

# CUSICK SCHOOL DISTRICT 2025-26 HANDBOOK



Dear Parents,

On behalf of the staff at Cusick Schools, I am happy to welcome you to the 2025-26 school year!

Please note that all paperwork in this handbook is for informational purposes only. Please do not sign or return any forms contained in this handbook.

We are looking forward to a productive partnership with you to ensure our children can achieve their highest potential. We recognize that in order to be successful in school, our children need support from both the home and school. We know a strong partnership with you will make a great difference in your child's education. As partners, we share the responsibilities. We ask that you guide and support your child's learning by ensuring that he/she:

- 1) Attends school daily and arrives on time, ready for the day's learning experience
- 2) Completes all homework assignments given by teachers
- 3) Reads daily to develop a love for reading and to improve literacy skills
- 4) Shares school experiences with you so that you are aware of his/her school life
- 5) Informs you if he/she needs additional support in any area or subject

Please consider volunteering for our school as our students can greatly benefit from your involvement and contributions to the school's program and its operations. We seek volunteers to help us with many activities throughout the year, and would appreciate any support you can offer.

In this handbook you will find some of the rules and regulations that allow us to maintain a safe and orderly school. Please take the time to go over this handbook with your student, and return the appropriate pages with your signature to the school.

I am excited to be back as a part of the Panther team, and look forward to working with both you and your children. Please feel free to contact me with any questions regarding this handbook, and I look forward to a great school year.

Sincerely,

Steve Bollinger

6-12 Principal

## **District and School Report Card information**

Are you interested in knowing how your child's school did on state assessment?

How different groups of children performed compared to other schools? You can find out by going to <https://washingtonstatereportcard.ospi.k12.wa.us/>. The report card contains information about test results as well as other statistics about the school. To find results for Cusick School District, use the drop-down menu in the box at the top left of the webpage to find Cusick School District and press go. To find results for your child's school, follow those directions to go to Cusick School District, then use the drop-down menu to find your school.

## Annual Notification

**School Districts are required by law to inform the community of the following each year:**

**Nondiscrimination Disclosure:** Cusick School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of trained dog guide or service animal and provides equal access to the Boys Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

**Title IX Coordinator:**

Greg Bollinger  
Title IX Coordinator and Athletic Director  
305 Monumental Way  
Cusick, WA 99119  
509-445-1125  
[gbollinger@cusick.wednet.edu](mailto:gbollinger@cusick.wednet.edu)

**Section 504/ADA Coordinator:**

Doug Theil  
Special Programs Director  
305 Monumental Way  
Cusick, WA 99119  
509-445-1125  
[dtheil@cusick.wednet.edu](mailto:dtheil@cusick.wednet.edu)

**Civil Rights Compliance Coordinator:**

Steve Bollinger  
6-12 Principal  
305 Monumental Way  
Cusick, WA 99119  
509-445-1125  
[sbollinger@cusick.wednet.edu](mailto:sbollinger@cusick.wednet.edu)

**Drug/Alcohol and Tobacco Free:** Cusick School District recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Our district has implemented a Drug/Alcohol Abuse Program. This program emphasizes prevention, intervention, after care support and necessary corrective action. We want to keep all patrons informed of these programs, which are available locally to students, staff, and community members. For further information contact: Chris Evers, at 445-1125, the Kalispel Tribe of Indians- 445-1762, or Pend Oreille County Mental Health 447-5651.

**Childfind Notification:** Many programs for the children in our schools are provided at no cost to you. Our schools offer special programs such as Title/LAP. Additionally, our schools offer special education services which include comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development, specially designed instruction, speech therapy, physical therapy, and occupational therapy at no cost to you. These services are available for persons between the ages of birth to 21 years of age. Appointments or further information can be obtained by contacting the district office at 509-445-1125.

**Home-based instruction:** A parent who intends to provide home-based instruction in lieu of attendance or enrollment in a public school, approved private school or an extension program of an approved school, must file an annual declaration of intent. Forms are available in the office.

**McKinney-Vento Reauthorization of 2002:** As required by Federal law (McKinney-Vento), the Cusick School District ensures that homeless children and youth are provided equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. The following employee has been designated to discuss services to homeless children and youth:

**McKinney-Vento Liaison:**

Kirbi Bauer  
Student Intervention Specialist  
305 Monumental Way Cusick,  
WA 99119  
509-445-1125  
[cevers@cusick.wednet.edu](mailto:cevers@cusick.wednet.edu)

**Equal Opportunity Employer:** The Cusick School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other

designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

**Title IX Coordinator:**

Greg Bollinger  
Title IX Coordinator and Athletic Director  
305 Monumental Way  
Cusick, WA 99119  
509-445-1125  
[gbollinger@cusick.wednet.edu](mailto:gbollinger@cusick.wednet.edu)

**Section 504/ADA Coordinator:**

Doug Theil  
Special Programs Director  
305 Monumental Way  
Cusick, WA 99119  
509-445-1125  
[dtheil@cusick.wednet.edu](mailto:dtheil@cusick.wednet.edu)

**Civil Rights Compliance Coordinator:**

Steve Bollinger  
6-12 Principal  
305 Monumental Way  
Cusick, WA 99119  
509-445-1125  
[sbollinger@cusick.wednet.edu](mailto:sbollinger@cusick.wednet.edu)

**Notice for Directory Information:** Two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

**Asbestos Hazard Emergency Response Act:** In compliance with federal legislation, this school district has contracted with Environmental Protection Agency accredited personnel and has completed AHERA inspections and management plans for all school district buildings.

The inspection discovered potential non-friable **Asbestos Containing Building Materials** in school district buildings.

Non-friable ACBM are being regulated in accordance with all federal and state laws.

All friable and non-friable ACBM discovered during the inspections are recorded in the AHERA management plan along with the approved response actions for each. Copies of the AHERA inspection report and management plan for the entire school district are available for public review at the administration office during regular business hours. All questions regarding asbestos in the school district should be directed to the AHERA designated person:

Jack Biss  
Cusick School District  
305 Monumental Way  
Cusick, WA 99119  
509-445-1125  
[jbiss@cusick.wednet.edu](mailto:jbiss@cusick.wednet.edu)

**Family Educational Rights To Privacy Act:** Cusick School District, in conformance with the Family Educational Rights and Privacy Act (FERPA) permits parents/guardians or students to:

- Inspect and review the student’s education records;
- Request the amendment of the student’s education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other’s rights;
- Consent to disclosure of personally identifiable information contained in the student’s education records except to the extent that the act and regulations in this part authorize disclosure without consent;
- File with the U.S. Department of Education a complaint under Section 99.64 concerning alleged failures by the school or the district to comply with the requirements of the act and their part; and

- To obtain copies of policies 323 I, "student records" and 4040, "Public Access to District Records," adopted by the district from the district administration office.

Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from the District. At the time of transfer of records, the parent/guardian/custodian or adult-age student may receive a copy of the records at his/her expense, if requested, and shall have an opportunity to challenge the contents of the records, Information contained in the cumulative folders and administrative records of a student shall be released to persons, prospective employers, and organizations other than the student, parent/guardian/custodian or adult-age student with exceptions limited to directory information, legal requirements, or in connection with an emergency to protect the health or safety of the student or other persons.

**Dangerous Weapons Policy:** It is a violation of state law for any person to carry a firearm or dangerous weapon on school premises, school provided transportation or areas of other facilities being used for school activities. The law outlines exceptions in certain cases, i.e., security activities, firearm safety lecture/course, law enforcement officers, etc.

**Smoking Prohibited:** Smoking is prohibited in all district buildings, facilities and vehicles.

**Drug Free Schools:** Drugs, alcohol and schools do not mix. Schools are required to meet certain guidelines to qualify for federal funds. In striving to meet those guidelines, patrons are hereby notified of the Cusick School District policy. Cusick School District supports abstinence from alcohol and other drugs for all students in order that their development can reach full intellectual, emotional, social and physical potentials.

**Pesticide Notification Policy:** The 2001 state legislature passed House Bill 1451 that requires school districts to notify the public of our pest control and herbicide use. An interested person can register with the school district to receive notification of pesticide application or can contact us for any information on our pesticide policy. For more information contact:

Jack Biss  
Cusick School District  
305 Monumental Way  
Cusick, WA 99119  
509-445-1125  
jbiss@cusick.wednet.edu

**Special Education:** If you have any questions regarding your special education student, you have the right to request copies of policies, procedures, evaluations, plans and reports. The district welcomes public participation and input regarding the planning and operating of the district's special education program. For further information on either of these issues, please contact:

Doug Theil  
Special Programs Director  
305 Monumental Way  
Cusick, WA 99119  
509-445-1125  
dtheil@cusick.wednet.edu

**Public Meeting Notice:** The public is invited to attend Cusick School District public meetings. If you require any reasonable accommodation to enable you to attend/and or participate, please contact Doug Theil, the District's Section 504/ADA coordinator at 445-1125, 48 hours prior to the meeting.

**HIB Compliance:** Cusick School District strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed. Each situation is different. Sometimes a report can be followed by quick intervention and resolution. These situations typically do not meet the definition of bullying.

District Compliance Officer:

Stephen Bollinger  
Cusick School District  
305 Monumental Way  
Cusick, WA 99119  
509-445-1125  
sbollinger@cusick.wednet.edu

## **Title I, Part A Parent and Family Engagement**

The board recognizes that parent and family engagement helps students participating in Title I, Part A programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which lists the components at both the district and school levels. The district procedure 4130P serves to review and evaluate this policy with the help of parents and provides descriptions of how each component will be implemented.

### **District-Wide Parent and Family Engagement**

The district will do the following to promote parent and family engagement:

- A. The district will involve parents and family members in jointly developing the district's Title I, Part A plan.
- B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.
- C. The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I, Part A schools. At that meeting, the following will be identified:
  1. Barriers to greater participation by parents in Title I, Part A activities;
  2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; an
  3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The district will facilitate removing barriers to parental involvement by doing the following:

4. The district will involve parents of Title I, Part A student in decisions about how the Title I, Part A funds reserved for parent and family engagement are spent. The district must use Title I, Part A funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).
5. The district and each of the schools within the district providing Title I, Part A services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:
  1. Provide assistance to parents of Title I, Part A students, as appropriate, in understanding the following topics:
    - a. Washington's challenging academic standards;
    - b. State and local academic assessments, including alternate assessments;

- c. The requirements of Title I, Part A;
- d. How to monitor their child’s progress; and
- e. How to work with educators to improve the achievement of their children
- 2. Provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
- 3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
  - 1. Reach out, communicate with, and work with parents as equal partners;
  - 2. Implement and coordinate parent programs; and
  - 3. Build ties between parents and the school.
- 4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
  - 1. Head Start;
  - 1. Even Start;
  - 1. Learning Assistance Program;
  - 1. Special Education; and
  - 4. State-operated preschool programs.
- 5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. (Describe how the district will provide the information, for example, school bulletin, website, beginning of school information, etc.)

**School-Based Parent and Family Engagement Policies**

Each school offering Title I, Part A services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I, Part A students. Parents and family members will receive notice of their school’s parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

- 1. Convene an annual meeting at a convenient time, to which all parents of Title I, Part A students will be invited and encouraged to attend, to inform parents of their schools’ participation under Title I, Part A, to explain the requirements of Title I, Part A, and to explain the rights that parents have under Title I, Part A;
- 2. Offer a flexible number of meetings, such as meetings in the morning or evening;



Policy News, August 2003 No Child Left Behind Update

Adoption Date:

Classification: **Essential**

Revised Dates: **8.03; 06.05; 10.08; 12.11; 02/01/2018; 07.24**

---

© 2020-2025 Washington State School Directors' Association. All rights reserved.

8/25/2025

Dear Parents,

In compliance with the requirements of the Every Student Succeeds Act (ESSA) the Cusick School District would like to inform you that you may request information about the professional qualifications of your student's teacher(s) or instructional paraprofessional(s).

A. The following information may be requested for teacher(s):

1. Whether the teacher has met Washington teacher certification requirements for the grade level and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or other provisional status through which Washington qualifications or certification criteria have been waived.
3. The college major and any graduate certification or degree held by the teacher.
4. Whether the student is provided services by paraprofessionals, and if so, their qualifications.

B. The following information may be requested for instructional paraprofessionals(s):

Paraprofessionals must work under the supervision of a certified teacher. In schools that operate a schoolwide program, all paraprofessionals must meet professional qualifications.

Paraeducators can provide a copy of their high school diploma – transcripts are not necessary. Schools that operate Title I, Part A program must have a high school diploma or GED and completed the following:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Pass the ETS ParaPro Assessment. The assessment measures skills, and content knowledge related to reading, writing and math;
4. Completed previously the apprenticeship requirements and must present a journeycard or certificate. The portfolio and apprenticeships are no longer offered for enrollment; however, the Office of Superintendent of Public Instruction (OSPI) will continue to honor this pathway.

If you wish to request information concerning your child's teacher's and instructional paraprofessional's qualification, please contact Steve Bollinger at 509-445-1125.

Sincerely,

Steve Bollinger

6-12 Principal

**Cusick School District  
Cusick Junior/Senior High School  
Parent Involvement Plan/Policy  
2025-2026**

The staff of Cusick Junior/Senior High School is committed to involving parents in the education of their children, supporting the community, and collaborating with all stakeholders to ensure open communication, a safe environment and a positive learning community at school.

