

- 5. Requests For Waivers For Teaching Out of Endorsement
 Jacob Jansen, MP, SPED Long Term Sub

A **B. Resolution 04-25-26**
 Request for Apportionment Redirection

A **C. Resolution 05-25-26**
 YHS Connects Donation Refund of Restricted Gift

A **D. Policy Revisions, Replacements, and Additions**

<i>Second Reading – For Approval</i>		
CATEGORY	POLICY	ACTION
Critical	2170 Career and Technical Education	Revisions
Critical	3241 Procedure & F1 Student Discipline	Replacement
Important	5010 & P Non-Discrimination and Affirmative Action	Replacement
Critical	5011 & P Sexual Harassment of District Staff Prohibited	Replacement
Critical	6700 & P Nutrition	Revisions
Critical	6701 & P Recess and Physical Activity	New
Critical	6702 & P Wellness	New
<i>Single Reading – For Approval</i>		
	4040 Public Access to District Records	Revision

A **E. Updated Curriculum Adoption – Second Vote**
 5th Grade Family Living and Sexual Health (FLASH)

I **5. Board Comments**

I **6. Superintendent’s Report**

A **7. Adjourn**

Next Board Meeting: March 26, 2026 – 6:00 p.m. – Regular Board Meeting
Location: District Office

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 meeting so that arrangements for the modification can be made.

A= Action **I= Information** **D= Discussion**



Personnel Action for Board Approval

Doyla Buckingham
Director of Human Resources

DATE OF BOARD MEETING:		March 12, 2026			
NEW HIRES:					
<u>First Name</u>	<u>Last Name</u>	<u>Location</u>	<u>Title</u>	<u>Date</u>	<u>Comments</u>
Connor	Bensen	Yelm HS	Coach-Assistant Baseball	3/2/2026	
Jenna	Burnham	Facilities	Custodian	3/2/2026	
Amanda	Loomis	Transportation	Bus Driver	3/2/2026	
LEAVES OF ABSENCE:					
<u>First Name</u>	<u>Last Name</u>	<u>Location</u>	<u>Title</u>	<u>Date</u>	<u>Comments</u>
RESIGNATIONS/RETIREMENTS/TERMINATIONS:					
<u>First Name</u>	<u>Last Name</u>	<u>Location</u>	<u>Title</u>	<u>Date</u>	<u>Comments</u>
Shonda	Carrier	Yelm HS	Coach-Assistant Girls Tennis	2/27/2026	Resignation
Harold	Church	Transportation	Bus Driver	3/16/2026	Resignation
Tiana	Giesy	Food Service	Cafeteria Worker	5/19/2026	Resignation
Veronica	Keith	YHS	Library Tech	6/30/2026	Retirement
Gabriel	Levanel	Ridgeline MS	SPED Paraeducator	2/23/2026	Resignation
David	Michalak	Transportation	Bus Driver	2/19/2026	Resignation
Trinity	Potter	Mill Pond Elem	Tchr-Special Education	8/31/2026	Resignation
Nicole	Scheuerman	Yelm MS	Coach-Head Volleyball	2/17/2026	Resignation
Brandon	Thompson	Yelm HS	Coach-Assistant Football	2/26/2026	Resignation
Starla	Watson	Lackamas	Principal	6/30/2026	Resignation
Elizabeth	Wakeman	Yelm High School	SPED Paraeducator	2/19/2026	Resignation
Shannon	Gubser	OSS	SEL Specialist	8/31/2026	Resignation
STAFFING CHANGES:					
<u>First Name</u>	<u>Last Name</u>	<u>From</u>	<u>To</u>	<u>Date</u>	<u>Comments</u>
Silbia	Saldana	OP III	OP V	3/2/2026	Fort Stevens
REQUESTS FOR WAIVERS FOR TEACHING OUT OF ENDORSEMENT:					
<u>First Name</u>	<u>Last Name</u>	<u>Location</u>	<u>Out of Endorsement Subject</u>	<u>Date</u>	<u>Comments</u>



Personnel Action for Board Approval

Doyle Buckingham

Director of Human Resources

Jacob	Jansen	Mill Pond Elem	SpEd	3.16.26	Long Term for TP
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REQUEST FOR APPORTIONMENT REDIRECTION

Yelm School District

RESOLUTION NUMBER 04-25-26

WHEREAS, RCW 28A.150.270 authorizes local districts to direct a portion of their General Fund basic education allocation to the Capital Projects Fund or Debt Service Fund, and

WHEREAS, The Yelm School District made several transfers of funds from the General Fund to the Capital Projects Fund over the last ten years.

WHEREAS, \$3,300,000 of Apportionment dollars that were redirected from the General Fund to the Capital Projects Fund (\$800,000 in 2015-16, \$1,000,000 in 2016-17, \$1,000,000 in 2018-19, and \$500,000 in 2019-20) did not receive proper approval from OSPI.

WHEREAS \$4,500,000 of apportionment dollars were redirected from the General Fund to the Capital Projects Fund that were deemed not needed in the Capital Projects Fund. (\$1,000,000 in 2015-16, \$1,500,000 in 2017-18, \$1,000,000 in 2018-19 and \$1,000,000 in 2020-21)

WHEREAS, Apportionment, redirected by board resolution, may be transferred back into the General Fund for its original intended purpose, in accordance with the same requirements which were met to initially authorize the transfer.

THEREFORE, BE IT RESOLVED the Yelm School District requests School Apportionment &

Financial Services at the Office of Superintendent of Public Instruction to approve the transfer of \$7,800,000 of apportionment monies from the Capital Projects Fund, back to the General Fund for the month of March 2026.

ADOPTED this 12th day of March, 2026.

ATTEST:

BOARD OF DIRECTORS

Secretary to the Board

Chair

Director

Director

Director

Director



MEMORANDUM

TO: Board of Directors
FROM: DeeDee J. Buckingham
DATE: March 12, 2026
SUBJECT: YHS Connects Donation Refund of Restricted Gift – \$1,128.00

Background

The District previously accepted a restricted donation intended specifically to support a Yelm High School Band Stipend to include Pep Band activities. Due to changes in the advisor's schedule, the remaining Pep Band functions can no longer be fulfilled as originally agreed upon.

Because the donation was a restricted gift, the funds cannot be legally redirected to the general fund or other programs without the donor's consent or a change in the gift's original purpose.

Reason for Resolution 05-25-26

- **Impossibility of Performance:** The specific intent of the gift (Pep Band Stipend) can no longer be met by the District.
- **Mutual Rescission:** Both the District and the Donor have agreed to rescind the gift agreement as it pertains to the Pep Band Stipend.
- **Fiduciary Responsibility:** To maintain transparency and honor donor intent, the District is obligated to return funds that cannot be used for their specified purpose.

Action Required

Recommend to approve Resolution 05-25-26.

Yelm Community Schools
Resolution 05-25-26

ADOPTED by the Board of Directors of Yelm Community Schools No. 2, Thurston County, Washington, at a regular open public meeting thereof, of which due notice was given as required by law, held this 12th day of March 2026, the following Directors being present and voting in favor of the resolution.

BOARD OF DIRECTORS:

Casey Shaw, President

Bill Hauss, Vice President

Denise Hendrickson, Director

Ryan Jewell, Director

Frank King, Director

ATTEST:

Christopher M. Woods, Superintendent
Secretary to the Board of Directors

2170 Career and Technical Education

The district will provide a program of career and technical education to assist students in the making of informed and meaningful educational and career choices and to prepare students for post-secondary options. The district's career and technical education is a planned program of courses and learning experiences that begins with exploration of career options. Additionally, the district's career and technical education program supports basic academic and life skills, enables achievement of high academic standards, incorporates leadership training, provides options for high skill development and high-wage employment preparation and includes advanced and continuing education courses. The district will include the program and its courses as a part of the regular curriculum of the district.

The district will establish local career and technical advisory committees to assist in the design and delivery of the district's career and technical education program. Committees will advise the district on current labor market needs and the programs necessary to meet those needs. The district will relate its career and technical education program to employment demands, current and future, and to the needs and interests of students.

The board will annually review and approve the district plan for the design and delivery of its career and technical education program. The plan will ensure academic rigor, align with education reform, establish program performance targets, address the skill gaps of Washington's economy and provide opportunities for dual credit.

The superintendent or designee will develop procedures to ensure that the district operates all programs and courses in conformity with the district's plan for career and technical education. Further, the associated procedures will conform to all federal and state laws prohibiting discrimination based on race, **ethnicity**, creed, color, national origin, sex, sexual orientation, gender expression or gender identity, **homelessness, immigration or citizenship status, disability (including the presence of any sensory, mental, or physical disability, neurodivergence, the use of a trained dog guide, ~~and use~~ or of service animal)**, religion, and honorably discharged veteran or military status. Additionally, the superintendent or designee will seek and utilize all available state and federal sources of revenue for the financial support of career and technical education in the district.

If the district receives funds through the work-integrated learning initiative to provide experiences for its students, it will comply with the conditions of receiving such funds.

Cross References:

Board Policy 2413 Equivalency Credit for Career and Technical Education Courses
2140 Guidance and Counseling

Legal References:

RCW 28A.150.500 Educational agencies offering vocational educational programs –
Local advisory committees – Advice on current job needs

RCW 28A.700 Secondary Career and Technical Education

RCW 28A.230.130 Program to help students meet minimum entrance requirements at
baccalaureate-granting institutions or to pursue career or other opportunities –High school
course offerings for postsecondary credit

20 U.S.C. § 2301 et seq. Carl D. Perkins Career and Technical Education Improvement
Act of 2006

Laws of 20181, ch. 206, § 1 Work-Integrated Learning Initiative

Management Resources:

Policy and Legal News May 2018; **October 2025**

Policy News June 2011; February 2009

ADOPTED: 01/17/91

REVISED: 09/25/97; 04/23/09; 09/22/11; 01/14/21, new date

3241F1

District Discipline Matrix¹

Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions ⁴						
	Best practices ⁵	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁶
Type Six Firearm ⁷	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral ⁸
Type Five Assault – II ⁹	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Sexual assault ¹⁰	Level G	✓	✓	✓	No K-4	No K-4	Title IX Coordinator referral ¹¹
Illicit drug distribution ¹²	Level G	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral ¹³
Possession of a weapon ¹⁴	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Robbery ¹⁵	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Assault of teacher ¹⁶	Level G	✓	✓	✓	No K-4	No K-4	Classroom reassignment ¹⁷ School-based threat assessment referral
Felony violent offense ¹⁸	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Safety – II ¹⁹	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Type Four Assault – I ²⁰	Level F	✓	✓	✓	No ²¹	No	School-based threat assessment referral
Fighting with major injury ²²	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Sexual harassment ²³	Level F	✓	✓	✓	No ²⁴	No	Title IX Coordinator referral
Discriminatory harassment ²⁵	Level F	✓	✓	✓	No ²⁶	No	Civil Rights Coordinator referral ²⁷
Malicious harassment ²⁸	Level F	✓	✓	✓	No ²⁹	No	School-based threat assessment referral
Arson ³⁰	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral

Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions ⁴						
	Best practices ⁵	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁶
Marijuana distribution ³¹	Level F	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral
Alcohol distribution ³²	Level F	✓	✓	✓	No ³³	No	Prevention/intervention referral
Gang intimidation or activity ³⁴	Level F	✓	✓	✓	No K-4 ³⁵	No K-4	School-based threat assessment referral
Safety – I ³⁶	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Type Three							
Bullying ³⁷	Level E	✓	✓	✓	No	No	HIB Compliance Officer referral ³⁸
Fighting without major injury ³⁹	Level E	✓	✓	✓	No	No	School-based threat assessment referral
Illicit drug possession or use ⁴⁰	Level E	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral
Marijuana possession or use ⁴¹	Level E	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral
Alcohol possession or use ⁴²	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Tobacco distribution ⁴³	Level E	✓	✓	✓	No ⁴⁴	No	Prevention/intervention referral
Theft ⁴⁵	Level E	✓	✓	✓	No	No	
Other – III ⁴⁶	Level E	✓	✓	✓	No	No	
Type Two							
Destruction of property ⁴⁷	Level D	✓	✓	✓	No K-4	No K-4	
Physical aggression ⁴⁸	Level D	✓	✓	✓	No	No	
Tobacco possession or use ⁴⁹	Level D	✓	✓	✓	No	No	Prevention/intervention referral
Failure to cooperate ⁵⁰	Level D	✓	No	No	No	No	
Sexually inappropriate conduct ⁵¹	Level D	✓	✓	✓	No	No	
Disruptive conduct – II ⁵²	Level D	✓	No	No	No	No	

Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions ⁴						
	Best practices ⁵	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁶
Multiple Minor Incidents	Level D	✓	✓	✓	No	No	
Other — II⁵³	Level D	✓	✓	✓	No	No	
Type One Disruptive conduct – I ⁵⁴	Levels A-C	✓	No	No	No	No	
Dress code ⁵⁵	Levels A-C	✓	No	No	No	No	
Physical contact ⁵⁶	Levels A-C	✓	No	No	No	No	
Defiance ⁵⁷	Levels A-C	✓	No	No	No	No	
Disrespect ⁵⁸	Levels A-C	✓	No	No	No	No	
Academic dishonesty/plagiarism ⁵⁹	Levels A-C	✓	No	No	No	No	
Property misuse ⁶⁰	Levels A-C	✓	No	No	No	No	
Inappropriate language ⁶¹	Levels A-C	✓	No	No	No	No	
Dishonesty	Levels A-C	✓	No	No	No	No	
Inappropriate Social Behavior	Levels A-C	✓	No	No	No	No	
Off Limits Campus	Levels A-C	✓	No	No	No	No	
Truancy	Levels A-C	✓	No	No	No	No	
Unacceptable Tech Use	Levels A-C	✓	No	No	No	No	
Inappropriate Cell Phone Use	Levels A-C	✓	No	No	No	No	
Driving Negilgence	Levels A-C	✓	No	No	No	No	
Other — I⁶²	Levels A-C	✓	No	No	No	No	

¹ Note, this matrix represents a summary of student discipline procedures under WSSDA policy 3241P.

