

Lind-Ritzville Cooperative Schools
Regular Board Meeting – October 23, 2023 - 6:30 PM - LRHS Collaboration Room
Board Study Session 6:00 PM - LRHS Collaboration Room

RITZVILLE

Flag Salute

1. Call to Order and Verification
2. Approval September 25, 2023 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$77,551.34 & \$10,693.54
 - b. Transportation Cooperative Accounts Payable - \$60,294.46
 - c. Associated Student Body Fund Accounts Payable - \$5,709.63
 - d. Capital Projects Fund Accounts Payable - \$8,419.66
 - e. Payroll for October 31, 2023 - \$414,101.25
 - f. Accept Recommendation of LRMS Girls Assistant Basketball Coach - James Saetre

LIND

1. Call to Order and Verification
2. Approval September 25, 2023 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$56,627.52
 - b. Transportation Cooperative Accounts Payable - \$60,294.46
 - c. Associated Student Body Fund Accounts Payable - \$127.43
 - d. Payroll for October 31, 2023 - \$374,564.22
 - e. Accept Recommendation of LRMS Girls Assistant Basketball Coach - James Saetre

JOINT ITEMS

5. Legislative Update
6. Reports to the Board
 - a. Students & School Program
 - i. Student Representatives' Report
 - ii. Principals' Report
7. Superintendent's Report
 - a. Food Services Manager
8. Public Comment
9. Policy Review & Emerging Issues
 - a. **Second Reading & Approval** 3207 & 3207P - Prohibition of Harassment, Intimidation, and Bullying of Students
 - b. **First Reading** 3231 - Student Records
 - c. **First Reading** 3520 - Student Fees, Fines, or Charges
 - d. **First Reading** 4001 - Public Information Program
10. Finance
11. Other Reports
12. Board Member Reports
13. Executive Session - To discuss complaints against an employee or board member
14. Adjournment

Items for the next meeting:

**RITZVILLE SCHOOL DISTRICT #160-67 and LIND SCHOOL DISTRICT #158
JOINT BOARD MEETING
September 25, 2023**

The meeting of the Board of Directors of Ritzville School District #160-67 and Lind School District #158 was held in the Lind-Ritzville Middle School Cafeteria on September 25, 2023. The following members were in attendance:

Lind School Board Members:	Adam Labes, Chairman	Greg Schmunk
	Jani Melcher	Jim Weidemann
	Kevin Starring	

Ritzville School Board Members:	Reid Phillips, Chairman	Scott Carruth
	Greg Galbreath	Tia Kubik
	Erin Repp (arrived 10 mins late)	

Lind Chairman Labes called the Lind School Board meeting to order at 6:30 P.M. Lind Chairman Labes led the Pledge of Allegiance.

Lind Director Melcher moved to approve the August 28, 2023 Regular Board Meeting minutes. Director Weidemann seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Weideman moved to approve the agenda. Lind Director Schmunk seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Schmunk moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$187,216.49; Transportation Cooperative Accounts Payable - \$96,662.82; Associated Student Body Fund Accounts Payable - \$3,383.28; Payroll for September 29, 2023 - \$372,101.70; Accept Recommendation of LRHS Boys JV Basketball Coach - Alan Field. Accept Recommendation of LRMS Volleyball Assistant Coach - Ann-Marie Saetre. Accept Recommendation of LRMS Boys Basketball Head Coach - John Galbreath. Non-Substantive Revisions Based On HB 1207: 2162 – Education of Students with Disabilities Under 504 3122 – Excused and Unexcused Absences 3225 – School-Based Threat Assessment 3241 – Student Discipline. Approval of the LRCS Strategic Plan. Lind Director Starring seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Chairman Phillips called the Ritzville School Board meeting to order at 6:31 P.M.

Ritzville Director Carruth moved to approve the August 28, 2023 Regular Board Meeting minutes. Director Galbreath seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Kubik moved to approve the agenda. Ritzville Director Carruth seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Galbreath moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$288,975.67 & \$4,294.61; Transportation Cooperative Accounts Payable -\$96,662.82; Associated Student Body Fund Accounts Payable - \$10,345.35; Payroll for September 29, 2023 - \$408,275.47; Accept Recommendation of LRHS Boys JV Basketball Coach - Alan Field. Accept Recommendation of LRMS Volleyball Assistant Coach - Ann-Marie Saetre. Accept Recommendation of LRMS Boys Basketball Head Coach - John Galbreath. Non-Substantive Revisions Based On HB 1207: 2162 – Education of Students with Disabilities Under 504 3122 – Excused and Unexcused Absences 3225 – School-Based Threat Assessment 3241 – Student Discipline. Approval of the LRCS Strategic Plan. Ritzville Director Kubik seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Joint Items

Legislative Update

Ritzville Director Carruth shared that he attended the WSSDA General Assembly, where they continued to make changes to WSSDA's priorities for the legislative session.

Reports to the Board

Students & School Programs

Student Representative Report

Student Representative Kemper Smith gave an update on homecoming dress-up days and that the volleyball and football teams are both undefeated. The student section at volleyball games have been very involved and have dress up themes for each game. Upcoming events include the Career Fair on October 19th.

Principals' Report

Principal reports from RGS Principal Cindy Deska, LES Principal Sarah Dinkins, LRMS Principal Don Walker and LRHS Principal Kevin Terris were distributed to the Board of Directors in the board packets this month. Each report gave a snapshot of the activities in their building during the month of September.

LRMS/LRHS CTE Teacher Lori Sanderson gave an update on the twelve LRHS students that will be attending the FFA National Convention in Indianapolis. She shared that three teams, including Agronomy, Dairy Cattle Evaluation and Livestock Evaluation will be representing not only Lind-Ritzville High School, but the Lind and Ritzville communities and Washington State at the convention. The group is requesting funding support from both districts, as has been done in the past to help with travel costs, estimated to be \$22,200. She shared that the group has

received a \$3000 grant from WA FFA Foundation and \$2500 from National FFA CHS grant. In addition, Lind-Ritzville FFA Alumni will be providing participants with a daily meal allowance of \$150 per person.