Cusick Junior/Senior High School will provide communications and opportunities to families in the following ways:

- Participate in CARE Team meetings for their children as necessary to enhance student achievement and appropriate social skills.
- Support the development of a Family Team which will make recommendations to the school and will recruit members to the following teams and committees:
  - School Improvement Team
  - Positive School Climate Committee
  - Parent/Teacher Organization
  - Family Night Planning Team
- The Family Team will meet each semester to set priorities and activities. The Family Team will also review building level parent involvement policies and the school/parent compact on an annual basis.
- Cusick Junior/Senior High staff will support the development of community volunteers and mentors who will:
  - Receive training in school rules, policies and procedures
  - Receive training in instructional strategies and data collection
  - Receive training in how to mentor students
  - Receive background checks, (to include fingerprinting), prior to volunteering or mentoring on a consistent basis
- Invite families to participate in training opportunities alongside teachers and para-educators
- Communicate with families through flyers, letters, phone calls, parent/teacher or student-led conferences, and the website which includes family access, the weekly calendar, attendance/tardy records, teacher e-mail addresses, school bulletin, schedule of events, field trip information, and other forms regarding student achievement and behavior to ensure an open home/school connection.
- Inform parents of Title I, Part A requirements at an annual meeting each spring.
- Support collaboration, consensus building and a “no-blame” principle within the school and community to enhance and ensure cooperation between school and community partners.

Reviewed by Site-Council Team 10/14/2019

**SCHOOL AND HOME COMPACT**  
**CUSICK JUNIOR/SENIOR HIGH SCHOOL**  
**2025-2026 School Year**

For students to be successful in school, it takes a cooperative effort involving school staff, parents, and the students themselves. We all have a very important role in the educational process. One goal of this Home-School Agreement is to remind and rededicate ourselves to these efforts. Another is to strengthen home-school communication.

**I WANT MY CHILD TO SUCCEED AT SCHOOL. I WILL ENCOURAGE HIM OR HER BY DOING THE FOLLOWING:**

- Set aside time for homework and review it.
- Make sure my child is on time for school and attends daily.
- Teach and model respect for self and others.
- Encourage a positive attitude towards school.
- Keep in contact with school.

Signature of parent/guardian\_\_\_\_\_

**I WANT TO DO MY BEST. I WILL WORK HARD TO DO THESE THINGS:**

- Pay attention and follow directions.
- Ask questions if I don't understand.
- Do my work and turn it in.
- Treat others and myself with respect.
- Follow school rules.
- Come to school on time and be there every day.
- Keep a positive attitude.

Signature of student\_\_\_\_\_

**I WANT ALL OF MY STUDENTS TO SUCCEED. I WILL DO THE FOLLOWING TO HELP MAKE THEM SUCCESSFUL:**

- Provide a positive, structured learning environment.
- Contact parents right away when there is a problem.
- Teach and model respect for others and self.
- Teach to all learning styles; provide for challenging, stretching curriculum.
- Keep parents informed of assignments/progress.
- Be encouraging and consistent towards student when instructing or grading.
- Keep a positive attitude.
- Help students acquire good study skill/time management skills.

Signature of teacher\_\_\_\_\_

# Citizen Complaint Against a School District or Other School Service Provider

---

Here is an overview of the citizen complaint process described fully in Chapter 392-168 WAC, Special Service Programs—Citizen Complaint Procedure for Certain Categorical Federal Programs.

- Find this WAC online: <http://apps.leg.wa.gov/wac/default.aspx?cite=392-168>.

A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program.

- Anyone can file a citizen complaint.
- There is no special form.
- There is no need to know the law that governs a federal program to file a complaint.

**Follow steps 1 through 5 to complete the citizen complaint process.**

## STEP 1 Use Your Local Process First

If you have followed the citizen complaint process of your school district, ESD or school service provider (subgrantee) **and are unable to reach a satisfactory solution**, use this citizen complaint process through OSPI.

## STEP 2 File a Citizen Complaint Through OSPI

A citizen complaint **must be in writing**, signed by the person filing the complaint, and include:

- **Contact Information of the Person Filing the Complaint.** Your name, address, telephone number and email, if you have one.
  - **Optional:** If someone is helping you to file this citizen complaint, include **1)** their contact information, and **2)** your relationship to them — for example, family member, a relative, friend or advocate.
- **Information About the School District, ESD or School Service Provider You Believe Committed This Violation.** Name and address of the school district, ESD or school service provider (subgrantee) you think violated a federal rule, law or regulation or a state regulation that applies to a federal program.
- **The Facts — What, Who & When.** Include a description of the facts and dates, in general, of when you think the alleged violation happened.
  1. What specific requirement has been violated?
  2. When did this violation occur?
  3. Who you believe is responsible: names of all the people, and the program or organization involved.
- **Optional:** Did you file a written citizen complaint first with the school district, ESD or school service provider? Although not required by Chapter 392-168 WAC, it is helpful if we can review a copy of your citizen complaint and the results, if any.
- **The Resolution You Expect.** A proposed solution, if you think you know or have ideas about how the issue can be resolved.

## STEP 3 Mail or Fax Your Written Citizen Complaint to OSPI

Office of Superintendent of Public Instruction

**Attn: Citizen Complaint-Title I, Part A**

P.O. Box 47200

Olympia, WA 98504

Fax: (360) 586-3305

# Citizen Complaint Against a School District or Other School Service Provider

---

## **STEP 4 OSPI Staff Process Your Complaint**

Once federal program staff at OSPI receive your written complaint, here is what follows:

1. OSPI sends a copy of your complaint to the school district, ESD or school service provider (subgrantee).
2. The school district, ESD or school service provider begins a formal investigation led by a designated employee.
3. The designated employee provides the written response of the investigation to OSPI — within **20 calendar days**.
4. OSPI staff will send you a copy of the results of the investigation conducted by the school district, ESD or school provider (subgrantee).

Their response must clearly state one of two results:

- Denial of the allegations in your complaint and the reason for denial.
- Proposal of reasonable actions that will correct the violation.

If you need to provide more information about the allegations in the complaint, send that information to OSPI within **5 calendar days** of the date of the response from the school district, ESD or school service provider (subgrantee).

## **STEP 5 Final Decision by OSPI**

OSPI will send you the final decision in writing within **60 calendar days** of the date federal program staff at OSPI received your written complaint — unless exceptional circumstances demand that this investigation take more time.

Here are the steps OSPI staff will follow to reach a final decision:

1. Review all the information gathered related to your complaint. The review could include the results of an independent, on-site investigation.
2. Decide independently whether or not the district, ESD or school service provider (subgrantee) violated a federal rule, law or regulation or a state regulation that applies to a federal program.
3. Provide you with the final decision: Findings of fact, conclusions, and reasonable measures necessary to correct any violation.
4. The district, ESD or school service provider (subgrantee) must take the corrective actions OSPI prescribes within **30 calendar days** of the final decision.
5. A citizen complaint is considered resolved when OSPI has issued a final written decision and corrective measures, if necessary, are complete.