² "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC [392-400-110\(1\)\(a\)](#), *Example District's* policies and procedures must clearly state the types of behaviors for which discipline—including classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option corresponding with provisions under RCW [28A.600.015\(6\)](#) as well as grade-level conditions and limitations under WAC [392-400-440\(3\)](#) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. For example, to administer a long-term suspension or expulsion, the conduct must be the kind described under RCW [28A.600.015\(6\)\(a\)–\(d\)](#), and the district must determine that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW [28A.600.015\(6\)](#) as well as conditions and limitations under [chapter 392-400 WAC](#) and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure their discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community, consistent with WSSDA policy 3241 and WAC [392-400-110\(2\)](#). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.

³ Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix, the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices, and the *Type Two* category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC [392-400-430\(2\)](#) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

⁴ "Range of potential responses based on conditions, limitations, and interventions" refers to the recommended corrective action the first time a student engages in each behavioral violation. However, school personnel may use higher levels of discipline if prior attempts at lower forms of corrective action have failed. Specifically, for Type One Behavioral Violations, school personnel cannot use in-school suspension or short-term suspension for a first offense but may use such disciplinary actions if prior classroom exclusions or corrective action have been ineffective.

⁵ "Best practices" refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC [392-400-110\(1\)\(e\)](#). Refer to "3241P Attachment B: Example District Continuum of Discipline Responses" for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.

⁶ Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.

⁷ "Firearm" refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the [Gun-Free Schools Act](#), WAC [392-400-820\(1\)](#), and RCW [28A.600.420\(1\)](#).

⁸ "School-based threat assessment referral" refers to policies and procedures under WSSDA policies 3225 and 3225P.

⁹ "Assault – II" refers to behavioral violations that meet the definition of an offense under RCW [9A.36.011](#) or RCW [9A.36.021](#)—which may include behavioral violations under WAC [392-172A-05149\(1\)\(c\)](#) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

¹⁰ "Sexual assault" refers to behavioral violations that meet the definition of certain sex offenses under RCW [9.94A.030\(47\)](#).

¹¹ "Title IX Coordinator referral" refers to the school district personnel designated to coordinate the district's compliance with [Title IX of the Education Amendments of 1972](#), as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters [28A.640 RCW](#) and [392-190 WAC](#).

¹² "Illicit drug distribution" refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter [69.50 RCW](#).

¹³ "Prevention/intervention referral" refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.

¹⁴ "Possession of a weapon" refers to behavioral violations that meet the definition of an offense under RCW [9.41.280](#).

¹⁵ "Robbery" refers to behavioral violations that meet the definition of an offense under RCW [9A.56.190](#) and RCW [9A.56.200](#) or RCW [9A.56.210](#).

¹⁶ "Assault of teacher" refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC [392-400-810](#)(1) and RCW [28A.600.460](#)(2)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

¹⁷ RCW [28A.600.460](#)(2) provides that a student who commits an offense under that statutory provision "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."

¹⁸ "Felony violent offense" refers to all other violent offenses identified in [RCW 9.94A.030\(58\)](#) that don't constitute any other behavioral violation identified in the matrix.

¹⁹ "Safety – II" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW [28A.600.015](#)(6)(d) and meets the criteria for administering expulsion under WAC 392-400-440(1) but that does not constitute a *Type Five* behavioral violation under any other category.

²⁰ "Assault – I" refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under RCW [9A.36.011](#) or RCW [9A.36.021](#).

²¹ No long-term suspension or expulsion unless the assault adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

²² "Fighting with major injury" refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW [9A.04.110](#)(4)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

²³ "Sexual harassment" refers to behavioral violations that meet the definition of an offense under RCW [28A.640.020](#)(2)(f) and WAC [392-190-056](#).

²⁴ No long-term suspension or expulsion unless the sexual harassment adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

²⁵ "Discriminatory harassment" refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, ethnicity, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, homelessness, immigration or citizenship status, veteran or military status, the presence of any sensory, mental, or physical disability, neurodivergence, or use of a trained dog guide or service animal in violation of district policy.

²⁶ No long-term suspension or expulsion unless the discriminatory harassment adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

²⁷ "Civil Rights Coordinator referral" refers to the school district personnel designated to be responsible for monitoring and coordinating the district's compliance with state nondiscrimination laws under chapters [28A.640](#) and [28A.642](#) RCW, and [chapter 392-190 WAC](#).

²⁸ "Malicious harassment" refers to behavioral violations that meet the definition of an offense under RCW [9A.46.020](#)(1).

²⁹ No long-term suspension or expulsion unless the malicious harassment adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

³⁰ "Arson" refers to behavioral violations that meet the definition of an offense under RCW [9A.48.020](#) or RCW [9A.48.030](#).

³¹ "Marijuana distribution" refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter [69.50](#) RCW.

³² "Alcohol distribution" refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.

³³ No long-term suspension or expulsion unless the alcohol distribution adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

³⁴ "Gang intimidation or activity" refers to behavioral violations that meet the definition of an offense under RCW [9A.46.120](#) or RCW [28A.600.455](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

³⁵ No long-term suspension or expulsion unless this is the second violation within a three-year period, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

³⁶ "Safety – I" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW [28A.600.015](#)(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC [392-400-440](#)(2) but that cannot be categorized under any other *Type Four* behavioral violations.

³⁷ "Bullying" refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW [28A.600.477](#)(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

³⁸ "HIB Compliance Officer referral" refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW [29A.600.477](#)—which may coincide with other responses such as a school-based threat assessment referral.

³⁹ "Fighting without major injury" refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW [9A.04.110](#)(4).

⁴⁰ "Illicit drug possession or use" refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter [69.50](#) RCW.

⁴¹ "Marijuana possession or use" refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter [69.50](#) RCW.

⁴² "Alcohol possession or use" refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.

⁴³ "Tobacco distribution" refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

⁴⁴ No long-term suspension or expulsion unless the tobacco distribution adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

⁴⁵ "Theft" refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.

⁴⁶ "Other – III" refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.

⁴⁷ "Destruction of property" refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW [28A.635.060](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

⁴⁸ "Physical aggression" refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.

⁴⁹ "Tobacco possession or use" refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

⁵⁰ "Failure to cooperate" refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.

⁵¹ "Sexually inappropriate conduct" refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.

⁵² "Disruptive conduct – II" refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.

⁵³ "Other – II" refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.

⁵⁴ "Disruptive conduct – I" refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.

⁵⁵ "Dress code" refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters [28A.640](#) or [28A.642](#) RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A

school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including "protective hairstyles" such as afros, braids, locks, and twists.

⁵⁶ "Physical contact" refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.

⁵⁷ "Defiance" refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.

⁵⁸ "Disrespect" refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.

⁵⁹ "Academic dishonesty/plagiarism" refers to behavioral violations involving knowingly submitting the work of others as one's own or assisting another student in doing so or using unauthorized sources in violation of district policy.

⁶⁰ "Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.

⁶¹ "Inappropriate language" refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.

⁶² "Other - I" refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.

Procedure - Student Discipline

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 policy and this procedure.
- **"Classroom exclusion"** means the exclusion of a student from a classroom and instructional or activity area for a discretionary behavioral violation that creates a disruption of the educational process in violation of the district's discipline policy and procedure.
- **"Corrective action"** means disciplinary and nondisciplinary actions taken by a certificated educator. Nondisciplinary actions include evidence-based interventions and support outlined in RCW 28A.410.270, 28A.405.100, and 28A.410.260 to support the student in meeting behavioral expectations.
- **"Culturally responsive"** has the same meaning as "cultural competency" in RCW 28A.415.443, 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.
- **"Discretionary discipline"** means a disciplinary action taken by a school district for student behavior that violates rules of student conduct adopted by the board under RCW 28A.600.015(6). Disciplinary action may include, but is not limited to, oral or written reprimands, detention, exclusion from extracurricular activities, denial of classroom privileges, and exclusion from transportation, or written notification to parents of disruptive behavior, a copy of which must be provided to the principal. Discretionary discipline does not include evidence-based interventions and support outlined in RCW 28A.410.270, 28A.405.100, and 28A.410.260 to support the student in meeting behavioral expectations.
- **"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 removal"** 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.
- **"Nondiscretionary discipline"** means (a) violations of RCW 28A.600.420; (b) an offense listed in RCW 13.04.155; two or more violations of RCW 9A.46.120, 9.41.280, 28A.600.455, 28A.635.020, or 28A.635.060 within a three-year period; or behavior that adversely impacts the health or safety of other students or educational staff.
- **"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 removals.
 - **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 parents 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 parents understand. These discipline-related communications include notices, hearings, conferences, meetings, 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.

School Meals, Graduation Requirements, and Recess

The district will not discipline a student in a manner that would result in the denial or delay of a nutritionally adequate meal.

The district will not discipline a student in a manner that would prevent the student from completing subject, grade-level, or graduation requirements.

Recess should not be withheld as discipline.

Behavioral Violations

Having sought the participation of school personnel, students, parents, families, and the community, the district has developed definitions for the following behavioral violations, which clearly state the types of behaviors for which discipline—including classroom exclusion, suspension, and expulsion—may be administered:

Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions ⁴						
	Best practices ⁵	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁶
Type Six Firearm ⁷	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral ⁸
Type Five							
Assault – II ⁹	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Sexual assault ¹⁰	Level G	✓	✓	✓	No K-4	No K-4	Title IX Coordinator referral ¹¹
Illicit drug distribution ¹²	Level G	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral ¹³
Possession of a weapon ¹⁴	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Robbery ¹⁵	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Assault of teacher ¹⁶	Level G	✓	✓	✓	No K-4	No K-4	Classroom reassignment ¹⁷ School-based threat assessment referral
Felony violent offense ¹⁸	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Safety – II ¹⁹	Level G	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Type Four							
Assault – I ²⁰	Level F	✓	✓	✓	No ²¹	No	School-based threat assessment referral
Fighting with major injury ²²	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Sexual harassment ²³	Level F	✓	✓	✓	No ²⁴	No	Title IX Coordinator referral
Discriminatory harassment ²⁵	Level F	✓	✓	✓	No ²⁶	No	Civil Rights Coordinator referral ²⁷
Malicious harassment ²⁸	Level F	✓	✓	✓	No ²⁹	No	School-based threat assessment referral
Arson ³⁰	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral

Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions ⁴						
	Best practices ⁵	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁶
Marijuana distribution ³¹	Level F	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral
Alcohol distribution ³²	Level F	✓	✓	✓	No ³³	No	Prevention/intervention referral
Gang intimidation or activity ³⁴	Level F	✓	✓	✓	No K-4 ³⁵	No K-4	School-based threat assessment referral
Safety - I ³⁶	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Type Three							
Bullying ³⁷	Level E	✓	✓	✓	No	No	HIB Compliance Officer referral ³⁸
Fighting without major injury ³⁹	Level E	✓	✓	✓	No	No	School-based threat assessment referral
Illicit drug possession or use ⁴⁰	Level E	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral
Marijuana possession or use ⁴¹	Level E	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral
Alcohol possession or use ⁴²	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Tobacco distribution ⁴³	Level E	✓	✓	✓	No ⁴⁴	No	Prevention/intervention referral
Theft ⁴⁵	Level E	✓	✓	✓	No	No	
Other - III ⁴⁶	Level E	✓	✓	✓	No	No	
Type Two							
Destruction of property ⁴⁷	Level D	✓	✓	✓	No K-4	No K-4	
Physical aggression ⁴⁸	Level D	✓	✓	✓	No	No	
Tobacco possession or use ⁴⁹	Level D	✓	✓	✓	No	No	Prevention/intervention referral
Failure to cooperate ⁵⁰	Level D	✓	No	No	No	No	
Sexually inappropriate conduct ⁵¹	Level D	✓	✓	✓	No	No	
Disruptive conduct - II ⁵²	Level D	✓	No	No	No	No	

Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions ⁴						
	Best practices ⁵	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁶
Multiple Minor Incidents	Level D	✓	✓	✓	No	No	
Other – II^{2a}	Level D	✓	✓	✓	No	No	
Type One							
Disruptive conduct – I ^{2a}	Levels A-C	✓	No	No	No	No	
Dress code ⁵⁵	Levels A-C	✓	No	No	No	No	
Physical contact ⁵⁶	Levels A-C	✓	No	No	No	No	
Defiance ⁵⁷	Levels A-C	✓	No	No	No	No	
Disrespect ⁵⁸	Levels A-C	✓	No	No	No	No	
Academic dishonesty/plagiarism ⁵⁹	Levels A-C	✓	No	No	No	No	
Property misuse ⁶⁰	Levels A-C	✓	No	No	No	No	
Inappropriate language ⁶¹	Levels A-C	✓	No	No	No	No	
Dishonesty	Levels A-C	✓	No	No	No	No	
Inappropriate Social Behavior	Levels A-C	✓	No	No	No	No	
Off Limits Campus	Levels A-C	✓	No	No	No	No	
Truancy	Levels A-C	✓	No	No	No	No	
Unacceptable Tech Use	Levels A-C	✓	No	No	No	No	
Inappropriate Cell Phone Use	Levels A-C	✓	No	No	No	No	
Driving Negligence	Levels A-C	✓	No	No	No	No	
Other – I^{2a}	Levels A-C	✓	No	No	No	No	



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Discipline Matrix.pdf

The district will continue to further develop and/or revise the definitions for what constitutes behavioral violations to 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 interfere with the educational process; and on the school bus. Staff have the responsibility to provide a safe and supportive learning environment for all students 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 has general authority to administer discipline, including all exclusionary discipline. The Superintendent designates disciplinary authority to impose in-school suspension and short-term suspension to school principals, assistant principals, deans, and district office administration, to impose long-term suspension to school principals, assistant principals, deans, and district office administration, to impose expulsion to school principals, assistant principals, deans, and district office administration, and to impose emergency removal to school principals, assistant principals, deans and district office administration.