Superintendent's Report

Athletic Director Dustan Arlt reported on fall sports and shared the number of participants and coaches for each sport. Also gave an update that the new speakers at Gilson Gym should be installed soon. He shared the camera in the LRMS gym should be operational for the next MS volleyball game.

Enrollment

Superintendent Vanderholm reported enrollment numbers for the cooperative. Lind budgeted for 199 TK-12 students with September count at 189. Ritzville budgeted for 330 TK-12 students with September count at 379. LR Academy budgeted for 8 with September count at 22 students.

Facilities/Grounds

Superintendent Vanderholm gave an update on the middle school football fields, there are many bare spots that will need to be re-seeded before it can be used. Maintenance/grounds are in the process of cleaning out leftover surplus items from storage areas.

Safety & Wellness

Superintendent Don Vanderholm spoke about the importance of having safety drills early and often. Buildings have their safety drills planned out for the remainder of the school year.

Mr. Vanderholm spoke about the CLEAR program (Collaborative Learning for Educational Achievement and Resilience) that partners with education systems to implement systemic changes that focus on creating a safe, predictable, and consistent environment that serves as a resource for educators and students. CLEAR is returning to Lind Elementary and will also be working with Ritzville Grade School staff this year.

Mr. Vanderholm reported that the ESD101 emailed area superintendents with a public service announcement from the FBI. The information was about violent online groups that are targeting children 8-17 years old with threats and blackmail. Information was emailed to LRCS families.

Other items discussed were Learning Walks in each building have been interesting and revealed some excellent examples of higher level thinking and engagement. Also, there have been many successful school and community events. Great turnout at contests, The Wheatland Communities Fair, parade in Ritzville, grandparent lunches and other evening events.

Public Comment

After Lind Chairman Labes read the rules and regulations for public comment, Jessica Quinn, a parent of a middle school student, spoke to the boards regarding where the policies and

procedures are to ensure students are offered something they are comfortable with. This was in regards to suicide prevention presentation by middle school staff member.

The following Lind-Ritzville Middle School parents and students: Vernon Shepard, Merrick Shepard, Rebecca Gordon, Parker Gordon, Katie Bates all spoke about their concerns and perceptions on bullying by the staff at Lind-Ritzville Middle School. They believe that the administration is aware of these concerns and no action has been taken.

David Lobe spoke, giving his support to Vernon Shepard's statements.

Policy Review & Emerging Issues

After the second reading, Lind Director Weidemann moved for Approval of Policy 2230 - Transition to Kindergarten Program. Lind Director Starring seconded the motion. A voice vote was taken with all present members voting Aye. The motion carried.

After the second reading, Ritzville Director Carruth moved for Approval of Policy 2230 - Transition to Kindergarten Program. Ritzville Director Kubik seconded the motion. A voice vote was taken with all present members voting Aye. The motion carried.

After the second reading, Lind Director Melcher moved for Approval of Policy 2190 - Highly Capable Programs. Lind Director Schmunk seconded the motion. A voice vote was taken with all present members voting Aye. The motion carried.

After the second reading, Ritzville Director Galbreath moved for Approval of Policy 2190 - Highly Capable Programs. Ritzville Director Repp seconded the motion. A voice vote was taken with all present members voting Aye. The motion carried.

There was a first reading of Policy 3207 & 3207P - Prohibition of Harassment, Intimidation, and Bullying of Students.

Policy Review 3211 & 3211P - Gender Inclusive Schools

Superintendent Vanderholm spoke about Policy and Procedure 3211, the district will conform to the OSPI guidelines. School districts that do not follow the law could be open to a Civil Liberties lawsuit.

Financial Reports

Financial reports are reviewed at the finance meetings, held at 6:00 P.M. prior to the regular meeting. There were no further questions. Superintendent Vanderholm proposed to change the 6:00 PM Finance Meeting to a board study session. Business manager Kris Robbins will prepare a short financial report to share during the board meeting.

Other Reports – Nothing to report

Board Member Reports

Superintendent Vanderholm followed up on the WSSDA led board workshop and training that was held on September 16. The board worked on a Lind-Ritzville Cooperative Schools Board Complaints/Concerns-Communication (CCC) Protocol Based on Policy 4220 & 4220P.

There being no further business, the Lind and Ritzville School Board meeting was adjourned at 7:30 P.M. .

Chairman/Date

Chairman/Date

Secretary to the Board

Coaching Hire- MS Girls Basketball Assistant

1 message

Dustan Arlt <darlt@lrschools.org>

Wed, Oct 4, 2023 at 8:48 AM

To: Don Vanderholm <dvanderholm@lrschools.org>, Don Walker <dwalker@lrschools.org>, Kris Robbins <krobbins@lrschools.org>, Tina Schuler <tschuler@lrschools.org>, Jamie Nichols <jnichols@lrschools.org>, Brook Ferderer <bferderer@harringtonsd.org>, Shannon Billigmeier <sbilligmeier@sprague.wednet.edu>, Will Christianson <wchristianson@tucna.wednet.edu>

Hello-

I have met with James Saetre about the MS girls basketball assistant coach open position. I would like to recommend hiring James for this position. I have told him to check in with the district office for paperwork and to schedule fingerprinting.

James works for the warehouse in Ritzville and is a 2006 Lind graduate that played sports in our athletic combine. He has also coached our current 7th grade girls throughout youth basketball. His wife is a special ed teacher in Lind and coaches MS Volleyball & Track

Athletic Coordinators please share this with your administration at your schools.

