of parents/guardians regarding the use of isolation and restraint on their student.

### **Incident report:**

Any school employee, school resource officer or school security officer who uses restraint, isolation, or other forms of reasonable physical force, as defined in this procedure, on any student during school-sponsored instruction or activities, will inform the principal or a designee as soon as possible and within two (2) business days submit a written report of the incident to the district office. The written report will contain, at a minimum:

- The date and time of the incident;
- The name and job title of the staff member who administered the restraint, isolation, or other form of reasonable physical force;
- A description of the activity that led to the restraint, isolation, or other form of reasonable physical force;
- The type of restraint, isolation, or other forms of reasonable physical force used on the student, and the duration;
- Whether the student or staff was physically injured during incident involving restraint, isolation, or other forms of reasonable physical force;
- Any medical care provided to the student or staff; and
- Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

### **Resolution of concerns about the use of force incident:**

A student or his/her parent or guardian who has concerns regarding a specific incident involving restraint, isolation, or other forms of reasonable physical force may seek to resolve the concern by contacting the Mead School District administrator overseeing Student Services.

### **Providing parents/guardians with Restraint, Isolation, and Other Use of Reasonable Force policy:**

The district will make available to all parents/guardians of students the district's policy on Restraint, Isolation and Other Use of Reasonable Force. If the student has an IEP or 504 plan, the District will provide the parents/guardians a copy of the policy when the IEP or 504 plan is developed.

### **Staff training requirements:**

- All training will include instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior and safe and appropriate use of force, isolation and restraint.

Annually, administrators will provide all staff with the district established policy and procedure regarding the use of reasonable force.

- All staff should be informed of de-escalation strategies and proper physical intervention procedures. Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.
- Only staff trained by a qualified provider and authorized to use isolation, restraint, restraint devices or chemical spray procedures will administer it to students. The appropriate personnel will include those staff members who are most likely to be called upon to use isolation, restraint, restraint devices or chemical spray to prevent or address disruptive or dangerous student behavior.

#### **Submission of incident reports to the Office of Superintendent of Public Instruction:**

Beginning January 1, 2016 and annually by January 1 thereafter, the district will summarize the written incident reports described above and submit those summaries to OSPI. The summaries will include:

- the number of individual incidents of restraint and isolation;
- the number of students involved in the incidents;
- the number of injuries to students and staff; and
- the types of restraint or isolation used.

#### **Annual Report:**

The building administrator or a designee will maintain a log of all instances of use of force as defined by this procedure, **with data reported to OSPI annually as required by law.** ~~which will be presented to the superintendent or designee annually. The superintendent or designee will provide an annual report to the board regarding the district's use of force.~~

**Adoption Date: July 18, 2011**  
**Revised: December 14, 2015**  
**Revised: September 12, 2016**  
**Revised:**