Exclusions from transportation or extra-curricular activities and detention

The Superintendent authorizes the school principals, assistant principals, deans, and district office administration to 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 Experiencing Homelessness – Enrollment Rights and Services.

Authorized staff may administer lunch or after-school detention for not more than 60 minutes on any given day.

Before excluding a student from transportation or extracurricular activities, or assigning detention, a staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding the behavioral violation.

Classroom exclusions

A teacher may exclude a student from the teacher’s individual classroom and instructional or activity area while the student is under the teacher’s immediate supervision, subject to the requirements in RCW 28A.600.460. Except in emergency circumstances, a teacher must first attempt one or more alternative forms of corrective action before excluding a student.

A classroom exclusion does not include actions that result in missed instruction when the following apply:

1. A teacher or other school personnel uses evidence-based classroom management practices outlined in RCW 28A.405.100, RCW 28A.410.260, and RCW 28A.410.270 to support the student in meeting behavioral expectations.
2. The student remains under the supervision of the teacher or other school personnel consistent with RCW 28A.150.240.

A classroom exclusion may be administered for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. A classroom exclusion that exceeds this time period, and if the student has repeatedly disrupted the learning of other students, consistent with RCW 28A.600.460, may be considered a suspension in accordance with this procedure. In that case, the district must provide for the early involvement of parents in attempts to improve the student’s behavior.

A student may not be removed from school during a classroom exclusion unless the district provides notice and due process for a suspension, expulsion, or emergency removal.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

Following the classroom exclusion of a student, the teacher 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. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it, to the Superintendent. The classroom exclusion must be recorded in a manner consistent with RCW 28A.600.460.

The teacher, principal, or the principal’s designee must notify the student’s parents regarding the classroom exclusion as soon as reasonably possible.

Informal grievance procedure – classroom exclusions, transportation, detention, extracurriculars.

Any parent/guardian or student who is aggrieved by the administration of a classroom exclusion, exclusion from transportation or extracurricular activities, detention, or other discretionary discipline (not including suspensions), has the right to an informal conference with the principal or designee to resolve the grievance. At the informal conference, the student will be given an opportunity to share their perspective and explanation regarding the behavioral violation. There is no appeal beyond this informal conference, and any decision made at such conference is final.

Students who are suspended, expelled, or emergency removed may appeal those actions as described later in this procedure.

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 and employees and the preservation of an educational process that is conducive to learning.

The district will provide the parents opportunity for involvement to support the student in meeting behavioral expectations and will make every reasonable attempt to involve the student and parents in the resolution of behavioral violations. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature and circumstances of the behavioral violation 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 hours after the administration.

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.

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 the district enrolls a student in another program or course of study during a suspension or expulsion, 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:

1. The Superintendent or designee grants a petition to extend a student's expulsion under WAC [392-400-480](#);
2. The student is excluded from the student's regular educational setting in accordance with WAC [392-400-810](#); or
3. Other law precludes the student from returning to their regular educational setting.

In-school suspension and short-term suspension – conditions and limitations

Before administering an in-school or short-term suspension, the district must consider the general conditions and limitations for suspension and expulsions listed above.

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten 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 cumulative school days during any single semester, or more than ten 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.

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 coursework for all the student's regular subjects or classes.

Long-term suspensions and expulsions – conditions and limitations

Before administering a long-term suspension or an expulsion, the district must consider the general conditions and limitations for suspensions and expulsions listed above.

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 below, and after determining that the student would pose an imminent danger to students or school personnel if the student returned to school before completing a long-term suspension or expulsion.

Behavioral violations that meet the definitions under RCW [28A.600.015](#)(6)(a)–(d) include the following:

1. Having a firearm on school property or school transportation in violation of RCW [28A.600.420](#);
2. Any of the following offenses listed in RCW [13.04.155](#), including:
 - any violent offense as defined in RCW [9.94A.030](#), including:
 - any felony defined under any laws as a class A felony or an attempt to commit a class A felony;
 - criminal solicitation of or criminal conspiracy to commit a class A felony;
 - manslaughter in the first or second degree;
 - indecent liberties committed by forcible compulsion;
 - kidnapping in the second degree;
 - arson in the second degree;
 - assault in the second degree;
 - assault of a child in the second degree;
 - extortion in the first degree;
 - robbery in the second degree;
 - 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.
 - any sex offense as defined in RCW [9.94A.030](#), including:
 - 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;
 - a violation of RCW [9A.64.020](#);
 - a felony that is a violation of chapter [9.68A](#) RCW (other than RCW [9.68A.080](#));
 - a felony that is, under chapter [9A.28](#) RCW, a criminal attempt, criminal solicitation, or criminal conspiracy to commit such crimes; and
 - a felony with a finding of sexual motivation under RCW [9.94A.835](#) or [13.40.135](#).
 - any weapons violation of chapter [9.41](#) RCW, including having a dangerous weapon at school in violation of RCW [9.41.280](#); or
 - unlawful possession or delivery, or both, of a controlled substance in violation of chapter [69.50](#) RCW.
3. Two or more violations of the following within a three-year period
 - criminal gang intimidation in violation of RCW [9A.46.120](#);
 - gang activity on school grounds in violation of RCW [28A.600.455](#);
 - willfully disobeying school administrative personnel in violation of RCW [28A.635.020](#); and
 - defacing or injuring school property in violation of RCW [28A.635.060](#); and
4. Any student behavior that adversely affects the health or safety of other students or educational staff.

Neither a long-term suspension nor an expulsion may exceed the length of an academic term. The district may not administer a long-term suspension or an expulsion 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](#).

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 expulsion for any student in kindergarten through fourth grade.

When a student is long-term suspended or expelled, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

Suspensions and expulsions – initial hearing

Before administering any suspension or expulsion, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective. At the initial hearing, the principal or designee will provide the student:

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

At an initial hearing in which the principal or designee is considering administering a short-term or in-school suspension, the principal or designee must provide the student with an opportunity to contact their parents.

At an initial hearing in which the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact the student's parents to provide an opportunity for the parents to participate in the initial hearing in person or by telephone.

Following the initial hearing, but before administering any suspension or expulsion, the district will attempt to notify the student's parents as soon as reasonably possible 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 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:

1. A description of the student's behavior and how the behavior violated this policy and procedure;
2. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
3. An explanation of the district's decision to administer the suspension or expulsion;
4. The opportunity to receive educational services during the suspension or expulsion;
5. The right of the student and parents to an informal conference with the principal or designee; and
6. The right of the student and parents to appeal the suspension or expulsion, including where and to whom the appeal must be requested; and
7. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Emergency removals – 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:

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

For purposes of determining sufficient cause for an emergency removal, 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.

An emergency removal may not exceed ten consecutive school days. An emergency removal must end or be converted to another form of discipline within ten school days of its start.

If the district converts an emergency removal to a suspension or expulsion, the district must (a) apply any days that the student was emergency removed 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 removals, 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 hours after the start of the emergency removal.

Emergency removals – notice

After an emergency removal, 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 hours after an emergency removal, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

1. 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;
2. The duration and conditions of the emergency removal, including the date on which the emergency removal will begin and end;
3. The opportunity to receive educational services during the emergency removal;
4. The right of the student and parents to an informal conference with the principal or designee; and
5. The right of the student and parents to appeal the emergency removal, including where and to whom the appeal must be requested.

Optional conference with principal

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

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

During the informal conference, the student and parents 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 parents will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the exclusion.

An informal conference will not limit the right of the student or parents to appeal the suspension, expulsion, or emergency removal, participate in a reengagement meeting as applicable, 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 removal have similarities, but the timelines differ.

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

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

1. The district may temporarily continue to administer the suspension or expulsion for no more than ten consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
2. 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
3. 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 parents in person, by mail, or by email within two school business days after receiving the appeal. The written decision must include:

1. The decision to affirm, reverse, or modify the suspension;
2. The duration and conditions of the suspension, including the beginning and ending dates;
3. The educational services the district will offer to the student during the suspension; and
4. Notice of the student's and parents' 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 removal appeal

For long-term suspension or expulsion and emergency removals, within one school business day after receiving the appeal request, unless otherwise agreed to, the Superintendent or designee will provide the student and parents written notice in person, by mail, or by email of:

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

For long-term suspension or expulsion, the student, parents, and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parents, 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, expulsion, or emergency removal is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of students and others involved,

the district will hold hearing without public notice and without public access. The district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning the confidentiality of student education records.

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

For emergency removal, the district will hold an appeal hearing within two school business days after the Superintendent or designee received the appeal request, unless the student and parents agree to another time.

The 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 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 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 and must be knowledgeable about the rules in chapter 392-400 WAC and the district's policy and procedure.

Upon request, the student and parents 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 parents intend to introduce at the appeal hearing. The student and parents 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 parents 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's nonappearance if the district establishes that:

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

The district will record the appeal hearing by analog, digital, or other type of recording device. The district will provide a copy of the recording to the student or parents upon request.

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 parents in person, by mail, or by email within three school business days after the appeal hearing. The written decision must include:

1. The findings of fact;
2. A determination whether (i) the student's behavior violated this policy and procedure; (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;
3. The duration and conditions of suspension or expulsion, including the beginning and ending dates;
4. Notice of the right of the student and parents to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
5. Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

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

1. The findings of fact;

2. 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;
3. Whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parents notice and due process consistent with the disciplinary action to which the emergency removal was converted; and
4. Notice of the right of the student and parents 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 board, review and reconsider the district's appeal decision for suspensions, expulsions, and emergency removals. This request may be either oral or in writing.

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

For emergency removal, the student or parents may request a review within five school business days from when the district provided the student and parents with the written appeal decision.

In reviewing the district's decision, the 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 and procedure.

The board or discipline appeal council may request to meet with the student and parents, the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.

The decision of the 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, expel, or emergency remove the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the board will conduct the review and reconsideration.

For long-term suspension, short-term suspension, or expulsion, the board or discipline appeal council will provide a written decision to the student and parents in person, by mail, or by email within ten school business days after receiving the request for review and reconsideration. The written decision must identify:

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

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

1. Whether the board or discipline appeal council affirms or reverses the 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.
2. If the emergency removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parents notice and due process under WAC [392-400-430](#) through [392-400-480](#) consistent with the disciplinary action to which the emergency removal 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:

1. The behavioral violation that resulted in the expulsion and the public health or safety concerns;
2. The student's academic, attendance, and discipline history;
3. Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
4. The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
5. The proposed extended length of the expulsion; and
6. 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 parents in person, by mail, or by email within one school business day from the date the Superintendent or designee received the petition. The written notice must include:

1. A copy of the petition;
2. The right of the student and parents to an informal conference with the Superintendent or designee to be held within five school business days from the date the district provided written notice to the student and parents; and
3. The right of the student and parents to respond to the petition orally or in writing to the Superintendent or designee within five 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 parents in person, by mail, or by email within ten 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:

1. The date on which the extended expulsion will end;
2. 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
3. Notice of the right of the student and parents 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 parents may request that the 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 school business days from the date the Superintendent or designee provides the written decision.

The board or discipline appeal council may request to meet with the student, parents, or the principal to hear further arguments and gather additional information.

The decision of the board or discipline appeal council may be made only by 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 board or discipline appeal council will provide a written decision to the student and parents in person, by mail, or by email within ten school business days after receiving the request for review and reconsideration. The written decision must identify:

1. Whether the board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
2. 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 removed to:

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

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

1. Meaningful input from the student, parents, and the student's teachers;
2. 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
3. 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. The types of educational services the district will consider include classwork provided remotely, online access to instructional materials, and/or online courses, a designated staff contact for instructional support, or alternative setting options. 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 coursework.

For students subjected to suspension or emergency removal up to five consecutive school days, a school must provide at least the following:

1. Coursework, including any assigned homework, from all the student's regular subjects or classes;
2. Access to school personnel who can offer support to keep the student current with assignments and coursework for all the student's regular subjects or classes; and
3. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.

For students subjected to suspension or emergency removal for six to ten consecutive school days, a school must provide at least the following:

1. Coursework, including any assigned homework, from all the student's regular subjects or classes;
2. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal; and
3. Access to school personnel who can offer support to keep the student current with assignments and coursework for all the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three school business days following the start of the

suspension or emergency removal and periodically thereafter until the suspension or emergency removal ends to:

- Coordinate the delivery and grading of coursework between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and coursework for all 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 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

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 to the school from which they have been suspended or 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, they must submit the written application to the Superintendent. The application will include:

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

The Superintendent or principal, as applicable, will advise the student and parents of the decision within seven school days of receiving the 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 parents to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and parents a plan to reengage the student.

The reengagement meeting must occur:

1. Within twenty calendar days of the start of the student's long-term suspension or expulsion, but no later than five calendar days before the student's return to school; or
2. 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:

1. The nature and circumstances of the incident that led to the student's suspension or expulsion;
2. As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
3. Shortening the length of time that the student is suspended or expelled;
4. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
5. 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 may 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 Individualized Education Program (IEP), 504 Plan, or Behavioral Intervention Plan (BIP).

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:

1. 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.
2. 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.

Management Resources: 2019 - August Policy Alert
 2019 - April Policy Alert
 2014 - August Policy Issue
 2016 - July Policy Issue
 2018 - August Policy Issue

Adoption Date: **10/24/1996**

Revised Dates: **10/22/98; 4/22/99; 5/22/08; 8/26/10; 6/23/15; 9/22/16; 8/22/19; new date**

Introduction/Philosophy/Purpose

The board focuses on the educational achievement of every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. The board intends that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

1. Providing a safe and supportive learning environment for all students.
2. Providing due process to students.
3. Implementing culturally responsive discretionary and nondiscretionary discipline policies and procedures that provide opportunity for all students to achieve personal and academic success.
4. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures.
5. Ensuring fairness and equity in the administration of discretionary and nondiscretionary discipline.
6. Administering discretionary 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.
7. Providing educational services that students need to complete their education without disruption.
8. Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion.