### **Extend or Waive Timelines**

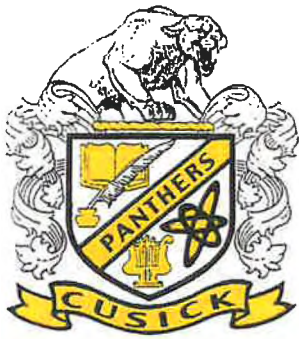
If you as the complainant, and the school district, ESD or school service provider (subgrantee) named in your citizen complaint **agree to extend the timelines**, this agreement must be in writing and sent to OSPI **within 10 calendar days** of the date the school district, ESD or school service provider (subgrantee) received notification from OSPI.

Office of Superintendent of Public Instruction

**Attn: Citizen Complaint—Title I, Part A**

P.O. Box 47200

Olympia, WA 98504



# *Cusick School District #59*

305 Monumental Way  
Cusick, WA 99119-9761

Phone: (509) 445-1125  
Fax: (509) 445-1598

July 10, 2025

Dear Parent/Guardian:

Our school is participating in a federal program available to select schools as part of the National School Lunch and School Breakfast Program called **Community Eligibility Provision (CEP)**. This means that all students attending the **Cusick School District** are eligible to receive breakfast and lunch at no charge throughout the **2025-26** school year, regardless of family or household income. However, some of the education programs the District provides are funded from state dollars that require our school to collect household information for all students attending CEP schools.

In order to collect that information and to ensure we receive all the funding available to us, the Office of the Superintendent of Public Instruction (OSPI) has developed the Family Income Survey.

Please take a moment to complete this form and return it to your student's school. Your participation is essential to ensure the Cusick School District will continue to receive critical state funding for these educational programs.

Thank you in advance for your cooperation in this important matter. If you have any questions, please contact **Heather Dauphin** at **509-445-1125**.

Sincerely,

Don Hawpe  
Superintendent



**6. Children's Racial and Ethnic Identities (Optional) – We are required to ask for information about your child(ren)'s race and ethnicity. This information is important and helps make sure we are fully serving our community. Responding to this section is optional and does not affect your child(ren)'s eligibility for free & reduced-price meals.**

Mark one or more racial identities:

- American Indian or Alaska Native
- Black, or African American
- White

Mark one ethnic identity:

- Asian
- Native Hawaiian or Other Pacific Islander
- Hispanic or Latino
- Not Hispanic or Latino

**Child Nutrition Eligibility:** The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced-price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (Basic Food), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced-price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or
2. **fax:**  
(833) 256-1665 or (202) 690-7442; or
3. **email:**  
[Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

This institution is an equal opportunity provider.

INSERT DISTRICT NAME School District's Non-Discrimination Statement

**SCHOOL USE ONLY DO NOT WRITE BELOW THIS LINE**

ANNUAL INCOME CONVERSION: Weekly x 52; Bi-Weekly x 26; Twice per month x 24; Monthly x 12. (Do NOT convert to annual income unless household reports multiple pay frequencies).

**LEA APPROVAL:**  Basic Food/TANF/FDPIR/Foster  Total Household Size \_\_\_\_\_ Weekly  Bi-Weekly  2x per Month  Monthly  Annual  
 Income Household  Total Household Income \$ \_\_\_\_\_  Other: \_\_\_\_\_

**APPLICATION APPROVED FOR:**  Free Eligible  Income Over Allowed Amount  Other: \_\_\_\_\_  
 Reduced-Price Eligible  Incomplete/Missing Information

Date Notice Sent \_\_\_\_\_ Signature of Approving Official \_\_\_\_\_ Date \_\_\_\_\_

## SCHOOL MANAGEMENT

### CASH/VALUABLES

The school cannot be responsible for valuables and cash you may have. It is our advice that expensive items and large amounts of cash NOT be brought to school.

### CLASS FIELD TRIPS/ATHLETIC EVENTS

All students on a school sponsored field trip or ball game are to leave and return on the school bus.

Students may only be released to a PARENT/GUARDIAN following any activity. These arrangements must be made directly with the coach or class advisor.

ANY REQUEST FOR EXCEPTIONS TO THIS PROCEDURE MUST BE MADE BY A PARENT TO THE PRINCIPAL 1 DAY PRIOR TO DEPARTURE.

\*Please note that we have included a single permission slip in the packet to cover all walking field trips.

### CLOSED CAMPUS

We have a closed campus. This means that once a student arrives at school, they may not leave until the buses have left for the day, unless checked out by a parent/guardian, **with a note signed by the parent, or IN PERSON**. Please refer to the discipline policy regarding the consequences of leaving campus without permission.

**\*Parents, please do not give your child permission to leave campus DURING LUNCH TO GO TO THE STORE, OR TO EAT LUNCH AT HOME.** If your child does not want school lunches, please send them with a sack lunch. This does not apply to senior students with a signed permission slip.

### DAILY BULLETINS

A daily bulletin is published each morning with the announcements concerning the day and week. Students are responsible for knowing what is in the daily bulletin. Copies will be posted in the office and the hallways

### ELECTRONICS

**Electronic devices** may not be used during class time. Please remember that these devices are an easy target for theft and should be locked up.

**Laptop computers** are to be used for educational purposes only and may only be brought to school with parent permission.

\*Connection to the school "Network" is strictly prohibited. Laptop computers may not be used to play DVD movies or music without staff permission. ("R" rated movies are prohibited at all school sponsored events or activities).

**Internet use** – See internet use policy.

**Head phones** **May only be used when allowed by classroom teacher.** Head phones are acceptable for use at lunch, break and before/after school.

### EMERGENCY DRILLS

Emergency evacuation procedures are posted in each room. Emergency drills will be held throughout the school year. Students who pull a fire alarm without good cause will be subject to disciplinary action.

### HEALTH ROOM

The health room is located in the office. If a student needs to remain in the health room for longer than fifteen minutes, parents will be notified and the student will be sent home.

Students are expected to adhere to the following procedures when using the health room:

1. Check out with your classroom teacher.
2. Check with the high school office to see if the health room is available.
3. Check with the high school secretaries, before leaving the health room.

### LOCKERS

Lockers will be assigned for each student for the year. DO NOT CHANGE LOCKERS with another student.

1. As lockers are property of the school, locker checks may be conducted from time to time. Lockers may be inspected periodically without prior notice to the student.
2. Keep things you value at home or in your possession - **NOT IN YOUR LOCKER, UNLESS YOU KEEP IT**

### **LOCKED!**

3. Keep your locker clean and orderly.
4. All items must be pre-approved by the principal before being attached inside/outside of locker.
5. Locks are available in the high school office. A refundable deposit of \$6.00 is required.