Thanks,

Dustan

October Board Report for Lind Elementary

How are we supporting the LRCS strategic plan at LES? This time of year is the perfect time to reflect on our vision and mission as we reflect and start to build our building improvement plans. The following evidence is observable when visiting classrooms at LES and will be used to help create this year's building goals. Staff self reflection is done weekly on improving learning in the classroom. The focus this year is digging into grade level standards and ensuring they are aligned and being assessed appropriately. Grade bands have worked together to ensure students are mastering the much needed prerequisites going into the next grade level. As noted in several areas of the Vision/Mission areas, Social Emotional is the backbone to all learning done at Lind Elementary. Classroom teachers have been working with CLEAR (Collaborative Learning for Education Achievement and Resilience), a WSU extension program, for over a year. All classrooms teach, guide students, model, and expect students to use healthy and positive strategies for managing "big feelings". CLEAR strategies work hand in hand with our social emotional curriculum Character Strong. Teachers regularly teach class lessons on character traits to promote lifelong traits that have positively created classrooms of acceptance, growth, empathy, and grit.

Student Evidence:

Growth: in accomplishing skills and knowledge	Students track their own growth on district, state, and class assessments. Celebrate student growth and victories (effort, not just achievement) - assemblies, student store, puppy paws, prize box, verbal praise, highlighting their effort to class as model etc. Embracing the concept that acknowledging our mistakes and fixing them means our brains are learning and growing.
Resilience: in achieving short and long term goals	Students write goals down in journals or post in class. They revisit goals and set new ones as needed. Students self-reflect regularly. This is done as a group and/or with a peer after activities and projects to check in about what we learned, what we did well, what we could do better next time, etc. Students also do peer reflections where they share thoughts and feelings about their progress in a positive and constructive way. Students work as a whole class to help each other reach our goals.
Initiative: to be confident, creative, risk takers	Students present ideas to the group/class, for example- in Kindergarten students are asked to explain what their partner said after a turn and talk discussion. In 2nd grade

	students present their finished work to the class and in 3rd grade students present to other classes. Students want to come up to the board to try, knowing that they will have the support needed if they struggle. Providing many different strategies to help students solve problems – Example 5th Grade Math – we work on story problems as a whole group and look at how we can break these down and use illustrations to help us solve a problem. Include Social Emotional Learning(SEL) in all parts of the curriculum to ensure students are kind, empathetic and supportive of each other in the learning process. Using strategies to help students feel confident and take risks – phone a friend, snaps if you agree, asking for help, “tell me more”, “tell us what you are thinking”. Clapping or giving self a pat on the back for successes no matter how small.
Tenacity: to stay positive and follow through	Students use growth mindset thinking during learning and are not allowed to give up. Students use healthy strategies to manage “big feelings” and can explain why the strategies help them learn. They advocate for help instead of giving up. The different strategies noted previously work with tenacity too – teaching students to use what they know and use their strategies to keep trying. Remind them if they fail, their brain is still learning and that is where the growth takes place – try again! Use what you learned. Again – SEL strategies in all parts of the curriculum to build strength and the willingness to keep going Example – TOPs (Target, Obstacles, Plan) strategy to reach our goals

Staff Evidence:

Achieving Success: Ensuring all students acquire the knowledge & skills needed to succeed beyond graduation	Exposing students to real-world careers: Firefighters and fire safety, Author Visit, Theater production, Xello Including 21st century skills in lessons (team work, technology, critical thinking) Challenge students to explain their thinking. SEL: teaching important character traits as well as team work, collaboration, respect etc. Included in all parts of the curriculum to ensure successful and functional adults that can face and work through problems
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Demonstrating Growth: ensuring students consistently meet or exceed learning standards	Grade level standards are the expectation taught, teachers scaffold to make all content accessible for all students. Challenge students to show what they know and be able to explain why or how. Sentence stems, pictures, posters built with the students for the students, probe reluctant learners to expand on their thinking/reasoning, use manipulatives to promote concrete concepts. Use of best practice strategies with all students to ensure equitable teaching. Modifications and accommodations as needed to scaffold learning. Rich and constructive feedback and encouragement. Using lots of repetition and student/peer feedback and reflection to promote student monitoring of their own learning and growth. Monitor student ability within the standards everyday, not just on test day. Provide in the moment interventions when students don't "get" it.
Improving Engagement: creating customized, innovative learning experiences with high academic standards and relevance to the changing world	Age relevant projects: Communities(2nd), pumpkin (2nd), habitats/animal (1st), biographies (4th), "Christmas" around the world (4th), indigenous tribes of WA (4th) River Trail and Christmas Sweater (5th) Teachers tie field trips into grade level standard work. Example - 5th to Manito for science, writing, and social studies. Social studies - current events and CNN 10, teaching students how to respect each other's perspectives and have civil discussions and/or arguments around real world topics. Activate prior knowledge in a way that students can connect with new learning. Gamification to make learning more engaging - Prodigy, Moby Max, etc.
Investing Resources: Engaging in relevant, aligned, and practical professional development in order to optimize student achievement and promote caring relationships	Professional Development: Math games and best practice strategies in making math relevant, social emotional/ trauma and strategies to help students manage their feelings in a safe and healthy way, best practice strategies around reading fluency/phonics, universal design and the importance/ why it's effective/ ways to incorporate it into everyday instruction Professional Learning Communities: Teacher driven time to plan projects, share and collaborate on what isn't working and how to improve, pacing and creating common language in writing, revising assessments to ensure standards are being mastered, creating common assessments and student friendly rubrics, look at data

	regularly to drive lesson planning, assessing, and interventions, realistic TPEP goals that support student intervention and growth in a timely manner, regular reflection and PLC feedback.
Increase Involvement: involving families and communities in promoting high levels of student achievement, respect, and pride in our schools	Invite parents to volunteer, chaperone on field trips, plan events, attend celebrations, and reflect on learning programs (migrant/ Title). Increased family engagement activities to one per month. Each event/ activity has important information to help families support student learning. Examples: presentations on state standards and assessments. Classroom expectations. How to help your child at home with Math and Reading. Why attendance matters. Family Game night. Invite community members in to present: example fire department, postal workers, authors. Partner with community members to support the Christmas Store, food bank opportunities, student clothing closet and school supplies.

Ritzville Grade School is committed to the district plan....