Students' Fundamental Rights

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, ethnicity, religion, color, national origin, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability is prohibited.
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.

Student Responsibilities

This district's student discipline policy and procedure are designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with the policy and procedure, including behavioral expectations that respect the rights 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, consistent with Board Policy 3112 – Social Emotional Climate.

Development and Review

The district will develop and periodically review a discretionary and nondiscretionary discipline policy and procedure with the participation of school personnel, students, parents, families, and the community. During the development and review, the district must use disaggregated data collected under RCW 28A.300.042 to monitor the impact of the district's discipline policy, procedure, and practices and update its policy and procedure to improve fairness and equity in the administration of discipline.

The policy and procedure will be developed in accordance with WAC 392-400-110.

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.

Application

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

Adopted: **10/24/1996**

Revised Dates: **10/22/98; 4/22/99; 2/22/07; 5/22/08; 6/23/15; 9/22/16; 8/22/19; new date**

Legal References:

- [42 U.S.C. 2000d et seq. Civil Rights Act of 1964](#)
- [34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964](#)
- [Chapter 392-400, WAC Student Discipline](#)
- [WAC 392-190-048 Access to course offerings - Student discipline and corrective action](#)
- [Chapter 28A.320, RCW Provisions applicable to all districts](#)
- [Chapter 28A.600 RCW, Students](#)
- [RCW 28A.400.110 Principal to assure appropriate student discipline - Building discipline standards - Classes to improve classroom management skills](#)
- [RCW 28A.400.100 Principals and vice principals - Employment of - Qualifications - Duties](#)
- [Chapter 28A.225, RCW Compulsory school attendance and admission](#)
- [RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching - Scope - Responsibilities - Penalty](#)
- [RCW 9.41.280 Possessing dangerous weapons on school facilities - Penalty - Exceptions](#)

Management Resources:

- [2025 - August Policy Alert](#)
- [2024 - September Policy Alert](#)
- [2023 - July Issue](#)
- [2021 - February Issue](#)
- [2019 - April April Policy Alert](#)
- [2018 - August 2018 - August Policy Issue](#)
- [2016 - July Policy Issue](#)
- [2014 - December Issue](#)
- [2014 - August Issue](#)
- [2010 - June Issue](#)

Cross References:

- [2121 - Substance Abuse Program](#)
- [2161 - Special Education and Related Services for Eligible Students](#)
- [2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973](#)
- [3122 - Excused and Unexcused Absences](#)
- [3210 - Nondiscrimination](#)
- [3244 - Prohibition of Corporal Punishment](#)
- [3520 - Student Fees, Fines, or Charges](#)
- [4210 - Regulation of Dangerous Weapons on School Premises](#)
- [4218 - Language Access](#)

NONDISCRIMINATION AND AFFIRMATIVE ACTION

Definition

“Protected status” is short for the phrase “age, sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, marital status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability.”

Nondiscrimination

The district is committed to an educational and working environment free from discrimination and harassment based on a person’s protected status.

The district will not deny any person the benefit of, or subject any person to discrimination in employment, recruitment, promotion, advancement, consideration, or selection in connection with employment based on their protected status.

The district will make all employment decisions in a non-discriminatory manner and will not limit, segregate, or classify any person in a way that could adversely affect their employment opportunities or status based on their protected status.

The district will not enter into any contractual or other relationship that directly or indirectly results in the discrimination of any person in connection with employment based on their protected status.

The district will not grant preferential treatment to applications for employment based on an applicant's enrollment at any education institution or entity that only predominantly admits students based on sex, race, color, or national origin if the giving of such preferences has the effect of discriminating based on sex, race, color, or national origin.

Equal Employment Opportunity

The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training.

To promote equal employment opportunities, the district will develop a program or plan in accordance with WAC 392-190-0592.

Examples of Employment Discrimination

Employment discrimination may include the following:

1. Unfair treatment based on an employee's protected status, including unfair or separate treatment in pay scale, assignment of duties, opportunities for advancement, conditions of employment, hiring practices, leaves of absence, hours of employment, and assignment of instructional and non-instructional duties.
2. Harassment based on an employee's protected status by supervisors, co-workers, or others in the workplace that is so severe or persistent that it creates a hostile environment.
3. Denial of a reasonable workplace accommodation that an employee needs because of religious beliefs or a disability.
4. Retaliation because an employee complained about employment discrimination or assisted with an employment discrimination investigation or lawsuit.
5. Making employment or placement decisions based on stereotypes or assumptions about one's protected status.
6. Discriminating against individuals married to or otherwise associated with people of a certain group.
7. Prohibiting an employee from using the restroom consistent with his or her gender identity.

These are examples of employment discrimination and are not an exhaustive list.

Discriminatory Harassment

The district prohibits discriminatory harassment in the workplace. Discriminatory harassment is unwelcome or offensive conduct directed toward a person based on their protected status that is sufficiently severe or pervasive to create an environment that a reasonable person would consider intimidating, hostile, or offensive. Petty slights, annoyances, or isolated incidents, unless extremely serious, will not rise to the level of discriminatory harassment.

Harassing conduct may include, but is not limited to, offensive jokes, slurs, epithets, name-calling, physical assaults, threats, intimidation, ridicule, mockery, insults, put-downs, offensive objects or pictures, and interference with work performance.

When the district becomes aware of potential discriminatory harassment, it will promptly investigate the conduct and, as appropriate, take reasonable steps to prevent and promptly correct the harassing conduct.

Employment of Persons with Disabilities

To fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

1. The district will not discriminate against a qualified individual based on their disability, nor will the district limit, segregate, or classify any applicants for employment or any staff member in any way that adversely affects their opportunities or status because of their disability. This prohibition applies to all aspects of employment, from recruitment to promotions, and includes fringe benefits and other elements of compensation.
2. The district will reasonably accommodate the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship.

Reasonable accommodations may include making facilities used by staff readily accessible and usable by persons with disabilities, job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions.

An undue hardship means an accommodation would be unduly costly, extensive, substantial or disruptive, or would fundamentally alter the nature or operation of the district. In determining whether an accommodation would impose an undue hardship on the district, the district may consider, among other things, the cost of the accommodation, the district's size, the district's financial resources, and the nature and structure of its operations.

3. The district will not use any employment tests or criteria that screen out persons with disabilities unless the tests or criteria are clearly and specifically job-related, and the district will not use such tests or criteria if alternative tests or criteria that do not screen out persons with disabilities are available.
4. While the district may not make pre-employment inquiries as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.

Nondiscrimination for Military Service

The district will not discriminate against any person who is a member of, applies to be a member of, or performs, has performed, applies to perform, or has an obligation to perform service in a uniformed service, on the basis of their participation in a uniformed service. This includes initial employment, retention in employment, promotion, or any benefit of

employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Complaint Procedure

The district will adopt a complaint procedure in accordance with chapter 392-190 WAC.

Annually, the district will publish a notice of the complaint procedure in a way that is reasonably calculated to inform all employees of it. The district will provide the notice in a language each employee can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for those with limited English proficiency.

The district will not adopt any policy, procedure, or practice that would limit a person's right to file a complaint under the complaint procedure.

Compliance Officer

The superintendent will designate an employee who is responsible for monitoring and coordinating the district's compliance with chapter 392-190 WAC and the guidelines the Office of the Superintendent of Public Instruction has adopted under WAC 392-190-005.

The compliance officer is responsible for ensuring that all complaints filed under the complaint procedure are promptly investigated and resolved.

Retaliation Prohibited

The district will not intimidate, threaten, coerce, or discriminate against any individual who seeks to secure their rights under this policy or chapter 392-190 WAC or because the individual has filed a complaint under the complaint procedure. Further, the district will not tolerate someone else retaliating against another because they sought to secure their rights under this policy or chapter 392-190 WAC or because they have filed a complaint under the complaint procedure.

Any person who retaliates will be subject to appropriate discipline.

ADOPTED: 9/24/1998

REVISED: 6/22/00; 3/22/2001; 6/28/2001; 8/30/2001; 10/25/07; 4/28/11; 9/22/11;
7/25/13; 3/26/15; 8/24/17; 5/23/19; 5/8/2025, NEW DATE

PROCEDURE – DISCRIMINATION-FREE WORKPLACE

This complaint procedure is adopted in accordance with chapter 392-190 WAC.

Complainant

An employee may file a complaint against the district alleging that it has violated anti-discrimination laws. The person filing the complaint is referred to as the “complainant.”

Formal Complaint

A formal complaint must be in writing and describe the specific acts, conditions, or circumstances alleged to violate anti-discrimination laws.

A complaint must be filed within one year of the occurrence giving rise to the complaint. The deadline will not be imposed if the complainant was prevented from filing a complaint because (1) the district specifically misrepresented that it had resolved the problem forming the basis of the complaint or (2) the district withheld information it was required to provide under chapter 392-190 WAC.

A complaint may be filed by mail, fax, email, or hand delivery to any district or school administrator or to the compliance officer.

Informal Complaint

A complainant may bring an informal (i.e., oral) complaint to the district. If that occurs, the compliance officer or their designee will schedule a meeting to discuss the informal complaint and how to resolve the complainant’s concerns. Using this informal process does not limit the complainant’s right to file a formal complaint. Further, as part of this informal process, the district will notify the complainant in writing about their right to file a formal complaint. The notice will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

Receiving a Formal Complaint

Any district or school administrator who receives a formal complaint will promptly notify the compliance officer. Once the compliance officer receives a complaint, they will do the following:

1. Provide the complainant with a copy of Policy 5010 and this procedure in a language they can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.
2. Ensure that the district conducts a prompt and thorough investigation into the allegations in the complaint.

In lieu of investigating, the district and the complainant may agree to resolve the complaint. If the complaint is resolved, no further action is necessary.

Written Response to a Formal Complaint

After completing the investigation, the compliance officer or their designee will give the superintendent a full written report of the complaint and the investigation results.

The superintendent or their designee will issue a written response to the complainant within thirty calendar days after the district receives the formal complaint. The thirty-day timeline can be extended if agreed to by the complainant or if exceptional circumstances related to the complaint require an extension. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date. The notice will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

The written response must include a summary of the results of the investigation; a finding as to whether the district failed to comply with anti-discrimination laws; notice to the complainant of their right to appeal, including where and to whom the appeal must be filed; and, if the district failed to comply with anti-discrimination laws, the corrective measure deemed necessary to correct the noncompliance. Any corrective measures must be instituted as expeditiously as possible but no later than thirty calendar days after the written response is issued unless otherwise agreed to by the complainant. The written response will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

The district will send a copy of the written response to the Office of the Superintendent of Public Instruction (OSPI) when it sends the response to the complainant.

Appeal to the Board

If a complainant disagrees with the superintendent's written response, they may appeal to the board. The appeal must be in writing and filed with the superintendent within ten calendar days of receiving the written response.

The board must issue a written appeal decision within thirty calendar days of receiving the appeal unless the complainant agrees otherwise. The board may schedule a meeting to hear from the complainant and district representatives before issuing its decision. If it doesn't schedule a meeting, the board will consider the investigation report, the written response, and any documentation the complainant submits before making its decision.

The appeal decision must include notice of the complainant's right to file a complaint with OSPI under WAC 392-190-075. The district will send a copy of the appeal decision to OSPI.

The appeal decision will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

Complaint to OSPI

If a complainant disagrees with the board's decision, or if the district fails to comply with this procedure, the complainant may file a complaint with OSPI.

A complaint must be received by OSPI on or before the twentieth calendar day following the date upon which the complainant received the board's decision unless OSPI grants an extension for good cause.

Complaints may be submitted by mail, fax, email, or hand delivery.

A complaint must be in writing and include the following: (1) a description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; (2) the name and contact information, including address, of the complainant; (3) the name and address of the district subject to the complaint; (4) a copy of the district's written response and appeal decision, if any; and (5) a proposed resolution of the complaint or relief requested.

Upon receipt of a complaint, OSPI may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the board.

Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with chapter 392-190 WAC or OSPI's guidelines and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and any documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action, including,

but not limited to, referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Administrative Hearing

The complainant or the district may appeal OSPI's written decision by filing a written notice of appeal with OSPI within thirty calendar days of receiving the decision. OSPI will conduct a formal administrative hearing in accordance with the Administrative Procedures Act, chapter 34.05 RCW.

Mediation

The district may offer mediation at any time during the complaint procedure. The purpose of mediation is to offer the complainant and the district an opportunity to resolve disputes and reach an acceptable agreement concerning the complaint using an impartial mediator. The parties may agree to extend the complaint procedure deadlines to pursue mediation.

Mediation is voluntary, requires the agreement of both parties, and may be terminated by either party at any time.

The mediator must be impartial, may not be an employee of the district, and must not have a personal or professional conflict of interest. A person is not disqualified as a mediator solely because the district pays them to serve as a mediator.

If the parties resolve a dispute through mediation, they may execute a legally binding agreement that describes the resolution, states that all discussions that occurred during mediation will remain confidential and may not be used as evidence in any subsequent complaint or civil proceeding, and is signed by the complainant and the district's representative.

Recordkeeping

The compliance officer's office will maintain documentation for each complaint received (e.g., the complaint, notices, the investigation report, the written response, the appeal decision, documentation of corrective measures, etc.) for six years.