### LOST AND FOUND

Students who find lost articles are asked to take them to the office where they can be claimed by the owner. Unclaimed items will be disposed of at the end of the semester.

### LUNCH INFORMATION AND COST

Breakfast and lunch tickets are available for sale. Free and Reduced Meal forms are available in the High School Office. These forms must be filled out yearly. Prices are as follows:

<b>Breakfast</b>		<b>Lunch</b>		<b>A La Carte</b>	
K-5 Regular	\$1.80	Reduced	*Free	Entrée	\$2.35
6-12 Regular	\$1.80	K-5 Regular	\$2.85	Salad	\$3.25
*if you qualify for reduced breakfast, there is no charge		6-12 Regular	\$3.15	Juice	\$.65
Adults	\$3.50	Adult	\$5.50	Extra Milk	\$.65

### PROGRESS REPORTS

Grades are sent home at the end of each Semester. The grades are recorded on the permanent transcript and are used to determine grade point average. Quarter grades (9 week reports) are an indication of student progress. If a student is not making good progress, teachers will contact parents. Parents are encouraged to contact the teacher anytime a question arises. We are here to help all students be successful and encourage parents to contact us with any concerns. Families may view student's current grades/assignments online, through Family Access. Please contact the office for a login and password to Family Access. The link is available on the school web site ~ [www.cusick.wednet.edu](http://www.cusick.wednet.edu). Student athletes will receive an eligibility warning if any grade falls below a C-. Once this warning is issued, signatures by the student, parent and coach are required to continue to practice and play.

### SCHOOL ASSEMBLIES

School assemblies are considered part of the school day. When any type of assembly is held, students are expected and required to attend and reflect a positive attitude of our school by behaving appropriately. Skipping an assembly will be treated as a class skip with appropriate consequences applied.

### SCHOOL CLOSURE

When the weather is well below zero or very stormy, parents, teachers and students should listen to their radios and/or television. If school is to be closed or delayed, every student should be able to get the message on the 6:30 A.M. news broadcast, but in most instances no later than the 7:00 o'clock news. Listen to radio stations KGA (KDRK), KHQ, KJRB (KEZE), KLHT, (KZZU), KXLY, KGGR (KPPL), KUDY (KICN), KMJY. Instant Alert Messages will be forwarded to all families with current phone numbers on file at the school office. Please update any changes that have been made to your contact number.

### STATEMENT ON DRUG & ALCOHOL PREVENTION PROGRAM

The Cusick School District recognizes that the possession and/or use of illicit drugs and alcohol is illegal and harmful. With this recognition the Cusick School District has implemented a Drug/Alcohol Abuse program which emphasizes prevention, intervention, after care support, and necessary corrective action.

As a part of this program, the Cusick School District wants to keep all patrons informed of any drug and alcohol counseling, rehabilitation, and reentry programs which are available locally to students, staff, and community members.

Counseling:	Kirbi Bauer,	445-1125
	on-site Pend Oreille County Mental	447-5651
	Health Kalispel Tribe Social Services	445-1682
Rehabilitation/Reentry:	Pend Oreille County Mental Health	447-5651

### STUDENT INSURANCE

Student insurance is available at a nominal cost and is optional (except in the case of athletic competition). When a student insured under this plan is injured, he/she will be given a claim form from the office. This form must be completed by his/her parent and presented to the doctor or hospital. The school merely provides insurance carrier information and assumes no liability, either for the injury or the subsequent negotiations with the company.

### TELEPHONE USE

Students are NOT to use the telephones during class periods nor will they be called from class for a phone call unless it is an emergency. NO LONG DISTANCE PERSONAL CALLS WILL BE ALLOWED ON SCHOOL PHONES. Cell phones are permitted at school, but can only be used before and after school and during passing time and lunch. Cell phone text messaging and camera phones are not to be used in inappropriate ways. If cell phones are used to intimidate, harass or embarrass other students, the student's cell phone will be confiscated and consequences will be applied. Staff members will confiscate phone if being used inappropriately.

### VISITORS

We encourage all parents to visit our school. We also appreciate adult volunteers. By state law, all visitors, including parents, must report to the office before proceeding into any building. Parents wanting to visit the classroom should contact the teacher and main office. Students may not bring friends or relatives to school or have visitors at any time during the school day without prior permission of the principal. Please request a visitors badge when signing in.

## ASSOCIATED STUDENT BODY

### ACTIVITY FUNDING

The State does not provide funding to schools to support extra curricular activities. However, these activities are a very important part of the whole school experience. Our students must raise funds to support athletic activities. The largest share of our athletic funding is supported by the sale of ASB cards as well as group fund raisers.

### ASB CARDS

- All students participating in extra curricular activities must have an ASB card. Grades 6-12 cost is \$30.00.
- ASB cards provide admission to home games.
- ASB cards are required to vote in ASB elections.
- Student athletes are required to purchase an ASB card.
- Grades K-5 may purchase an ASB card for \$20.00.
- Individual Season Passes are available for adults for the school year and cost \$75.00.

### ASB STATE REQUIREMENTS:

In keeping with state requirements, central accounting will keep complete books and work through data processing to maintain accurate accounting of all funds. In this case, the central accounting/district office responsibility rests with the District Business Manager and the Principal.

### CLASS MEETINGS

Class officers must clear all meetings with the class advisors. All classes will meet at least quarterly, and more often if necessary. Officers attendance is mandatory. Individual class accounts are carried through to graduation from high school and are the responsibility of the officers of each class. Voucher forms for dispersing of funds must be signed by the principal.

### DANCES

Dance hours are to be from 8:00-12:00 p.m. for high school dances.\* Jr. High dances will take place from 5:00 p.m.-7:00 p.m., except for the dance following the 8th grade graduation at the end of the school year. Dances are considered an extension of the school day and all school rules apply. The following guidelines will prevail at dances.

1. Students will not be admitted after 60 minutes of any dance without prior approval of supervisor or principal.
2. Once a student leaves a dance, he/she will not be readmitted.
3. Jr/Sr High School dances are opened to Cusick students, unless a guest pass is approved by the principal a minimum of one week prior to the dance. Guests must be at least 9th graders in order to be allowed into a high school dance. No guests 21 or older will be admitted.

### FUNDRAISING

No fund raisers may be undertaken without a completed approval form available in the office. All funds raised must be processed through ASB procedures and they must be approved in the following order: 1) class advisors; 2) principal; 3) student council.

### STUDENT COUNCIL

The Student Council's purpose is not to govern the students, but to serve as a meeting place between the student body and the administration, where the students can assume much of the responsibility of organizing their high school activities. It is the place where problems or questions arising from students or the administration can be presented for discussion and consideration.