Looking at the strategic plan and goals, at RGS we are committed to:

Achieving Success: by focusing on the areas of need for our students. We have done this by: using our Character Strong curriculum, Xello which starts students thinking about their futures and possible careers. We are also very excited to be working with Washington State University with their CLEAR program, which is also addressing social/emotional needs of our students and staff.

Demonstrating Growth: We have recently had a full day of training on a new phonics program, UFLI (University of Florida Literacy Institute), which will be used by our primary teachers and for intervention with all levels. We are planning to use this to enhance phonics and phonetic awareness with our students, which is a target area.

Improving Engagement: Bridges Math, Math Recovery, UFLI phonics and Mystery Science are all hands-on programs that keep students engaged in learning and are all differentiated for student success.

Investing Resources: We have utilized building and grant funds to support our programs and training.

Increasing Involvement: Encouraging parents to be involved by providing several opportunities to learn about the curriculum, including Back to School Night, Parent Information Night, Conferences, Moving our Title parent meeting to get earlier feedback, staff and parents involved in the district committee.

LRMS October Board Report

1 message

Don Walker <dwalker@lrschools.org>

Thu, Oct 19, 2023 at 2:36 PM

To: Jamie Nichols <jnichols@lrschools.org>, Kevin Terris <kterris@lrschools.org>, Cindy Deska <cdeska@lrschools.org>, Sarah Dinkins <sdinkins@lrschools.org>, Don Vanderholm <dvanderholm@lrschools.org>

In this October board report, I'd like to share with you the progress and initiatives undertaken by Lind-Ritzville Middle School in supporting the Cooperative Strategic Plan. Below you will see each strategic plan item we are committed to with a description of some key items that LRMS is focused on to stay in line with the Cooperative's plan.

Achieving Success

Lind-Ritzville Middle School has been proactive in aligning our curriculum with power standards. These standards are the essential learning objectives that are integral to our students' education. We have also developed detailed rubrics to provide clear, specific, and constructive feedback to our students, helping them understand their level of mastery in various content areas. In doing so, we follow a collaborative approach with our educators to ensure we are in line. We help analyze the curricular progression and assess rubrics to ensure subjectivity in the way we grade. Through this process we are increasing the rigor of our courses and ensuring student success through standards-based learning.

Demonstrating Growth

We utilize I-Ready in reading and math to monitor the growth of our students. These diagnostic intervals provide valuable data, enabling us to track their progress at the middle school level. Our educators use the I-Ready data to identify strengths and areas that require improvement, which allows for targeted support through interventions and enrichment. We track progress of our students at various diagnostic intervals to assist in assessing student growth and tailor our instruction to meet the evolving needs of our students.

Improving Engagement

In line with standards-based learning we have focused on mastering the standards-based content through an integration of real-world skills. We incorporate project-based learning opportunities into the curriculum to enable students to apply their knowledge to real world scenarios. Through these instructional methods we prioritize problem-solve, critical thinking, and collaboration. This is all to ensure career readiness in our students, which improves engagement from the students.

Investing Resources

We are committed to enhancing our educators' skills and expertise through professional development. This investment in staff development allows us to better serve our students and aligns with our district's goals. We have had various training in the area of helping our migrant students, threat assessments, and mastery-based learning. In addition, we use our teacher work days and time on Friday afternoons to continually improve the most important resources schools have. The staff themselves.

Increasing Involvement

We recognize the importance of strong communication between the school, parents, and students. To foster this, we have organized parent nights and created a grading handbook for clear and consistent communication. In our parent night we encourage parental involvement and provide a platform for parents to stay informed about the school happenings. We have also created a grading handbook and displayed it on our website to outline grading policies and practice, ensuring transparency and consistency in grading procedures. We also have increased the use of our Smore newsletter to help keep families included in the happenings of the school.

Lind-Ritzville Middle School remains steadfast in its commitment to the Cooperative Strategic Plan. Our dedication to power standards, well-planned rubrics, real-world skills, data-driven assessment, professional development, and parent involvement demonstrates our strong alignment with the district's educational goals. We will continue to assess our progress, refine our approaches, and work closely with the district and the community to ensure our students receive the best possible education and develop the skills necessary for success in a rapidly changing world.

If you have any questions or need further information, please do not hesitate to reach out.

Best regards,

Procedure - Prohibition of Harassment, Intimidation and Bullying of Students

A. Introduction

The Lind-Ritzville Cooperative School Districts strive to provide students with optimal conditions for learning by maintaining a school environment where every student is treated with respect and students are not physically or emotionally harmed.

In order to ensure respect, prevent harm, and improve school climate, it is a violation of district policy for a student to be harassed, intimidated, or bullied by other students in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression, gender identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation, or bullying of a student or to whom such actions have been reported must take prompt and appropriate action to stop the harassment, intimidation, or bullying, prevent its reoccurrence, and report it to the building level administrator and/or district HIB Compliance Officer.

B. Definitions

Aggressor means a student who harasses, intimidates, or bullies another student.

Harassment, intimidation, or bullying means an intentional electronic, written, verbal, or physical act that:

1.

1. Physically harms a student or damages the student's property;
2. Has the effect of substantially interfering with a student's education;
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

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

This procedure does not govern harassment, intimidation, or bullying toward or by an employee, volunteer, parent/legal guardian, or community member.

Retaliation occurs when a student is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, participating in an investigation, or being identified as a targeted student.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Commented [1]: Defining "Aggressor" RCW 28A.600.477 does not define the role of the aggressor and relates only to prohibiting harassment, intimidation, and bullying of any student. The investigation of a HIB complaint, as outlined in procedure 3207P is for the purposes of student-to-student HIB incidents. The definition of "aggressor" is updated to clarify that the HIB law and process should be used for student-to-student HIB only. For allegations involving a staff member, the school district's Human Resources Department must be involved so union representatives may be notified. These allegations will not be handled under the processes in 3207 and 3207P. Human Resources Departments must include consideration of Nondiscrimination laws, including WAC 392-190- 0555, and policies and procedures 3210/3210P – Nondiscrimination (for students), and 5010/5010P – Nondiscrimination (for employees). The Human Resources Department should work with your district's legal counsel to determine the appropriate complaint process and response.