Resources

Dee Dee Buckingham, Director of Human Resources

Doyle_buckingham@ycs.wednet.edu

State Contacts
Superintendent of Public Instruction
Equity and Civil Rights Office
P.O. Box 47200
Olympia, WA 98504-7200
360.725.6162

Washington State Human Rights Commission
711 South Capitol Way, Suite 402
P.O. Box 42490
Olympia, WA 98504-2490
360.753.6770

Office for Civil Rights
U.S. Department of Education

915 Second Avenue, Room 3310
Seattle, WA 98174
206.607.1600

ADOPTED: 9/24/1998

Revised Dates: 6/22/00; 3/22/2001; 6/28/2001; 8/30/2001; 10/25/07; 4/28/11; 9/22/11;
7/25/13; 3/26/15; 8/24/17; 5/23/19; 5/8/2025; NEW DATE

Management Resources:

- [2024 - December Issue](#)
- [2023 - July Issue](#)
- [2018 - May Policy Issue](#)
- [2015 - January Policy Alert](#)
- [2014 - December Issue](#)
- [2011 - June Issue](#)

SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED

This district is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the district even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.

The term "sexual harassment" is defined by the regulations implementing the federal law Title IX of the Education Amendments Act of 1972 at 34 C.F.R. § 106.30.

Under federal and state law, the term "sexual harassment" may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied obtaining work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sexual harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an

on-going criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

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

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

This policy applies to sexual harassment (including sexual violence) targeted at district employees carried out by a student, employee, or a third party involved in school district activities.

A formal complaint filed by an employee or filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P.

Reports of sex discrimination and sexual harassment will be referred to the district's Title IX Coordinator. Reports of discrimination based on sexual orientation, gender expression, gender identity, ethnicity, race, creed, color, national origin, religion, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained guide dog or service animal, honorably discharged veteran or military status, or age, or complaints alleging violations of the Boy Scouts of America Act will be referred to the district's Civil Rights Compliance Coordinator.

Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers, and

visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee, and reproduce in each staff, volunteer, and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers, and parents in the review process.

ADOPTED: **4/27/1995**

Prior Revised Dates: **4/23/98; 2/23/12; 3/26/15; 10/22/15; 6/24/22; 3/13/25; NEW DATE**

Legal References:

- [20 U.S.C. - 1681-1688](#)
- [WAC 392-190-058 Sexual harassment](#)
- [RCW 28A.640.020 Regulations, guidelines to eliminate discrimination - cope - Sexual harassment policies](#)
- [34 C.F.R. 106](#)

Management Resources:

- [2025 - April Issue](#)
- [2025 - January Newsletter](#)
- [2022 - June June](#)
- [2021 - June Issue](#)
- [2015 - July Policy Alert](#)
- [2014 - December Issue](#)
- [2010 - October Issue](#)

Cross References:

- [3205 - Sexual Harassment of Students Prohibited](#)
- [3207 - Prohibition of Harassment, Intimidation, and Bullying of Students](#)
- [3210 - Nondiscrimination](#)
- [3211 - Gender-Inclusive Schools](#)
- [3421 - Child Abuse and Neglect](#)
- [5010 - Discrimination-Free Workplace](#)
- [5012 - Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff](#)

PROCEDURE – SEXUAL HARASSMENT OF STAFF PROHIBITED

The procedure is intended to set forth the requirements of Policy 5011, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at district employees carried out by students, other employees, or third parties involved in school district activities. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

A formal complaint filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P.

I. Notice of Sexual Harassment Policy

A. Posting of Notices

Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook. In addition to the posting and reproduction of this procedure and Policy 5011, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at *107 First Street N, Yelm, WA 98597*.

B. Responding to Notice of Sexual Harassment

Once the district is on notice of possible sexual harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

In the event of an alleged sexual assault, the school principal will immediately inform the Title IX Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures. The principal will notify the targeted district staff person of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

• II. Supportive Measures

Supportive measures must be offered to the complainant before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures may also be provided to the respondent.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the district's education program or activity without unreasonably burdening the other party.

Supportive measures may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Modifications of work or class schedules;
- Mutual restrictions on contact between the parties;
- Increased security and monitoring of certain areas of the campus or school building, or
- Providing staff and/or student training.

The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and respond promptly and appropriately to address any new or continuing problems appropriately. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

A complainant may file a formal complaint at any time while receiving supportive measures. A complainant, their parent or guardian, or the Title IX Coordinator may file a formal complaint because, for example, they feel the complaint needs to be more thoroughly investigated or discipline may be warranted for an individual alleged to have engaged in sexually harassing conduct.

III. Confidentiality

- The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures.
- If a complainant requests that their name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the *Assistant Superintendent or designee* for evaluation. The *Assistant Superintendent or designee* should inform the complainant that the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff, and other third parties engaging in district activities, including the person who reported the sexual harassment.
- If the complainant's request that their name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator can be honored, the *Assistant Superintendent or designee* should notify the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator. However, the district will use other appropriate means available to address the sexual harassment.

IV. Retaliation

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

- **V. Formal Title IX Sexual Harassment Complaint Process**

In response to formal complaints of sexual harassment, the district will take prompt and appropriate action to investigate and take prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Anyone may initiate a formal complaint of sexual harassment.

A. Filing of Complaint

All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.

Complaints must be filed within one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392- 190-005.

Complaints may be submitted by mail, fax, email, or hand-delivery to the district Title IX Coordinator. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

B. Discipline and Emergency Removals for Alleged Sexual Harassment under Title IX

A respondent who is accused of sexual harassment under Title IX and this process is presumed not responsible for the alleged conduct until after a determination regarding responsibility is made at the conclusion of the grievance/investigation process.

Until a determination of responsibility for sexual harassment is made, the district may not impose any disciplinary sanctions or other punitive actions against the respondent. (Supportive measures are not disciplinary sanctions and must be non-punitive.)

In rare instances, a district may remove a student from school on an emergency basis consistent with Policy and Procedure 3241 – Student Discipline.

Additionally, a non-student employee respondent may be placed on administrative leave during the pendency of a grievance process.

C. Formal Complaints by Staff will be Processed under the Procedures of 3205P

The district will consider a formal complaint concerning the sexual harassment of an employee under the process, definitions, and standards outlined for formal complaints in Section VI. of Procedure 3205P or relevant district policy. If the formal complaint proceeds with an investigation under that procedure, the parties will have the appeal rights designated in that procedure.

If a formal complaint was filed, employees will also be permitted to use the Title IX Informal Resolution Process under that procedure.

If the Title IX Coordinator must dismiss a complaint under that procedure, the Title IX Coordinator will provide the complainant with written notice that the complaint has been dismissed. The notice should also inform the complainant whether the complaint has been:

- Referred for consideration under the district's policy prohibiting discrimination against staff, including sex-based discrimination Policy 5010 – and its procedures for investigating a complaint under that policy.
- Referred for other action or consideration under another District policy and procedure.
- Dismissed with no further action anticipated because the information provided does not suggest a potential violation of District policy or state or federal law.

The complainant must be provided notice of the right to appeal any dismissal decision(s) to the superintendent or designee. Additionally, dismissal of a prior complaint shall not be a basis for refusing to consider any new formal complaints filed by the same complainant or their legal representative.

I. Other Complaint Options

Office for Civil Rights (OCR), U.S. Department of Education

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

II. Investigation Recordkeeping

The district will maintain, for a period of seven years, records of all sexual harassment investigations.

The district will maintain, for a period of seven years, records of each Title IX sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; and any appeal from the result of a determination regarding responsibility.

The district will maintain, for a period of seven years, records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX.

III. Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

IV. Policy and Procedure Review

Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The Title IX Compliance Coordinator will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

ADOPTED: 4/27/1995

Prior Revised Dates: **4/23/98; 10/26/96; 2/23/12; 4/24/14; 3/26/15; 10/22/15; 3/24/22; 3/13/2025; new date**

Management Resources:

- [2025 - April Issue](#)
- [2025 - January Newsletter](#)
- [2021 - June Issue](#)
- [2015 - July Policy Alert](#)
- [2015 - January Policy Alert](#)
- [2014 - March Issue](#)
- [2011 - October Issue](#)

6700 Nutrition, Health, and Physical Education

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who eat well-balanced meals ~~and engage in regular exercise~~ are more likely to learn in the classroom. The board supports the district's increased emphasis on nutrition, ~~health, physical education, and physical activity~~ at all grade levels to enhance the well-being of the ~~D~~district's students. Therefore, it is the policy of the ~~Board of Directors~~ board to provide students with access to nutritious food ~~as stated in this policy and the accompanying procedure, emphasize health education and physical education, and provide students with opportunities for physical activity.~~ The board recognizes the benefits of scheduling at least 20 minutes of seat time for lunch for every student and scheduling recess before lunch for elementary students. ~~Therefore~~ Consequently, to the extent appropriate and feasible, the ~~S~~superintendent or designee will strive to identify and remove barriers to these practices and periodically report back to the board.

Wellness Policy

~~The district, through a wellness committee, will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.~~

Nutrition and Food Services Program

The ~~Board of Directors~~ board supports the philosophy of the National School Lunch and School Breakfast Programs and will provide wholesome and nutritious meals for children in the ~~D~~district's schools. The ~~B~~board authorizes the ~~S~~superintendent or designee to administer the food services program, provided that any decision to enter into a contract with a food service management company will require the approval of the ~~B~~board. Expenditures for food supplies shall not exceed the estimated revenues.

The ~~S~~superintendent or designee is responsible for:

- Annually distributing meal applications and determining eligibility for school meals;
- Protecting the identity of students eligible for free and reduced-price meals;
- Ensuring meals meet USDA meal pattern requirements;
- Ensuring meal periods are in compliance with USDA regulations;
- Establishing a Food Safety Plan;
- Determining meal prices and submitting them to the board for approval annually;
- Using the full entitlement of USDA Foods;
- Maintaining a nonprofit school food service account;
- Ensuring all revenues are used solely for the school meal program;
- Establishing a meal charge policy if not serving meals at no cost to students;

- Accommodating children with special dietary needs;
- Ensuring compliance with USDA nondiscrimination policies;
- Following proper procurement procedures; and
- Ensuring compliance with the Smart Snacks in School **nutrition** standards.
- Health and Physical Education Program

Federal Programs

Participation in various federal programs related to nutrition, including the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA Smart Snacks in School nutrition standards, require a wellness policy. The district will address and follow its comprehensive wellness policy in accordance with 6702 – Wellness **modify number and nomenclature as accurate for your district.**

~~The Ddistrict's K-12 health and physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not be limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals.~~

The Ddistrict will ensure that the following requirements are met:

- ~~• All students in grades one through eight receive an average of one hundred instructional minutes per week of physical education per year.~~
- ~~• All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education and one semester (.5 credit) of health education.~~
- ~~• Any student who is excused from participation on account of physical disability, employment, religious belief, participation in directed athletics or military science and tactics, or for other good cause will be required to demonstrate proficiency/competency mastery of in the knowledge portion of the fitness requirement, in accordance with Ddistrict policy.~~
- ~~• The district will offer a one-credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).~~
- ~~• All students have equal and equitable opportunities for health and physical education.~~
- ~~• All students, from kindergarten through grade 12, will participate in a quality, standards-based health and physical education program.~~
- ~~• OSPI developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments (CBAs).~~

~~Additionally, school districts must conduct an annual review of their physical education (PE) programs. The review must consist of numerous provisions, including:~~

- The number of individual students completing a PE class during the school year;
- The average number of minutes per week of PE received by students in grades 1 through 8, expressed in appropriate reporting ranges;
- The number of students granted waivers (excused from participation) from PE requirements;
- An indication of whether all PE classes are taught by instructors who possess a valid health and fitness endorsement;
- The PE class sizes, expressed in appropriate reporting ranges;
- An indication of whether, as a matter of policy or procedure, the district routinely modifies and adapts its PE curriculum for students with disabilities; and
- An indication of whether the district routinely excludes students from PE classes for disciplinary reasons.

As a best practice and subject to available funding, the district will strive to ensure that the following occur:

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All schools will have certificated physical education teachers providing instruction.
- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality health and physical education consistent with state standards.
- All physical education teachers will be encouraged to participate in professional development in physical education at least once a year.

Physical Activity

Physical education class is not to be used or withheld as punishment for any reason. All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program (CSPAP) recommended by the Centers for Disease Control and Prevention, and will provide the following:

- Quality physical education;
- Physical activity during the school day (brain boosters/energizers);
- Physical activity before and after school;
- Recess (which will not be used or withheld as punishment for any reason) that aims to be safe, inclusive, and high quality;
- Family and community engagement;
- Staff wellness and health promotion;

- ~~Opportunities for Active transportation to school; and~~
- ~~Access to School district facilities for physical activity, fitness, sports, and recreation programs.~~

Cross References:

~~2150 Co-Curricular Program~~
~~2151 Interscholastic Activities~~
~~2161 Special Education and Related Services for Eligible Students~~
~~2162 Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973~~
~~2410 High School Graduation Requirements~~
 3210 - Nondiscrimination
~~3422 Student Sports—Concussion, Head Injury and Sudden Cardiac Arrest~~
~~4260 Use of School Facilities~~
 6701 – Physical Education and Recess
 6702 – Health and Wellness

Legal References:

RCW 28A.210.365 Food choice, physical activity, childhood fitness — Minimum standards — District waiver or exemption policy.
~~RCW 28A.230.040 Physical Education in — Ggrades 1-8 one through eight~~
~~RCW 28A.230.050 Physical Education in Hhigh Sschools~~
~~RCW 28A.230.095 Essential academic learning requirements and assessments — Verification reports.~~
~~Laws of 2023, ch. 272 (ESB 5257) Public Schools-Daily Recess~~
 RCW 28A.235.120 Meal Programs — Establishment and Operation — Personnel — Agreements
 RCW 28A.235.130 Milk for children at school expense
 RCW 28A.235.140 School breakfast programs
 RCW 28A. 235.145 School breakfast and lunch programs –Use of state funds
 RCW 28A. 235.150 School breakfast and lunch programs – Grants to increase participation – Increased state support
 RCW 28A.235.160 Requirements to implement school breakfast, lunch and summer food service programs – Exemptions
 RCW 28A.235.170 Washington grown fresh fruit and vegetable grant program
~~Laws of 2023, ch. 379 (ESSHB) School Meals—Various Provisions~~
 RCW 28A.623.020 Nonprofit program for elderly — Authorized — Restrictions
 RCW 69.04 Intrastate Commerce in Food, Drugs and Cosmetics
 RCW 69.06.010 Food and beverage service worker’s permit — Filing, duration — Minimum training requirements
 RCW 69.06.020 Permit exclusive and valid throughout state — Fee