It is the responsibility of the Student Council to raise, dispense and supervise ASB funds. These are divided by law into General ASB funds (#1000), Athletic funds (#2000), Classes (#3000), Clubs (#4000) and Private Monies (#6000).

The student council's principle purposes are to:

1. To unify student activities under one control and promote the general activities of the school;
2. Aid in the internal administration of the school;
3. To teach student leadership and the value of working in a democracy.

## **GRADUATION REQUIREMENTS – REQUEST FOR ALTERNATIVE**

Student learning and success is our mission. In a rapidly changing world, what we teach must best meet the needs of our students. Keeping this belief in mind, an alternative to graduation requirements (other than state requirements) when determined to be in the best educational interests of the student may be requested through the following process:

1. A written letter to the principal by the parent or guardian within one week after class starts stating the purpose of the request for change and a suggested alternative.
2. A conference will be held involving the principal, student, parent, teacher and counselor.
3. Following the conference, the principal and counselor will meet to review the information presented and decide on the appropriate course of action that is in the best interest of the student.
4. The student and the parent will be notified of the decision within 3 school days of the conference.

## **SUGGESTED FOUR YEAR SCHEDULES**

High school students must begin to think about professional and vocational employment. Students planning for college or vocational training must take the appropriate high school course work to accomplish goals. Questions concerning the planning of a schedule, should be directed to the high school counselor.

The previous page lists district requirements for graduation from high school.

## **THE SCHOOL YEAR**

The school year consists of 150 school days. Cusick Schools are organized on a semester basis. An average semester is 75 days. There are two semesters each school year. Each day is organized into seven periods, with a four minute passing time, and a 30 minute lunch hour.

## **CREDIT**

.5 credit is earned for each semester. Students are expected to earn 3.5 credits each semester and 7 credits for each school year.

## **ELECTIVES**

Students are encouraged to enroll in a large number of subjects that meet their individual needs when earning the required credits for graduation. These subjects should be chosen carefully with the counselor, parents, and teachers planning together the program that best helps the student meet his/her post-secondary objectives. Opportunity for Electives will be limited based on students successful completion of graduation requirements. Students may be placed in Labs or basic skills classes as needed.

## **TA/Mentor**

As per policy No. 2410 students are limited to taking 2 credits of office assistant or teacher's aide unless all other graduation requirements are met and/or approved by the principal. Students will be placed where there is a need. \*Only 2 credits of Aide class may be applied to graduation.

## **Running Start**

Running Start is available to Junior and Senior students through our local community colleges. If you have questions or need more information, please call Doug Theil at 445-1125.

## Promotion/Retention

### Elementary:

Prior to the end of the third quarter when possible the teacher will confer with the principal regarding any student who should be considered for retention. Parents/guardians shall be invited to meet with the principal and teacher. Information will be presented to explain the student's progress to date. Parents will be advised on how they might assist the student during the balance of the school year.

At least two (2) weeks prior to the end of the school year, the parent, principal and teacher will again meet to review the latest progress and determine if the student's need would be best served by promotion or retention. If the parent wishes the student to be promoted without regard to the school's recommendation, the parents(s) will be asked to complete a form reflecting the parent's decision.

### Junior High:

Prior to the end of the third quarter when possible the teacher will confer with the principal regarding any student who should be considered for retention. Parents/guardians shall be invited to meet with the principal and teacher. Information will be presented to explain the student's progress to date. Parents will be advised on how they might assist the student during the balance of the school year. At least two (2) weeks prior to the end of the school year, the parent, principal and teacher will again meet to review the latest progress and determine if the student's need would be best served by promotion or retention.

In order to adequately prepare students to meet Cusick School District standards for high school graduation, the following credit system for junior high has been implemented. In order to be promoted from a junior high class, a student must earn a minimum of 5 credits each year. A student cannot be promoted from the 8<sup>th</sup> grade with consecutive failures in the same core class (English, Math, Science, Social Studies).

<u>Subject</u>	<u>Credit Per Semester</u>	<u>Total Credit</u>
<b>Math</b>	.5	<b>1.0</b>
<b>English</b>	.5	<b>1.0</b>
<b>Science</b>	.5	<b>1.0</b>
<b>Social Studies</b>	.5	<b>1.0</b>
<b>Physical Education</b>	.5	<b>1.0</b>
<b>Elective</b>	<b>1.0</b>	<b>2.0</b>
<b>Total Credits Possible</b>		<b>7.0</b>

Revised: 08.2013

# Procedure - High School Graduation Requirements

## I. PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school and each year thereafter, each student and his or her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade). Graduation requirements may also be included in the student handbook.

## II. CREDIT REQUIREMENTS

### Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

### Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study); only during extended school closure.
- C. Successfully completing summer school with an established number of hours of planned instructional activities to be determined by the district.

### Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school, or home school) or from an out-of-state or out-of-country program. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement—or the credits may be counted as elective credits. The district will evaluate credits from unaccredited programs or home schools as described below for home school students.

Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

### **Subject and Credit Requirements for Graduation**

The following are the subject and credit requirements that a student must meet to graduate:

A. Four credits in English.

B. Three credits in mathematics.

1.

1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan.

1.

2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet his or her graduation requirement.

1.

3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subject but did not receive high school credits may do one of the following:

1.

1.

- i. Repeat the course or courses for credit in high school; or

1.

1.

- ii. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.

C. Three credits in science.

1.

1. Two science credits must be in laboratory science.

1.

2. A student may choose the content of the third science credit based on his or her interests and his or her high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.

D. Three credits in social studies.

1.

1. One social studies credit must be in United States history.

1.

2. One-half social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

1.

3. One-half social studies credit must be in civics.

1.
  4. One social studies credit must be in an elective course or courses.
1.
  5. Although a student does not receive credit for such a course, a student must complete a Washington State history and government course.
- E. Two credits in world languages or personalized pathway requirements.
  1.
    1. "Personalized pathway requirement" means up to three credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
  1.
    2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.
- F. Two credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.
- G. One-half credit in health.
- H. One and one-half credit in physical education.
- I. Two credits in career and technical education.
  1.
    1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.
  1.
    2. A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.
- J. Four elective credits.

Total number of credits required to graduate: 25.

### **Running Start**

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

- A. Contact the college they are interested in attending and arrange to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.

- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes his or her portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

### **Credit for Career and Technical Work-Based Learning**

The district regards work experience as a part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will specifically relate to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than 180 hours for instructional work-based learning experience and not less than 360 hours of cooperative work based learning experience related to a student's school program.
- H. The employer will legally employ the student, who must have passed his or her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation-requirement standards.
- K. The program standards and procedures align with the state career and technical work-based learning standards.