Targeted Student means a student against whom harassment, intimidation, or bullying has allegedly been perpetrated.

Complainant means the person who has reported the harassment, intimidation, or bullying.

C. Behaviors/Expressions

"Harassment," "intimidation," and "bullying" are separate but related behaviors directed toward students. Although this procedure defines the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors. RCW 28A.600.477 presents HIB as a broad and inclusive term and it is not meant to place undue emphasis on whether the behavior is "harassment," or "intimidation," or "bullying."

Harassment refers to any malicious act, which causes harm to any student's physical well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence toward a student. Bullying refers to unwanted aggressive behavior(s) by a student or group of students toward another student and that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted student including physical or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

It is considered a violation of the state HIB law if any of the above behaviors are occurring.

D. Relationship to Other Laws

This procedure applies only to conduct toward students as reflected in RCW 28A.600.477 – Prohibition of Harassment, Intimidation and Bullying. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. RCW 28A.600.477 – Prohibition Harassment, Intimidation and Bullying
2. [RCW 28A.640.020 – Sexual Equality](#)
3. [RCW 28A.642 – Prohibition of Discrimination in Public Schools](#)
4. [RCW 49.60.010 – The Law Against Discrimination](#)

The district will ensure its compliance with all state laws regarding harassment, intimidation, or bullying of a student. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a student's membership in a legally protected class under local, state, or federal law.

E. Prevention

1. Dissemination

In each school and on the district's website, the district will prominently post information, as provided by OSPI, on reporting harassment, intimidation, or bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district HIB Compliance Officer. The district's policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that language provided by OSPI summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, and is posted on the district's website.

Additional distribution of the policy and procedure is subject to the requirements of chapter 392-405 WAC.

2. Education

Annually, students will receive age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based process.

3. Training

The district HIB Compliance Officer will participate in at least one mandatory training opportunity offered by OSPI. As feasible, the district's HIB Compliance Officer will attend annual training as a refresher course, particularly in the event that changes to the HIB law or

Commented [2]: Updated language regarding the definitions of harassment, intimidation, and bullying in the policy Current HIB law (RCW 28A.600.477) does not differentiate between the three terms: harassment, intimidation, and bullying. Instead, the statute defines HIB as a broad term that encompasses the potential actions under each of the behaviors. It is not an expectation that districts determine which of the three behaviors is occurring for the incident to be investigated or substantiated as a HIB complaint. The procedure for responding to a HIB complaint also does not vary based on which of the three actions is occurring.

process occur. Staff will receive annual training on the school district's policy and procedure, including at a minimum, staff roles and responsibilities, and the use of the district's Incident Reporting Form.

2. **Prevention Strategies**

The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches.

Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation, and bullying in schools.

F. **Compliance Officer**

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation, or bullying of a student. If any district staff member receives allegations in a written report of harassment, intimidation, or bullying that indicate a potential violation of Policy 3207, that staff member must promptly notify the district compliance officer;
2. Provide support and assistance to the principal or designee in resolving complaints;
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations;
4. Communicate with the school district's designated civil rights compliance coordinator. If a written report of harassment, intimidation, or bullying of a student indicates a potential violation of the district's nondiscrimination policy [Policy 3210], or if during the course of an investigation, the district becomes aware of a potential violation of the district's nondiscrimination policy, the compliance officer must promptly notify the district's civil rights compliance coordinator. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both this policy/procedure and the nondiscrimination policy/procedure. The investigation and response timeline for the nondiscrimination procedure begin when the school district knows or should have known that a written report or investigation or harassment, intimidation, or bullying involves a potential violation of the district's nondiscrimination policy;
5. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern;
6. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough;
7. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual training;
8. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis; and
9. In cases where, despite school efforts, a targeted student experiences harassment, intimidation, or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: www.k12.wa.us/SafetyCenter/default.aspx.
10. The district will provide updated names and contact information to OSPI after a change of the district's HIB Compliance Officer.

G. **Staff Intervention**

All staff members will intervene and report when witnessing or receiving reports of harassment, intimidation, or bullying of a student. Incidents that do not meet the definition of harassment, intimidation, or bullying, or conduct not directed toward a student may require no further action under this procedure, other than tracking, to ensure they are not repeated.

H. **Filing an Incident Reporting Form**

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying of a student. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website: www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

Any student or students who believe they have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying may report incidents verbally or in writing to any staff member.

Commented [3]: • Added clarity around investigations and reporting While the HIB Compliance Officer is the primary contact, most districts utilize a building administrator or designee for the first step in an investigation. The procedure is updated to reflect this allowance, noting that communication with the HIB Compliance Officer when a HIB complaint is received will help them fulfill their duty as required by law to oversee the process and ensure investigations are done accurately and in a timely manner.

Commented [4]: Clarification around process, reporting requirements, and technical assistance Over the course of the 2022–2023 school year, OSPI received numerous questions from districts and families about the current Harassment, Intimidation, and Bullying policy and procedure, demonstrating the potential need for clarification. It is the intent of OSPI and WSSDA for the model policies and procedures to outline a clear process that supports adequate reporting as well as fair and timely investigations.

The district must provide an incident report form to students, families, or staff, if requested.

I. Addressing Harassment, Intimidation, or Bullying – Reports

Step 1: Filing an Incident Reporting Form

In order to protect a targeted student from retaliation, a student need not reveal their identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose their identity (non-confidential).

Status of Reporter

1. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes, use online reporting processes, or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

2. Confidential

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

3. Non-confidential

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation, or bullying of a student will attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, if the incident does not meet the definition of harassment, intimidation, or bullying, or if the conduct is not directed toward a student, no further action may be necessary under this procedure. If the parties involved are not satisfied with the attempt to resolve the situation, the staff member will notify the HIB Compliance Officer, the parties will be provided with a HIB Incident Report form, and given the opportunity to complete the form, thereby initiating the process for an official HIB investigation.