RCW 69.06.030 Diseased persons — May not work — Employer may not hire
RCW 69.06.050 Permit to be secured within fourteen days from time of employment.
RCW 69.06.070 Limited duty permit
~~WAC 180-51-068 State subject and credit requirements for high school graduation—
Students entering the ninth grade on or after July 1, 2015., through June 30, 2017~~
WAC 392-157-125 Time for meals
~~WAC 392-410-135 Physical Education— Grade school and high school requirement:
WAC 392-410-136 Physical Education Requirement-Excuse~~
2 CFR Part 200 – Procurement Standards
CFR, Parts 210 – National School Lunch Program and 220 – School Breakfast Program
7 CFR; Part 245.5 Public announcement of the eligibility criteria

Management Resources:

~~2023 – July Issue~~

~~2022 – June Issue~~

~~2018 - May Issue~~

~~2017 - July Issue~~

~~2017 - April Issue~~

~~Comprehensive School Physical Activity Program~~

~~2015 - June Issue~~

~~Recommendations for Waivers in High School Physical Education/Fitness Education,
OSPI (September 2013)~~

~~2014 - February Issue~~

~~Wellness Policy Best Practices, OSPI (January 2013)~~

~~Policy News, February 2005 Nutrition and Physical Fitness Policy~~

~~Policy News, December 2004 Nutrition and Physical Fitness Update~~

~~Alliance for a Healthier Generation Wellness Policies~~

~~OSPI Child Nutrition School Wellness Policy Best Practices for Policy Development,
Implementation and Evaluation~~

ADOPTED: 03/24/1993

**REVISED: 4/23/98; 6/21/05; 6/21/05; 1/12/06; 3/23/2006; 12/20/07; 5/27/10;
6/24/14; 9/24/15; 11/22/2022, new date**

Procedure No. 6700P Nutrition and Physical Fitness

Wellness Policy

The wellness policy must include, but is not limited to, the following:-

- Goals for nutrition education, nutrition promotion, and other school-based activities to promote wellness;
- The Smart Snacks in School standards for all foods and beverages sold to students on-campus during the school day, including access to water;
- Standards consistent with federal regulations for school meal programs and the Smart Snacks in School standards for other foods available to students (e.g., food brought from home for classroom events/parties and food used as rewards or incentives);-
- Policies for marketing only food and beverages that meet the Smart Snacks in School standards;
- Standards for quality physical education and nutrition education programs aligned to state learning standards that help students develop lifelong healthy behaviors;
- Promotion of activities that provide students opportunities to be physically active before, during, and after school;
- Engagement of the community in support of the district’s work in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;
- Establishment of a wellness committee that includes representatives from the school and that permits participation from members of the community;-
- Designation of one or more school official(s) to ensure compliance of each school; and
- Direct committee review and assessment of the wellness policy every three years.

Wellness Committee

The district will convene a wellness committee to establish goals for the district-level wellness policy and to oversee its development, implementation, periodic review and updating. The membership of the committee will represent all school levels (elementary and secondary schools). The following parties must be permitted to participate as committee members:

- Parents and caregivers;
- Students;
- Representatives of the school nutrition program (e.g., school nutrition director);
- Physical education teachers;
- School health professionals (e.g., health education teachers, school nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services, school counselors, school psychologists, school social workers, or psychiatrists));
- School administrators (e.g., superintendent, principal, vice principal);
- School board members;
- Health professionals (e.g., dietitians, doctors, nurses, physicians, dentists, psychiatrists); and
- Members of the general public.

The wellness committee is responsible for the following:

- Establishing committee membership and operating protocol;
- Understanding wellness policy compliance requirements;
- Developing an implementation plan for the wellness policy;
- Recordkeeping;
- Annual public notification of the wellness policy;
- Triennial progress assessments;
- Revising the wellness policy; and
- Leading community involvement, outreach, and communications initiatives regarding the wellness policy.

Wellness Policy Implementation Plan

The wellness committee will develop and maintain a plan for the implementation, management and coordination of the wellness policy. The district will use online tools or other resources to review and consider evidence-based strategies (e.g., Centers for Disease Control and Prevention’s (CDC) School Health Index) in determining goals for nutrition promotion and education, physical activity and other school-based activities

~~(e.g., school vegetable garden) for each school. [District Note—the GDC’s School Health Index cited here can be used to do school-level assessments, create action plans for implementation and to generate an annual report].~~

The plan will include the following:

- ~~• Roles, responsibilities, actions and timelines specific to each school;~~
- ~~• The district official designated to oversee the wellness policy; and~~
- ~~• An action plan to implement all required elements of the wellness policy.~~

Annual Notification

~~The district will notify families and the public, on an annual basis, of the availability of the wellness policy, and provide information that would enable interested households to obtain more details. The district will also annually distribute and collect applications to determine eligibility for free or reduced-price meals, as set forth below. The district is encouraged to provide as much information as possible about the school nutrition environment.~~

Triennial Progress Assessments

~~At least once every three years, the district will evaluate its compliance with the wellness policy. The triennial assessment will consider the following:~~

- ~~• The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy.;~~
- ~~• The extent to which the district’s wellness policy compares to the Alliance for a Healthier Generation’s model wellness policy.; and~~
- ~~• The extent to which progress has been made in attaining the goals of the district’s wellness policy.~~

~~The assessment report will include the position/person responsible for managing the triennial assessment and their contact information.~~

Updates to the Policy

~~The wellness committee will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as priorities change and new federal or state guidance or standards are issued.~~

Community Involvement, Outreach, and Communications

~~The district will actively communicate ways in which members of the wellness committee and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means. The district will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, the availability of child nutrition programs and how to apply for those programs, and district compliance with Smart Snacks in School nutrition standards.~~

Recordkeeping

~~The district will maintain and make available for public inspection records documenting compliance with the wellness policy. They will be available at *[District note – insert URL and “on the District’s website” or “at the following location: [insert location at which hard copy records will be kept]”]*.~~

~~Records will include, but will not be limited to, the following:~~

- ~~• The written wellness policy.;~~
- ~~• Documentation demonstrating that the document has been made available to the public *[District note – this is obviously not necessary if posted on a website providing public access]*;~~
- ~~• Documentation of the triennial assessment.;~~ and
- ~~• Documentation to demonstrate compliance with the annual public notification requirement.~~

Nutrition and Food Services Program

Meal Applications and Eligibility for School Meals

As a sponsor of the National School Lunch Program and School Breakfast Program, the district will provide free and reduced-price breakfasts and lunches to students who qualify in accordance with the programs.

If operating standard counting and claiming, the district will annually distribute the Letter to Households and Free and Reduced-Price Meal Applications to all student households at the beginning of each school year. If a parent or guardian of a student needs assistance with application materials in a language other than English, the district will offer appropriate assistance to that parent or guardian. The district will protect the identity of students eligible for free and reduced-price meals in accordance with USDA guidelines for confidentiality and disclosure of student eligibility for such meals.

If the district has obtained available information from other sources that the student is likely eligible for free or reduced-price meals, but the parent or guardian has not submitted

an application to determine the student's eligibility, the district will complete and submit the application for the student in accordance with the authority granted under 7 C.F.R. ~~Sec Part.~~ 245.6 (d). The completed application must set forth the district's basis for determining the student's eligibility. A district family determined eligible under this process will be notified that the family's children are eligible for free or reduced-price meals or ~~for~~ free milk. This determination must be made family by family, and the district will not make eligibility determinations or certifications by categories or groups of children.

If operating the Community Eligibility Provision (CEP) or other non-pricing option, the district will distribute the Letter to Households and the Family Income Survey to all student households at the beginning of each school year. If a parent or guardian of a student needs assistance with application materials in a language other than English, the district will offer appropriate assistance to that parent or guardian. The district will protect the student's identity and the confidentiality and disclosure of the data on a Family Income Survey.

At least monthly, the district will directly certify students for free school meals if the students qualify because of enrollment in assistance programs, including but not limited to the supplemental nutrition assistance program, the temporary assistance for needy families, and Medicaid.

The district and its school staff will work to improve systems for identifying homeless students, students in out-of-home care, runaway students, and migrant students to ensure that each student has proper access to free school meals and that applicable accountability and reporting requirements are satisfied.

Students in prekindergarten through twelfth grade who qualify for reduced-price breakfasts or lunches will not be required to pay a copay.

Meal Patterns and Menu Planning

The district will follow the USDA meal patterns for the National School Lunch Program, School Breakfast Program, and Smart Snacks in School standards for all food and beverages sold to students on school campus during the school day.

Community Eligibility Provision

~~Beginning in the 2022-2023 school year, e~~Each school with an Identified Student Percentage (ISP) of at least 40% ~~shall operate must participate in~~ the USDA ~~Community Eligibility Provision (CEP)~~ and offer meals at no cost to all students.

~~To the extent practicable, the district will group schools to maximize the number of schools eligible to participate in the CEP.~~

The Identified Student Percentage (ISP) is calculated by dividing the number of Identified Students, students categorically eligible for free school meals by direct certification or other ~~purposes-ways~~, by the total enrollment.

Free Meals

Certain elementary schools must provide free breakfast and lunch each school day to any student who requests breakfast, lunch, or both regardless of the student's eligibility for a federally reimbursed free or reduced-price meal. The meals must be nutritiously adequate and qualify for federal reimbursement under the school lunch program or the school breakfast program. Students may only receive one free meal in a meal service period.

The requirements described above apply to elementary schools that provide educational services to students in kindergarten, first grade, second grade, third grade, or fourth grade and where 30% or more of their students meet federal eligibility requirements for free or reduced-price lunches. However, those schools that are participating in the CEP are exempt from these requirements while participating in the CEP.

Schools where 40% or more of their students are eligible for free or reduced-price lunches must meet the requirements described above beginning with the 2023–2024 school year. Schools where between 30 and less than 40% of their students are eligible for free or reduced-price lunches must meet the requirements described above beginning with the 2024–2025 school year.

Despite the requirements described above, the district will continue collecting free and reduced-price meal eligibility applications when applicable and run direct certification at least monthly. Further, the district will annually monitor data for eligibility in the CEP and apply when eligible.

Breakfast After the Bell

~~Beginning in the 2019-2020 school year, e~~Each high-needs school shall offer breakfast after the bell to each student and provide adequate time for students to consume the offered food. Schools that are not obligated by state law to offer breakfast after the bell are encouraged to do so.

High-needs schools with at least ~~seventy percent (70%)~~ of free or reduced-price eligible children participating in both school lunch and school breakfast are exempt from the requirements of the paragraph above. The Office of the Superintendent of Public Instruction will evaluate individual participation rates annually.

Each high-needs school and the district may determine the breakfast after the bell service model that best suits its students. Service models include, but are not limited to, **the following: a) breakfast in the classroom; (b) grab-and-go breakfast; and (c) second-chance breakfast.** All breakfasts served in a breakfast after the bell program must comply with chapter 28A.235 RCW and federal meal patterns and nutrition stands for school breakfast programs under the federal **hHealthy, hHunger-fFree kKids** act of 2010, as well as any federal regulations implementing that act.

When choosing foods to serve **in for** a breakfast after the bell program, schools must give preference to foods that are healthful and fresh, and if feasible, give preference to Washington-grown food.

For this program, the following definitions shall apply:

- “Breakfast after the bell” means a breakfast that is offered to students after the beginning of the school day. Examples of breakfast after the bell models include, but are not limited to, **the following:**
 - “Grab-and-go,” in which easy-to-eat breakfast foods are available for students to take at the start of the school day or in between morning classes;
 - “Second-chance breakfast,” in which breakfast foods are available during recess, a nutrition break, or later in the morning, for students who are not hungry first thing in the morning, or who arrive late to school; and
 - “Breakfast in the classroom,” where breakfast is served in the classroom, often during homeroom or first period.

~~1.—Breakfast after the bell programs, including the provision of breakfast, are not considered part of the definition or funding of the program of basic education under Article IX of the state Constitution.~~

- “Eligible for free or reduced-price meals” means a student who is eligible under the national school lunch program or school breakfast program to receive lunch or breakfast at no cost to the student or at a reduced cost to the student.
- “High-needs school” means any public school:
 - That has enrollment of seventy percent (70%) or more students eligible for free or reduced-price meals in the prior school year; or

- That is using provision two of the national school lunch act or the community eligibility provision under section 104(a) of the federal healthy, hunger-free kids act of 2010 to provide universal meals and that has a free claiming percentage of seventy percent (70%) or more.
- “Public school” has the same meaning as provided in RCW 28A.150.010.
- “School breakfast program” means a program meeting federal requirements under 42 U.S.C. Sec. 1773.
- “School lunch program” means a program meeting federal requirements under 42 U.S.C. Sec. 1751.
- “Instructional Hours” means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students’ educational needs or progress, and exclusive of time actually spent for meals. If students are provided the opportunity to engage in educational activity that is part of the regular instructional program concurrently with the consumption of breakfast, the period of time designated for student participation in breakfast after the bell must be considered instruction hours.

Meal Times

The district will set meal times to allow breakfast to be served as close to the start of the school day as possible (~~with the exception of~~ **except** the Breakfast After the Bell program, above) and lunch to be served between 10:00 am and 2:00 pm. The length of the meal period will allow enough time for students to be served and eat a complete meal as well as take care of personal hygiene needs. The district will strive to identify and remove barriers to every student receiving 20 minutes of seated lunch time and scheduling recess before lunch for elementary students. The superintendent or designee will periodically monitor district schools for progress in implementing these provisions to the extent appropriate and feasible and report to the board.