### **National Guard High School Career Training**

The district may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the district.
- B. The number of credits toward high school graduation to be granted will be calculated and agreed upon by the student and an authorized representative of the district. Such agreement will be noted on MIL Form 115 or an equivalent form.
- C. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

### **Home School Credit**

Guidelines for granting high school credit for homeschooling are as follows:

- A. To gain credit for a course of study, a student will provide the following:
  - 1. A journal that reflects the actual work completed during a home-study course of study;

1.
    2. Exhibits of any specific projects completed (e.g., themes, research papers, art and/or shop projects); or
  1.
    3. Any such other performance-based exhibits of specific course-related accomplishments;
    4. Transcript by parent.
- B. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80% of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost determined by such personnel.
- C. Credit is granted for the following approved schools:
1.
    1. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington; and
  1.
    2. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

### **III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT**

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of his or her education and career goals.

The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

The high school and beyond plan will be updated periodically to address the following:

- A. High school assessment results and junior year course-taking;
- B. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet his or her educational and career goals; and
- C. Available interventions, academic supports, and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;

D. Information about the college bound scholarship program established in chapter 28B.118 RCW;

E. A four-year plan for course taking that does the following:

1.

1. Includes information about options for satisfying state and local graduation requirements;

1.

2. Satisfies state and local graduation requirements;

1.

3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;

1.

4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals; and

1.

5. Includes information about the college bound scholarship program;

F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:

1.

1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);

1.

2. Application timelines and submission deadlines;

1.

3. The importance of submitting applications early;

1.

4. Information specific to students who have been in foster care;

1.

5. Information specific to students who are, or are at risk of being, homeless;

1.

6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;

1.

7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications;

1.

8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and

1.

9. Information on college bound scholarship application and eligibility; and

G. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

Students who have not earned a score of level three or four on the middle school math state assessment must include in their plan taking math courses in ninth and tenth grade.

For students who have not earned a level three or four on their middle school English language arts exam or their middle school science exam, the district will inform them of supports and courses that will address their learning needs and be considered in their course-taking plans.

For students meeting graduation requirements, their high school and beyond plans should be used to guide their choices of what their third credit of high school math and science will be.

*[District note: A district may establish additional local requirements for high school and beyond plans to serve the needs and interests of its students.]*

#### **IV. GRADUATION PATHWAY OPTIONS**

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

##### **Statewide High School Assessment**

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

##### **Dual Credit Courses**

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics.

"Dual credit course" means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include running starts, college in the high school courses, and career and technical education dual credit courses.

##### **High School Transition Courses**

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

##### **AP Courses and International Baccalaureate Programs**

A student may demonstrate career and college readiness by doing either A or B below:

- A. Earning high school credit with a grade of C+ or higher in each term in the following advanced placement, international baccalaureate, or Cambridge international courses in English language arts and mathematics.

1.

1. English language arts courses:

1.

1.

- i. AP courses: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.

1.

1.

- ii. International baccalaureate courses: individuals and societies courses or English language and literature courses.

1.

1.
  - iii. Cambridge advanced or advanced subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology global perspectives and research, or law.

1.
  2. Mathematics courses:

1.
  1.
    - i. AP courses: statistics, computer science A, computer science principles, or calculus.

1.
  1.
    - ii. International baccalaureate courses: any international baccalaureate mathematics course.

1.
  1.
    - iii. Cambridge advanced or advanced subsidiary courses: any Cambridge advanced or advanced subsidiary mathematics course.

**B. Achieving the following scores on the following exams:**

1.
  1. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.
1.
  2. Score a four or higher on international baccalaureate exams in one of the English language arts and one of the mathematics courses identified above.
1.
  3. Score an E or higher on Cambridge international exams in one of the English language arts and one of the mathematics courses identified above.

**SAT or ACT Scores**

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

**Combination of Options**

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

**Armed Services Vocational Aptitude Battery**

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment.

**Career and Technical Education Courses**

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

[District note: Districts have discretion in determining which pathway options they will offer to students.]

**Expedited Appeal Process for Waiving Student Assessment Requirements**

For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.

A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.

A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

This expedited appeal process will no longer be available after August 31, 2022.

## **V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA**

A student who fulfills the requirements for an International Baccalaureate Program diploma is considered to have satisfied at least one of the graduation pathway options and the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements.

To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses, as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete all required projects and products, as scored at the local level; and complete the final exams administered by the international baccalaureate organization in each of the required subjects.

## **VI. STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. If the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include the following:
  1.
    1. Attainable alternate classwork or individualized activities substituted for standard requirements;
    1.
      2. A statement of waiver for any waived standard graduation requirements; or
      1.
        3. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
  - C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine the following:
    1.
      1. The projected date by which all graduation requirements will be met; and
      1.
        2. The projected date and conditions under which the student will participate in the graduation ceremony.

- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

## VII. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. Proficiency may be demonstrated by one of the following methods:
  - 1.
    - 1. Passing a foreign language Advanced Placement exam with a score of three or higher;
  - 1.
    - 2. Passing an International Baccalaureate exam with a score of four or higher;
  - 1.
    - 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
  - 1.
    - 4. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
  - 1.
    - 5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI.

## VIII. GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

## **IX. WITHHOLDING OF A DIPLOMA**

The district may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma or transcript. When the damages or fines do not exceed \$100, the student or his or her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Student Discipline. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241, Student Discipline, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

If the district has imposed other forms of corrective action for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

Adoption Date: **09.15.20**

Classification: **Essential**

Revised Dates: **12.00; 10.04; 12.04; 08.07; 02.09; 12.11; 04.12; 09.13; 10.17; 05.18; 07.19; 02.20**

---

© 2020-2025 Washington State School Directors' Association. All rights reserved.



Updated 04/2023

## Parking Permit Cusick High School 2025-2026

The following will govern student driving and parking on school grounds:

- You must have a valid driver's license to drive on campus.
- Students are to park in the student parking lot only, located at the south end of the parking lot. Students may not park in the teacher's parking area or in the lot behind the shop.
- Students will be assigned a numbered parking spot when permit is turn in.
- After school is dismissed, please do not leave the school grounds until the buses have departed.
- Your driver's license number and vehicle description need to be on file in the office.

If parking violations occur, the following steps will be taken:

1 <sup>st</sup> offense	warning letter
2 <sup>nd</sup> offense	detention/parent conference
3 <sup>rd</sup> offense	parent conference, possible loss of driving privileges on campus

Driver's Name \_\_\_\_\_ Birth Date \_\_\_\_\_

Driver's License Number \_\_\_\_\_

### Vehicle Descriptions:

Make	Model	Year	Color	License Number
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Student Signature \_\_\_\_\_ Date \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

# “Safe Bus” Rules

The Cusick School District is committed to providing the safest transportation possible for our students. We need your help in providing that safety by practicing these rules and procedures while riding our buses.