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying of a student will be recorded on a district Incident Reporting Form and submitted to the principal or designee, once recorded, the principal or designee must communicate with the district HIB Compliance Officer regarding the complaints.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying of a student will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation, or bullying of a student, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. For allegations involving a staff member the Human Resources Department must be involved so union representatives can be notified. These allegations will not be handled under the processes in 3207 and 3207P. Human Resources Departments must include consideration of policy and procedure 3210 – Nondiscrimination of Students, policy and procedure 5010 –

Nondiscrimination and Affirmative Action, and other applicable policies and laws, including WAC 392-190-0555. The Human Resources Departments should work with their legal services to determine the appropriate complaint process and response.

3. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the complainant, targeted student, and the alleged aggressor. If necessary, the district will implement a safety plan (<https://www.k1wa.us/student-success/health-safety/school-safety-center/safety-planning-toolkit>) for the student(s) involved. The plan may include changing seating arrangements for the complainant, targeted student, and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy [Policy 3210], the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.

4. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
5. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation, or bullying of a student. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
6. The investigation will include, at a minimum:
 - a. An interview with the complainant;
 - b. An interview with the targeted student, if different than the complainant;
 - c. An interview with the alleged aggressor;
 - d. A review of any previous complaints involving the complainant, the targeted student, or the alleged aggressor; and
 - e. Interviews with other students or staff members who may have knowledge of the alleged incident.
7. The principal or designee may determine that other steps must be taken before the investigation is complete.
8. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
9. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
 - a. The results of the investigation;
 - b. Whether the allegations were found to be factual;
 - c. Whether there was a violation of policy; and
 - d. The process for the complainant to file an appeal if the complainant disagrees with the results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the

student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

If the incident cannot be resolved at the school level, the principal or designee will request assistance from the HIB compliance officer.

Step 4: Corrective Measures for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to [district policy 3241](#), Student Discipline. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

Step 5: Complainant's Right to Appeal

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
2. If the complainant remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

Step 6: Discipline/Corrective Action

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying of a student. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation, or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to [district policy and procedure 3241](#), Student Discipline.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

If staff have been found to be in violation of this policy and procedure by not reporting harassment, intimidation, or bullying or not preventing retaliation, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of [WAC 181-87](#), commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

Step 7: Support for the Targeted Student

Students found to have been subjected to harassment, intimidation or bullying will have

appropriate district support services made available to them, and the adverse impact of the harassment on the student will be addressed and remedied as appropriate.

J. Immunity/Retaliation

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying of a student. Retaliation is prohibited and will result in appropriate discipline.

K. Other Resources

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation, or bullying of a student. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected class under local, state or federal law.

L. For questions or more information, students and families can reach out to the following state or federal agencies:

- OSPI Equity and Civil Rights Office (for discrimination complaints)
360.725.6162
Email: equity@k12.wa.us
<https://www.k12.wa.us/policy-funding/equity-and-civil-rights>
- Washington State Human Rights Commission
800.233.3247
www.hum.wa.gov/index.html
- Office for Civil Rights, U.S. Department of Education, Region IX
206.607.1600
Email: OCR.Seattle@ed.gov
www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
877.292.3804
www.justice.gov/crt/
- Office of the Education Ombuds
866.297-2597
Email: OEInfo@gov.wa.gov
<http://oeo.wa.gov/>
- OSPI Safety Center
Email: Schoolsafety@k12.wa.us
360.725-6068
<https://www.k12.wa.us/student-success/health-safety/school-safety-center>

M. Other District Policies and Procedures

Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation, or bullying as defined in this procedure but which are, or may be, prohibited by other district or school rules.

Adoption Date:

Classification: **Essential**

Revised Dates: **04.02; 04.08; 12.10; 12.11; 12.14; 01.15; 07.19; 08/01/2019; 07.23**

Prohibition of Harassment, Intimidation, and Bullying of Students

The board is committed to a safe and civil educational environment that is free from the harassment, intimidation, or bullying of any student. As defined in Chapter 28A.600 RCW (Students), "Harassment, intimidation or bullying" means any intentional electronic, written, verbal, or physical act including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and RCW 28A.642.010, or other distinguishing characteristics, when the act:

- A. Physically harms a student or damages the student's property;
- B. Has the effect of substantially interfering with a student's education;
- C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy and accompanying procedure do not govern harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

Behaviors/Expressions

This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors towards a student. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however, this differentiation should not be considered part of the legal definition of these behaviors.

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images directed toward a student.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.

Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community for students and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying toward students. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

Interventions

Commented [DV1]: Based on House Bill 1207 – School Districts – Harassment, Intimidation, Bullying, and Discrimination, WSSDA has made substantive revisions to Essential model policy and procedure 3207/3207P – Prohibition of Harassment, Intimidation, and Bullying of Students, as well as to Encouraged model policy and procedure

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm a student for reporting harassment, intimidation, or bullying, being identified as a targeted student, or participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees who knowingly report or corroborate false allegations will be subject to appropriate discipline. However, students, or employees will not be disciplined for making a report in good faith.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and oversee policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

- Cross References:
- 2161 - Special Education and Related Services for Eligible Students

3205 - Sexual Harassment of Students Prohibited

3210 - Nondiscrimination

3211 - Gender-Inclusive Schools

3241 - Student Discipline

- Legal References:
- WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure

School districts.

RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures

Model policy and procedure

Training materials

Posting on web site

Rules

Advisory committee

Management Resources: 2019 - August Policy Alert
 2019 - July Policy Issue
 Office for Civil Rights Dear Colleague Letter: Responding to
 Bullying of Students with Disabilities (OCR 10/21/2014)
 2014 - December Issue
 2010 - December Issue
 2008 - April Issue
 2002 - April Issue

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08/01/2019; 07.23**

Student Records

The district will maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools, and as required by law. All information related to individual students will be treated in a confidential and professional manner. The district will use reasonable methods to ensure that teachers and other school officials obtain access to only those education records for which they have legitimate educational interests. When information is released in compliance with state and federal law, the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.