Food Safety Plan

The district will establish a Food Safety Plan based on Hazard Analysis and Critical Control Points. Because of the potential liability of the district, the food services program will not accept donations of food other than as provided in this policy without board approval. Should the board approve a food donation, the superintendent or designee shall establish

inspection and handling procedures for the food and determine that the provisions of all state and local laws have been met before selling the food as part of the school lunch menu.

Meal Pricing

The ~~Board of Directors board~~ shall determine paid meal prices annually and for the National School Lunch Program and follow Paid Lunch Equity regulations. Adult meal prices shall be set to allow teachers, administrators, and parents to demonstrate their support for school meal programs by occasionally eating with students. The price must be the price charged to students paying the full meal price plus the value of federal reimbursement for paid meals and the USDA Food Value.

USDA Foods

The district will use the full entitlement of USDA Foods made available under the Federal Food Distribution Program for school meal programs.

Non-Profit School Food Service Account

The district will maintain a non-profit school food service account. All revenues shall be used solely for the school meal programs and to improve the quality of the food service program for the students being served. Food sold a la carte and food sold to other school entities will be priced to recover, at a minimum, food costs.

Charge Policy

~~In order~~ To allow students to receive nutritious meals, prevent over-identification of students with insufficient funds to pay for school means, and maintain the financial integrity of the nonprofit school nutrition program, the district will establish a written meal charge process for students eligible for reduced price meals and students that are not eligible for meals. The meal charge policy will be communicated to households each year so that ~~school~~ district employees, families and students have a shared understanding of expectations regarding meal charges.

Unpaid Meal Charges

If a student has not paid for five or more previous meals, the school will:

(1) ~~D~~determine whether the student is categorically eligible for free meals;

(2) If no application has been submitted for the student to determine ~~his or her~~ their eligibility for free or reduced-price meals, ~~the school will~~ make no fewer than two

attempts to contact the student's parent or guardian to have ~~him or her~~ them submit an application;~~and~~

~~(3) Have a~~ A principal, assistant principal, or school counselor ~~will~~ contact the parent or guardian ~~for the purpose of: to~~

- oOffering assistance with completing an application to determine the student's eligibility for free or reduced-price meals;

- dDetermining whether there are any household issues that may prevent the student from having sufficient funds for school meals, and

- oOffering any other appropriate assistance.

No school or school district personnel or school volunteer may ~~do any of the following:~~

1. Take any action that would publicly identify a student who cannot pay for a school meal or for meals previously served to the student, including but not limited to requiring the student to wear a wristband, hand stamp, or other identifying markers, or by serving the student an alternative meal;
2. Require a student who cannot pay for a school meal or for meals previously served to the student to perform chores or other actions in exchange for a meal or for the reduction or elimination of a school meal debt, unless all students perform similar chores or work;
3. Require a student to dispose of an already-served meal because of the student's inability to pay for the meal or because of money owed for meals previously served to the student;
4. Allow any disciplinary action that is taken against a student to result in the denial or delay of a nutritionally adequate meal to the student; or
5. Require a parent or guardian to pay fees or costs in excess of the actual amounts owed for meals previously served to the student.

Communications for a school or school district about amounts owed for meals previously served to a student under the age of fifteen may only be directed to the student's parent or guardian. Neither this policy nor chapter 28A.235 RCW prohibits the district from sending a student home with a notification that is addressed to the student's parent or guardian.

A parent or guardian will be notified of a negative balance of a student's meal account no later than ten days after the student's school meal account has reached a negative

balance. Within thirty (30) days of sending this notification, the district will exhaust all options to directly certify the student for free or reduced-price meals. Within these thirty days, while the district is attempting to certify the student for free or reduced-price meals, the student may not be denied access to a school meal unless the district determines that the student is ineligible for free or reduced-price meals.

If the district is unable to directly certify the student for free or reduced-price meals, the school district will provide the parent or guardian with a paper copy of, or an electronic link to, an application for free or reduced-price meals with the negative-balance notification described above and encourage the parent or guardian to submit the application.

The district's Meal Charge Policy will also address unpaid meal charges. Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases. Students with outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received. *[District Note – Insert here the following language if opting to provide alternate meals: “The District will provide alternate meals meeting federal and state requirements to students who have charged the maximum amount allowed to their student account and cannot pay out of pocket for a meal.”]*

The district will make reasonable, discrete efforts to notify families when meal account balances are low through use of *[insert notification method, e.g., automated calling system, letters sent home]*. Families will be notified of an outstanding negative balance once the negative balance reaches *[\$[insert dollar amount]* or reflects a total of *[insert number]* meals.

Negative balances of more than *[\$[insert dollar amount]* not paid prior to *[enter time period (e.g., end of the month, end of the semester, end of the school year)]* will be considered delinquent debt and will be turned over to the superintendent or designee for collection. The district will make reasonable, discrete efforts to collect delinquent (overdue) unpaid meal charges, which is an allowable use of National School Food Service Account (NSFSA) funds, and will coordinate communications with families to resolve the charges. Options may include collection agencies, small claims court or any other collection method permitted by law and consistent with the Fair Debt Collection Practices Act.

District employees may use a charge account for meals, but may charge no more than *[\$[insert amount]* to their account. When an account reaches this limit, the employee will not be allowed to charge additional meals or a la carte items until the negative account balance is paid.

Children with Special Dietary Needs

The district will establish procedures to accommodate children with special dietary needs when a diet prescription form is signed by a licensed medical authority. The district food service department will work with the school's 504 Coordinator to accommodate student special dietary needs.

Civil Rights

The district will follow USDA Food and Nutrition Civil Rights and nondiscrimination policies.

Procurement

The district will follow all state and Federal guidelines when procuring food for the Federal School Meal Programs and as part of district procurement procedures, establish a procurement plan and Code of Conduct consistent with the Uniform Grant Guidance; 2 CFR 200. Food specifications shall be written in a manner to procure food products that meet the school meal pattern requirements.

Smart Snacks Standards in School

All foods and beverages sold to students on campus during the school day (e.g., vending machines, DECA school stores, bake sales, and other school fundraisers) must meet USDA Smart Snacks standards. No food or drink items will be sold unless they have been approved by the principal or school official responsible for oversight of the Smart Snacks standards or, as designated in the wellness policy.

Best Practices for Meal Service

The superintendent or designee will make reasonable efforts to ensure **the following occurs**:

- Student participation in the breakfast and lunch programs is encouraged;
- Any student may eat in the school cafeteria or other designated place;
- Schools provide varied and nutritious food choices consistent with the applicable school meal program guidelines;
- Healthy foods are competitively priced;
- Meal prices are conspicuously posted in each cafeteria or designated meal area;
- Seating for meals is uncrowded and occurs in a pleasant and safe environment;
- Supervision during mealtime is appropriate and rules for mealtime behavior are consistently enforced;

- Implement recess before lunch;
- Bus schedules allow students to arrive in time for participation in the School Breakfast Program;
- Alternate breakfast service models are implemented so that students have access to breakfast meals; and
- Community Eligibility Provision or Provision 2 Special Assistance Program is implemented in qualifying schools.

On testing days the district may provide free, nutritious meals to all students, including those who do not qualify for free or reduced priced federal school meal benefits. However, the district must use Non-federal funds to cover the cost of providing such meals.

Water

To promote hydration, free, safe, and unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring with them and carry throughout the day approved water bottles (filled only with water).

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including **the following**:

- Foods brought for celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
- Classroom snacks brought by parents. The district will provide **to** parents **with** a list of foods and beverages that meet Smart Snack nutrition standards.
- Rewards and incentives. The district will provide teachers and other relevant school staff **with** a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards may be sold through fundraisers on the school campus during the school day. The district will make available to parents and teachers a list of healthy fundraising ideas.

- Schools will use only non-food fundraisers and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
- Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community. Instruction for marketing nutritious foods and healthy lifestyle will, as resources allow, be incorporated into DECA courses.

The district will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Implementation of at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques.
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the district and individual schools may use are available at Guide to Smart Snacks in School.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Family and Community Involvement

~~In order to~~To promote family and community involvement in supporting and reinforcing nutrition education in schools, the school principal is responsible for ensuring **that the following occurs:**

- Nutrition education materials and breakfast and lunch menus are made available to parents;
- Parents are encouraged to promote their child's participation in the school meals program. If their children do not participate in the school meals program, parents should provide their children with healthy snacks/meals;
- Families are invited to attend exhibitions of student nutrition projects or health fairs;
- Nutrition education curriculum includes homework that students can do with their families (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
- School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student projects related to nutrition, as appropriate; and
- School staff consider the various cultural preferences in **development of** nutrition education programs and food options.

Nutrition Education

The district's K-12 nutrition education curriculum will align with the Washington State Health and Physical Education K-12 Learning Standards and will be designed to provide students with the knowledge and skills necessary to promote healthy behavior.

The district's nutrition education K-12 curriculum should include, but not be limited to, the following concepts:

- Age-appropriate, developmentally-appropriate, and culturally relevant nutritional knowledge, including:
- The relationship of nutrition and food nutrients to physical performance and body composition;
- The benefits of healthy eating;
- Essential nutrients;
- Nutritional deficiencies;
- The principles of healthy weight management;

- The use and misuse of dietary supplements;
- Safe food preparation, handling, and storage; and
- Appreciation of cultural diversity related to food and eating.
- Age-appropriate nutrition-related skills, including how to:
 - Gather and analyze health information;
 - Analyze nutrition information to plan and prepare a healthy meal;
 - Understand and use food labels,
 - Evaluate nutrition information, misinformation, and commercial food and advertising; and
 - Assess one's personal eating habits, set goals for improvement, and achieve those goals.

Health and Physical Education

The superintendent or designee will adopt and implement a comprehensive physical education curriculum aligned with the Washington State Health and Physical Education K-12 Learning Standards. The district will provide students with physical education, using an age-appropriate, sequential physical education curriculum. The physical education program will promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits.

Physical Education Requirements and Waiver Policy

All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education. The district may excuse a student from this fitness requirement under RCW 28A.230.050 on account of physical disability, employment, religious belief, participation in directed athletics or military science or tactics, or for other good cause. Such excused students will be required to demonstrate proficiency/competency in mastery of the knowledge portion of the fitness requirement, in accordance with written district policy.

Although physical disability can be used as a rationale for excusing a student from participation in Physical Education, the district will provide Adapted Physical Education that is aligned to Washington state K-12 Physical Education Learning Standards if physical education is set out in that student's IEP and is specially designed to meet the unique

needs of a student with a disability.

Professional Learning

The district will, subject to available resources, offer ongoing in-service and professional learning opportunities for staff in the area of health education, physical education, and physical activity. Professional learning will help district staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts. Professional learning opportunities related to health and fitness are available at:

<https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/training-and-staff-development>.

Physical Activity in Schools

All schools will participate in a Comprehensive School Physical Activity Program. A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation, physical activity before, during, and after school, staff involvement, and family and community engagement.

Quality Physical Education

Schools will implement a physical education program which that includes instruction and practice in a variety of motor skills and movement patterns; knowledge of concepts, principles, strategies, and tactics related to movement and performance; knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; responsible personal and social behavior that respects self and others; and values physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Physical Activity during the School Day

The district recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Schools will encourage teachers to do the following:

- Incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

- Provide short (3-5-minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

Schools cannot use physical activity during the school day as punishment. For example, a school can't have a student run laps or do push-ups as a form of punishment.

Physical Activity Before and After School

The district offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods (e.g., physical activity clubs, intramurals, sports, etc.):

Recess

Each school will offer physically active daily recess opportunities that align with state and national recess recommendations and maintain safe and age-appropriate equipment to use during recess. Recess monitors or teachers will encourage students to be active.

By no later than the 2024–2025 school year, the district will provide at least thirty minutes of recess for all elementary-school students each school day that exceeds five hours. Schools may provide additional recess time before or after the school day, but that time may not be counted toward the thirty minutes of recess that is required. Additionally, time spent changing into and out of clothes for outdoor play should not be used to meet the thirty-minute requirement.

Recess must be supervised and student-directed. It must aim to be safe, inclusive, and high quality. To achieve those aims, schools will offer opportunities that align with state and national recess recommendations and maintain safe and age-appropriate equipment to use during recess. Schools may also include organized games as part of recess, but they should avoid including or permitting students to use computers, tablets, or phones during recess. Whenever possible, recess should be held outside. But if recess is held indoors, schools should use an appropriate space that promotes physical activity.

Recess will complement, not substitute for, physical education class. Physical activity during the school day (including but not limited to recess, brain boosters/energizers, or physical education) will not be used or withheld as punishment for any reason.

Schools should not withhold recess as a form of discipline unless a student's participation in recess poses an immediate threat to the safety of the student or others. Nor should schools withhold recess to compel students to complete academic work. Schools should develop alternatives to withholding recess as a form of discipline or as a way to compel students to complete academic work.

The district encourages recess to be scheduled before lunch whenever possible. Scheduling recess before lunch reduces food waste, maximizes nutrition, and allows students to be active before eating. If recess is offered before lunch, schools will have place appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/ or outside the cafeteria to ensure proper hygiene prior to eating, and Sstudents are required to must use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Family and Community Engagement

The district will offer opportunities to promote family and community involvement in supporting and reinforcing physical education and physical activity in the schools. Schools should ensure that the following occurs:

- Physical education activity ideas are sent home with students;
- Families are invited to attend and participate in physical education activity programs and health fairs;
- School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs;
- Families are actively notified of opportunities and invited to participate in school-sponsored physical activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The district will offer, subject to available resources, opportunities that focus on staff wellness issues, and/or identify and disseminate wellness resources in coordination with human resources staff.

Active Transport

The district will identify safe and active routes to and from school to promote alternative transport methods for children, such as walking and bicycle programs. The district will encourage this behavior by engaging and promoting activities such as the following:

- Designation of safe or preferred routes to school;
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week;

- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area);
- Instruction on walking/bicycling safety provided to students;
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper;
- Use of crossing guards;
- Ensuring crosswalks exist on streets leading to schools;
- Documentation of the number of children walking and/or biking to and from school; and
- Creation and distribution of maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.).