The district will retain records in compliance with the current, approved versions of the Local Government General Records Retention Schedule (CORE) and the School Districts and Educational Service Districts Records Retention Schedule, both of which are published on the Secretary of State's website at: www.sos.wa.gov/archives/recordsretentionschedules.aspx.

Student records are the property of the district but will be available in an orderly and timely manner to students and parents. "Parent" includes the state Department of Social and Health Services when a minor student has been found dependent and placed in state custody. A parent or adult student may challenge any information in a student record believed inaccurate, misleading, or in violation of the privacy or other rights of the student.

Student records will be forwarded to other school agencies upon request. A high school student may grant authority to the district, permitting prospective employers to review the student's transcript. Parental or adult student consent will be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law.

The superintendent or designee will establish procedures governing the content, management, and control of student records.

Cross References:

- 2100 - Educational Opportunities for Students with a Parent in the Military
- 3211 - Gender-Inclusive Schools
- 3520 - Student Fees, Fines, or Charges
- 4020 - Confidential Communications
- 4040 - Public Access to District Records
- 3115 - Students Experiencing Homelessness - Enrollment Rights and Services

Legal References:

- 42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act
- 20 U.S.C. 1232g Family Education Rights and Privacy Act CFR 34 , Part 99 Family Education Rights and Privacy Act Regulations
- RCW 28A.150.510 Transmittal of education records to DSHS Disclosure of educational records Data

Commented [DV1]: WSSDA revised this model policy and procedure based on SB 5127 – Student Personal Information – Public Records Act Exemption. This legislation clarifies that the personal information of a child, currently or previously enrolled in a school district, contained in any records, including correspondence, is exempt from public disclosure requirements. Additionally, WSSDA removed language from this model policy based on HB 1536 – High School Diplomas – Withholding for Property Damage.

sharing agreements Comprehensive needs requirement
document Report.

RCW 28A.195.070 Official transcript withholding
Transmittal of information

RCW 28A.225.151 Reports.

RCW28A.225.330Enrolling students from other districts
Requests for information and permanent records
Withheld transcripts Immunity from liability
Notification to teachers and security personnel

Rules

RCW28A.230.120High school diplomas Issuance
Option to receive final transcripts Notice

RCW28A.230.180 Educational and career opportunities in the
military, student access to information on, when

RCW 28A.600.475 Exchange of information with law
enforcement and juvenile court officials Notification of
parents and students.

RCW 28A.605.030 Student education records Parental
review release of records Procedure.

RCW28A.635.060 Defacing or injuring school property
Liability of pupil, parent or guardian Withholding
grades, diploma, or transcripts Suspension and
restitution Voluntary work program as alternative
Rights protected

RCW40.24.030Address Confidentiality Program
Application Certification

Chapter 246-105 WACImmunization of child care and school
children against certain vaccine-preventable diseases

Chapter 392-172A WAC Rules for the provision of special
education

Chapter 392-182 WAC Student Health Records

Chapter 392-415-WACSecondary Education- standardized
high school transcript

WAC 181-87-093 Failure to assure the transfer of student
record information or student records

WAC 392-121-182 Alternative learning experience
requirements

WAC 392-122-228 Alternative learning experiences for
juvenile students incarcerated in adult jail facilities

WAC392-500-025Pupil tests and records Tests
School district policy in writing

42 CFR 2.14 Minor patients

RCW 9.02.100 Reproductive privacy Public policy

RCW 70.02.220 Sexually transmitted diseases Permitted
and mandatory disclosures

RCW 70.02.240 Mental health
services Minors Permitted disclosures

Chapter 246-105 WAC Immunization of child care and school children against certain vaccine-preventable diseases

Management Resources: 2018 - December 2018 - December Policy Issue
Records Retention Schedule for School Districts and ESDs
(updated 2014)
2014 - December Issue
2013 - February Issue
2010 - February Issue
2003 - December Issue
2001 - April Issue

Adoption Date:

Classification: **Essential**

Revised Dates: **02.00; 12.03; 12.06; 02.10; 12.11; 02.13; 12.13; 12.14; 12.18;
07/01/2019; 06/28/2021; 12/16/2022; 07.23**

Student Fees, Fines, or Charges

The district will provide an educational program for the students as free of cost as possible.

The superintendent or designee may approve the use of supplementary supplies or materials for which a charge is made to the student so long as the charge does not exceed the cost of the supplies or materials, students are free to purchase them elsewhere, or provide reasonable alternatives, and proper accounting is made of all money received by staff for supplies and materials.

The board delegates authority to the superintendent or designee to establish appropriate fees and procedures governing the collection of such fees and to make annual reports to the board regarding fee schedules. Arrangements will be made for the waiver or reduction of fees for students whose families, because of their low income, would have difficulty paying the full fee. For programs governed by the National School Lunch Act, the USDA Child Nutrition Program guidelines will be used to determine qualification for waiver. The superintendent or designee will establish a procedure for annually notifying parents of the availability of fee waivers and reductions, including eligibility information for free or reduced-price meals.

A student will be responsible for the cost of replacing any property belonging to others that are lost or damaged due to the student's negligence.

If any property of the district, a contractor of the district, an employee, or another student has been lost or willfully cut, defaced, or injured, with the damages exceeding \$1,000, the district may withhold the diploma, but not the grades or transcripts, of the student responsible for the damage or loss for the earlier of either 5 years from the date of the student's graduation or until the amount owed is less than \$1,000. If the student and parent or guardian are unable to pay for the damages, the district shall provide a program of community service for the student in lieu of the payment of monetary damages. Community service completed must be credited at the applicable local or state minimum wage, whichever is greater. Upon completing community service that reduces the amount owed to less than \$1000, the student's diploma must be released.