School District Facilities

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the district's facilities use policy, community college, and municipal joint use agreements and partnerships with youth organizations so additional opportunities are available for all youth in the community to participate in quality physical activity, fitness, sports, and recreation programs.

ADOPTED: 3/24/1993

REVISED: 4/23/98; 6/21/05; 01/12/06; 8/28/08; 6/24/14; 9/24/15; 11/22/2022, new date

Recess and Physical Activity

The board recognizes that recess is an essential part of the day for elementary school students, Young students learn through play, and recess supports the mental, physical, and emotional health of students and positively impacts their learning and behavior. Similarly, the board recognizes that students who engage in regular exercise are more likely to learn in the classroom and supports the district's increased emphasis on physical activity at all grade levels to enhance the well-being of the district's students. Therefore, it is the policy of the board to provide students with recess and opportunities for physical activity.

Recess

The district aims to make elementary school recess safe, inclusive, and high quality for all students. All district elementary schools (whether K-5 and/or K-6) will receive a minimum of 30 minutes per day of unstructured physical activity as recess. The accompanying procedure will specify how the district will meet other legal requirements.

Physical Activity

All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program recommended by the Centers for Disease Control and Prevention, and will provide the following:

- Quality physical education;
- Physical activity during the school day (e.g., brain boosters/energizers);
- Physical activity before and after school;
- Recess that aims to be safe, inclusive, and high quality;
- Family and community engagement;
- Staff wellness and health promotion;
- Opportunities for active transportation to school; and
- Access to school district facilities for physical activity, fitness, sports, and recreation programs.

Cross References:

2161 - Special Education and Related Services for Eligible Students
2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
3210 - Nondiscrimination
3422 - Student Sports - Concussion, Head Injury and Sudden Cardiac Arrest
4260 - Use of School Facilities

Management Resources:

2024 – March Policy and Legal News
[Comprehensive School Physical Activity Program](#)

Adoption Date:
Classification: **Essential**
Revised Dates: **03.24;**

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Procedure - Recess and Physical Activity

Recess

By no later than the 2024–2025 school year, the district will provide at least thirty minutes of recess for all elementary-school students each school day that exceeds five hours. Schools may provide additional recess time before or after the school day, but that time may not be counted toward the thirty minutes of recess that is required. Additionally, time spent changing into and out of clothes for outdoor play should not be used to meet the thirty-minute requirement.

Recess must be supervised and student-directed. It must aim to be safe, inclusive, and high quality. To achieve those aims, schools will offer opportunities that align with state and national recess recommendations and maintain safe and age-appropriate equipment to use during recess. Schools may also include organized games as part of recess, but they should avoid including or permitting students to use computers, tablets, or phones during recess. Whenever possible, recess should be held outside. But if recess is held indoors, schools should use an appropriate space that promotes physical activity.

Recess will complement, not substitute for, physical education class.

Schools should not withhold recess as a form of discipline unless a student's participation in recess poses an immediate threat to the safety of the student or others. Nor should schools withhold recess to compel students to complete academic work. Schools should develop alternatives to withholding recess as a form of discipline or as a way to compel students to complete academic work.

The district encourages recess to be scheduled before lunch whenever possible. Scheduling recess before lunch reduces food waste, maximizes nutrition, and allows students to be active before eating. If recess is offered before lunch, schools will place appropriate hand-washing facilities and/or hand-sanitizing mechanisms just inside or outside the cafeteria to ensure proper hygiene prior to eating. Students must use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Physical Activity in Schools

Given that middle and high school students do not have recess, the district will encourage physical activity breaks for middle and high school students. All schools will participate in a Comprehensive School Physical Activity Program. A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all the components: quality physical education as the foundation, physical activity before, during, and after school, staff involvement, and family and community engagement.

Quality Physical Education

Schools will implement a physical education program that includes instruction and practice in a variety of motor skills and movement patterns; knowledge of concepts, principles, strategies, and tactics related to movement and performance; knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; responsible personal and social behavior that respects self and others; and values physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Physical Activity during the School Day

The district recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Schools will encourage teachers to do the following:

- Incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

- Provide short (3-5-minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

Schools cannot use physical activity during the school day as punishment. For example, a school can't have a student run laps or do push-ups as a form of punishment.

Physical Activity Before and After School

The district offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods (e.g., physical activity clubs, intramurals, sports, etc.).

Active Transport

The district will identify safe and active routes to and from school to promote alternative transport methods for children, such as walking and bicycle programs. The district will encourage this behavior by engaging and promoting activities such as the following:

- Designation of safe or preferred routes to school;
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week;
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area);
- Instruction on walking/bicycling safety provided to students;
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper;
- Use of crossing guards;
- Ensuring crosswalks exist on streets leading to schools;
- Documentation of the number of children walking and/or biking to and from school; and
- Creation and distribution of maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.).

School District Facilities

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the district's facilities use policy, community college, and municipal joint use agreements and partnerships with youth organizations so additional opportunities are available for all youth in the community to participate in quality physical activity, fitness, sports, and recreation programs.

Adoption Date:

Classification: **Essential**

Revised Dates: **03.24;**

Wellness

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who engage in regular exercise are more likely to learn in the classroom. The board supports the district's increased emphasis on health, physical education, and physical activity at all grade levels to enhance the well-being of the district's students. Therefore, it is the policy of the board to emphasize health education and physical education and provide students with opportunities for physical activity.

Wellness Policy

The district, through a wellness committee, will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.

All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program recommended by the Centers for Disease Control and Prevention, and will provide the following:

- Quality physical education;
- Physical activity during the school day (e.g., brain boosters/energizers);
- Physical activity before and after school;
- Recess that aims to be safe, inclusive, and high quality;
- Family and community engagement;
- Staff wellness and health promotion;
- Opportunities for active transportation to school; and
- Access to school district facilities for physical activity, fitness, sports, and recreation programs.

Cross References:

2124 – Physical Education and Health Class
4260 - Use of School Facilities
6700 Nutrition

Legal References:

RCW 28A.210.365 Food choice, physical activity, childhood fitness - Minimum standards - District waiver or exemption policy
2 CFR Part 200 - Procurement
7 CFR, Parts 210 and 220
7 CFR, Part 245.5

Management Resources:

2024 - March
[Comprehensive School Physical Activity Program](#)

Alliance for a Healthier Generation Wellness Policies

Adoption Date:
Classification: **Essential**
Revised Dates: **03.24;**

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Title: **Procedure - Wellness**

Code: 6702P

Section: 6000 - Management Support

Wellness Policy

The wellness policy must include, but is not limited to, the following:

- Goals for nutrition education, nutrition promotion, and other school-based activities to promote wellness;
- The Smart Snacks in School standards for all foods and beverages sold to students on campus during the school day, including access to water;
- Standards consistent with federal regulations for school meal programs and the Smart Snacks in School standards for other foods available to students (e.g., food brought from home for classroom events/parties and food used as rewards or incentives);
- Policies for marketing only food and beverages that meet the Smart Snacks in School standards;
- Standards for quality physical education and nutrition education programs aligned to state learning standards that help students develop lifelong healthy behaviors;
- Promotion of activities that provide students opportunities to be physically active before, during, and after school;
- Engagement of the community in support of the district's work in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;
- Establishment of a wellness committee that includes representatives from the school and that permits participation from members of the community;
- Designation of one or more school official(s) to ensure compliance of each school; and
- Direct committee review and assessment of the wellness policy every three years.

Wellness Committee

The district will convene a wellness committee to establish goals for the district-level wellness policy and to oversee its development, implementation, periodic review, and updating. The membership of the committee will represent all school levels (elementary and secondary schools). The following parties must be permitted to participate as committee members:

- Parents and caregivers;
- Students;
- Representatives of the school nutrition program (e.g., school nutrition director);
- Physical education teachers;
- School health professionals (e.g., health education teachers, school nurses, health educators, and other allied health personnel who provide school health services, school counselors, school psychologists, school social workers);
- School administrators (e.g., superintendent, principal, vice principal);
- School board members;
- Health professionals (e.g., dietitians, doctors, nurses, physicians, dentists, psychiatrists); and

- Members of the general public.

The wellness committee is responsible for the following:

- Establishing committee membership and operating protocol;
- Understanding wellness policy compliance requirements;
- Developing an implementation plan for the wellness policy;
- Recordkeeping;
- Annual public notification of the wellness policy;
- Triennial progress assessments;
- Revising the wellness policy; and
- Leading community involvement, outreach, and communications initiatives regarding the wellness policy.

Wellness Policy Implementation Plan

The wellness committee will develop and maintain a plan for the implementation, management, and coordination of the wellness policy. The district will use online tools or other resources to review and consider evidence-based strategies (e.g., Centers for Disease Control and Prevention's (CDC) School Health Index) in determining goals for nutrition promotion and education, physical activity and other school-based activities (e.g., school vegetable garden) for each school. *[District Note – the CDC's School Health Index cited here can be used to do school-level assessments, create action plans for implementation, and to generate an annual report].*

The plan will include the following:

- Roles, responsibilities, actions, and timelines specific to each school;
- The district official designated to oversee the wellness policy; and
- An action plan to implement all required elements of the wellness policy.

Annual Notification

The district will notify families and the public, on an annual basis, of the availability of the wellness policy, and provide information that would enable interested households to obtain more details. The district will also annually distribute and collect applications to determine eligibility for free or reduced-price meals, as set forth below. The district is encouraged to provide as much information as possible about the school nutrition environment.

Triennial Progress Assessments

At least once every three years, the district will evaluate its compliance with the wellness policy. The triennial assessment will consider the following:

- The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy;
- The extent to which the district's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- The extent to which progress has been made in attaining the goals of the district's wellness policy.

The assessment report will include the position/person responsible for managing the triennial assessment and their contact information.

Updates to the Policy

The wellness committee will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as priorities change and new federal or state guidance or standards are issued.

Community Involvement, Outreach, and Communications

The district will actively communicate ways in which members of the wellness committee and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means. The district will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, the availability of child nutrition programs and how to apply for those programs, and district compliance with Smart Snacks in School nutrition standards.

Recordkeeping

The district will maintain and make available for public inspection records documenting compliance with the wellness policy. They will be available at *[District note "insert URL and "œon the District's website" or "œat the following location: [insert location at which hard copy records will be kept]"]*.

Records will include, but will not be limited to, the following:

- The written wellness policy;
- Documentation demonstrating that the document has been made available to the public *[District note "this is not necessary if posted on a website providing public access"]*;
- Documentation of the triennial assessment; and
- Documentation to demonstrate compliance with the annual public notification requirement.

Family and Community Engagement

The district will offer opportunities to promote family and community involvement in supporting and reinforcing physical education and physical activity in the schools. Schools should ensure that the following occurs:

- Physical education activity ideas are sent home with students;
- Families are invited to attend and participate in physical education activity programs and health fairs;
- School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.
- Families are actively notified of opportunities and invited to participate in school-sponsored physical activities and receive information about health promotion efforts.

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The district will offer, subject to available resources, opportunities that focus on staff wellness issues, and/or identify and disseminate wellness resources in coordination with human resources staff.

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- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week;
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area);
- Instruction on walking/bicycling safety provided to students;
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper;
- Use of crossing guards;
- Ensuring crosswalks exist on streets leading to schools;
- Documentation of the number of children walking and/or biking to and from school; and
- Creation and distribution of maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.).

School District Facilities

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the district's facilities use policy, community college, and municipal joint use agreements and partnerships with youth organizations so additional opportunities are available for all youth in the community to participate in quality physical activity, fitness, sports, and recreation programs.

Adopted: **March 29, 2024**

Classification: **Critical**

Management Resources:

- [2024 - March Issue](#)

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4040 Public Access to District Records

Consistent with Washington State law, the Board is committed to providing the public full access to records concerning the administration and operations of the District. Such access promotes important public policy, maintains public confidence in the fairness of governmental processes, and protects the community's interest in the control and operation of its common school district. At the same time, the board desires to preserve the efficient administration of government and acknowledges the privacy rights of individuals whose records may be maintained by the district. This policy and the accompanying procedure are intended to facilitate access to school district records without compromising operational efficiency or privacy rights.

As used in this policy and the accompanying procedure, "school district records" is a broad term that includes any writing containing information relating to the conduct of the district or the performance of any district governmental or proprietary function prepared, owned, used, or retained by the district regardless of physical form or characteristics. A "writing" as used in this policy and procedure is likewise a broad term that means any handwriting, typewriting, printing, photocopying, photographing, or other means of recording any form of communication or representation. Included within these definitions are digital and electronic forms of communication, including emails, texts or messages through any medium or application, pages, postings and comments from any district-operated or district-sponsored website. The district will retain public records in compliance with state law and regulations.

The definition of "school district records" does not include records that are not otherwise required to be retained by the District and are held by volunteers who do not serve in an administrative capacity, have not been appointed by the District to a District board, commission, or internship, and do not have a supervisory role or delegated District Authority.

Because of the tremendous volume and diversity of records continuously generated by a public school district, the board ~~has declared by formal resolution~~ that trying to maintain a current index of all of the district's records would be impracticable, unduly burdensome, and ultimately interfere with the operational work of the district. Additionally, the Board hereby finds that it would be unduly burdensome to calculate the costs of producing public records, given the multiple different electronic and manual devices used to produce public records, as well as the fluctuating costs of District supplies and labor.

Policy News Dec. 2015; Apr. 2015; Apr. 2012; Feb. 2010; June 2006; Oct. 2005
Washington State Office of the Attorney General Open Government Training
Washington State Office of the Attorney General Model Rules on Public
Disclosure

ADOPTED: 03/27/1997

REVISED: 11/24/98; 1/12/06; 9/28/06; 4/22/10; 6/27/12; 6/23/15; 3/24/16;
5/10/2018; **new date**