The student or his/her parents or guardians may appeal the imposition of a charge for damages or fines. The student and his/her parents or guardians will be notified regarding the nature of the charge for damages or fines, whether the student's diploma may be withheld, how restitution may be made, and how an appeal may be instituted. When the damages or fines do not exceed \$100, the student or his/her parents or guardians will have the right to an informal conference with the principal. As is the case for appealing a short-term suspension, the principal's decision may be appealed to the superintendent or designee and board. When damages are in excess of \$100, the appeal process for long-term suspension will apply.

Cross References:

- 3241 - Student Discipline
- 2020 - Course Design, Selection and Adoption of Instructional Materials
- 3115 - Students Experiencing Homelessness - Enrollment Rights and Services
- 3231 - Student Records

Legal References:

- 42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act

Commented [DV1]: WSSDA revised this model policy/procedure based on HB 1536 – High School Diplomas – Withholding for Property Damage. This legislation limits school districts' authority to withhold a student's high school diplomas because the student lost or willfully damaged district property. Specifically, the legislation limits withholding a diploma to when damages exceed \$1,000 and requires school districts to release a student's withheld diploma after five years or until the amount owed is less than \$1,000, whichever is earlier. Additionally, the legislation provides that the district must credit the monetary value of a student's community service toward damages whatever minimum wage is greater, local or state. School districts must facilitate easy access to information about withholding diplomas and publish that information on their websites.

RCW 28A.220.040 Fiscal support Reimbursement to
school districts Enrollment fees Deposit
RCW 28A.225.330 Enrolling students from other districts
Requests for information and permanent records
Withheld transcripts Immunity from liability
Notification to teachers and security personnel
Rules
RCW 28A.320.230(f) Instructional materials
Instructional materials committee
RCW 28A.330.100 Additional powers of board
RCW 28A.635.060 Defacing or injuring school property
Liability of pupil, parent or guardian Withholding
grades, diplomas or transcripts Suspension and
restitution Voluntary work program as alternative
Rights protected
AGO 1965-66, #113 Districts - Schools - Fees Tuition -
Supplies Authority of school districts to charge tuition
fees or textbook fees
AGO 1973, No. 11 Districts - Schools - Tuition & Fees
Authority of school districts to charge various fees

Management Resources: 2019 - July Policy Issue
2018 - May Policy Issue
Policy News, June 1999 School Safety Bills Impact Policy

Adoption Date:
Classification: **Essential**
Revised Dates: **06.99; 08.06; 12.11; 05.18; 07/01/2019; 06/28/2021; 07.23**

Public Information Program

The district will strive to maintain effective two-way communication channels with the public. Such channels will enable the board and staff to interpret the school's performance and need to the community and provide a means for citizens to express their needs and expectations to the board and staff.

The superintendent or designee will establish and maintain a communication process within the school system and between it and the community. Such a public information program will provide for a district annual report, news releases at appropriate times, news media coverage of district programs and events, and regular direct communication between individual schools and the community members they serve. The public information program will also assist staff in improving their skill and understanding in communicating with the public.

Community opinion may be solicited through parent organizations, parent-teacher conferences, open houses, and other such events or activities which may bring staff and citizens together. At times, board meetings may be scheduled at neighborhood schools. Survey instruments and/or questionnaires may be developed in order to gain a broad perspective of community opinion.

The board is a nonpartisan public body and will not endorse political candidates. Neither staff nor students will be asked to disseminate campaign materials from the schools nor will any of the district's facilities or communications services be used to disseminate such material.

The superintendent or designee will identify staff with significant public information responsibilities and establish guidelines for their work. The guidelines will address such matters as authority for making releases and the nature and content of bulletins to parents.

Staff Communications with the Public

Staff shares the responsibility for communicating and interpreting the district mission, its policies, programs, goals, and objectives to members of the community. Staff will perform their services and functions to the best of their ability and communicate with members of the community, parents, students, and other staff in a sincere, courteous and considerate manner. Staff will strive to develop and maintain cooperative school-community relations and to achieve the understanding and mutual respect that are essential to the success of the district.

Confidential information about students or other staff will be released only as permitted by law and district policies and procedures.

Public Health Information

The district will post a prominent link on its website's homepage and on each schools' homepage to information from the Department of Health that addresses substance use trends; overdose symptoms and response; and the secure storage of prescription drugs, over-the-counter medications, and firearms and ammunition.

To keep students, families, and community members informed about available health resources, the district will make the information described above from the Department of Health accessible through internet-based communications (like the district's social media accounts) and through digital and nondigital communications. The district will post this information at least twice each school year.

Collection Of Disciplinary Data

The district will collect data on student disciplinary actions taken in each school, and the information will be available to the public on request. This information may not be personally identifiable, and will not include a student's name, address, or social security number.

District Annual Report

Commented [DV1]: WSSDA has revised this model policy/procedure to reflect HB 1230 – Schools – Public Health Information. This legislation requires school districts that maintain a website to post a prominent link on the district homepage, as well as the homepage of each school within the district, to information from the DOH about substance use trends, overdose symptoms and response, and the secure storage of prescription drugs, over-the-counter medications, and firearms and ammunition. The legislation also requires school districts to make the DOH information accessible through the district's social media channels. The required information postings must occur at least quarterly

An annual district report addressing the activities of the district and the administration's recommendations for improvement of student learning and district operations will be prepared by the superintendent or designee and presented to the board as soon as possible after the close of each school year. Upon board approval, the report will be made available to the public and used as one means for informing parents and community members, the Office of the Superintendent of Public Instruction, and other districts in the area, of the programs and conditions of the district's schools. The district must ensure awareness of and compliance with certain statutory requirements as specified in [Policy 2106 \(Program Compliance\)](#). When the district is not in compliance, such deviations will be incorporated into the annual report.

Cross References: 4020 - Confidential Communications
 2106 - Program Compliance
 2121 - Substance Abuse Program
 2004 - Accountability Goals

Legal References: RCW 28A.150.230 District school directors
 responsibilities
 RCW 28A.655.100 Performance goals - Reporting
 requirements
 HB 1230 (2023) School-Public Health Information

Adoption Date:
Classification: **Encouraged**
Revised Dates: **10.00; 10/01/2011; 07.23**