---

- **The Driver is in full charge of the bus and pupils. Pupils must obey the driver promptly and willingly.**
  - All rules in the student handbook apply to bus routes as well.
  - Rude and discourteous conduct will not be tolerated.
  - Conduct jeopardizing the safety of one self or other students will not be tolerated and assigned seating and/or video camera may be used to insure safety and monitor student behavior.
  - Eating and drinking on buses is only allowed on field trips and game runs. For safety reasons, glass is not allowed on the buses. Eating on morning and afternoon routes is not allowed to aid in keeping buses clean on day-to-day use.
  - When boarding in the morning, **students need to be at the bus stop 5 (five) minutes before their stop time.** Students need to get on or off at their assigned stop unless they have a note from their parent or guardian.
  - Permission needs to be obtained to open windows; head, arms and hands are to remain inside the bus. Aisles need to remain clear of obstructions for safety reasons.
  - For the safety of students, once the bus starts pulling away from the school in the afternoon, it will not stop to pick up students, so board the bus promptly when school is let out.
  - **If you miss the bus and need to catch the bus it will be stopping at scheduled stops along the way.**
- 

*Riding a school bus is a privilege and not following rules or driver's direction may result in the loss of that privilege. If you have any questions about transportation please feel free to contact Jack Biss, Transportation Director 445-1125.*

Your signature here means you understand the “Cusick School “Safe Bus Rules”. Please return this signed portion to the bus driver by September 3, 2024.

Route # \_\_\_\_\_ Date \_\_\_\_\_

Student’s Name \_\_\_\_\_ Grade \_\_\_\_\_

Bus Stop/Street Address \_\_\_\_\_  
\_\_\_\_\_

Student Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Please keep a copy of the bus rules.

Dear Parent or Guardian,

The state legislature passed a law requiring Washington State public schools to collect information on military affiliation beginning with the 2016–17 school year.

<http://app.leg.wa.gov/billinfo/summary.aspx?bill=5163&year=2015>

Reasons for collection of the data include:

- (1) The legislature finds that, nationally, nearly two million students are from military families, where one or more parent or guardian serves in the United States armed forces, reserves, or national guard. There are approximately one hundred thirty-six thousand military families in Washington state.
- (2) The legislature further finds that a United States government accountability office study in 2011 identified that it is not possible to monitor educational outcomes for students from military families due to the lack of a student identifier in state educational data systems. Such an identifier is needed to allow educators and policymakers to monitor critical elements of education success, including academic progress and proficiency, special and advanced program participation, mobility and dropout rates, and patterns over time across states and school districts. Reliable information about student performance will assist educators in more effectively transitioning students to a new school and enable school districts to discover and implement best practices. [2015 c 210 . 1.]

For the purposes of this data collection, "students from military families" includes:

- (a) Students with a parent or guardian who is a member of the active duty United States armed forces; and
- (b) Students with a parent or guardian who is a member of the reserves of the United States armed forces or a member of the Washington national guard." Collection and updating of this data must use the United States department of education 2007 race and ethnicity reporting guidelines, including the subracial and sub-ethnic categories within those guidelines, with modifications.

If you have any questions, please contact Cusick School District at 509-445-1125.

**Student Name** \_\_\_\_\_

Please mark which one applies to your family:

- Student has no parent or guardian is currently serving as a member of the active duty U.S. Armed Forces, Reserves of the U.S. Armed Forces or Washington Guard
- Student has a parent or guardian who is a current member of the active duty U.S. Armed Forces
- Student has a parent or guardian who is a current member of the reserves of the U.S. Armed Forces
- Student has a parent or guardian who is a current member of the Washington National Guard
- Student has more than one parent or guardian who is currently either a member of the active duty U.S. Armed Forces, Reserves of the U.S. Armed Forces or Washington National Guard.
- No Response/Refuse to State

Return by September 4, 2025

**CUSICK SCHOOL DISTRICT  
HEALTH INFORMATION AND EMERGENCY MEDICAL TREATMENT**

Name \_\_\_\_\_ Birthdate \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ Home Phone \_\_\_\_\_

Is this a new address and/or phone number?  Yes  No Gender:  Male  Female

Student lives with:  Both parents  Mother only  Father only  Mother & stepfather  Father & stepmother  
 Agency  Self  Legal guardian  Other \_\_\_\_\_

Father's name \_\_\_\_\_ Mother's name \_\_\_\_\_

Father's work phone \_\_\_\_\_ Mother's work phone \_\_\_\_\_

Father's cell phone \_\_\_\_\_ Mother's cell phone \_\_\_\_\_

Emergency contact \_\_\_\_\_ Phone \_\_\_\_\_

Emergency contact \_\_\_\_\_ Phone \_\_\_\_\_

LHP \_\_\_\_\_ Phone \_\_\_\_\_ Dentist \_\_\_\_\_ Phone \_\_\_\_\_

Dear Parent: Please describe your child's health concerns in detail below. It is important that you keep the school informed of any changes in health or medication which would affect your child's performance. If your child needs to take medication at school, please notify the school nurse. This includes overnight field trips or sporting events that may extend past normal school hours.

No health problems to my knowledge.

**Current Health History:**  
Please answer by checking

Does your child have vision problems?	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Severe <input type="checkbox"/>	<input type="checkbox"/> Contacts	<input type="checkbox"/> Glasses
Does your child have hearing problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Hearing aid	

Check if your child has any of the following:

Allergy – food (type) _____	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Mild <input type="checkbox"/>	Moderate <input type="checkbox"/>	Severe <input type="checkbox"/>
Allergy – insect (type) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asthma _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diabetes _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heart problem (type) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seizures (type) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Explain if other issues exist (including learning disabilities) \_\_\_\_\_

IF ANY OF THE ABOVE HEALTH CONDITIONS ARE LIFE-THREATENING, RCW 28A.210.320 requires that licensed healthcare provider (LHP) orders, medications, and/or treatments and a nursing care plan must be in place before a student attends school.

Does your child need medication while at school or after-school functions?  Yes\*  No If yes, explain \_\_\_\_\_

Does your child take medications of any kind, anywhere?  Yes\*  No If yes, explain \_\_\_\_\_

Has your child had any serious injuries that impact school?  Yes\*  No If yes, explain \_\_\_\_\_

The school nurse must sometimes share health information with school staff. If you have concerns about sharing this information, please contact the school nurse.

\*Students requiring medication (prescription or non-prescription) at school MUST have a written order by a LHP and written parent consent. These forms are available at every building from the secretaries and the school nurse.

I authorize Cusick School District staff to contact a LHP/dentist or 911 if necessary, and I further authorize those contacted to initiate necessary treatment for emergency care, including transportation to the hospital. I understand that Cusick School District, its employees, and Board of Directors assume no liability of any nature in relationship to transporting or treatment of said minor. I give permission to my child's school to add immunization information into the Immunization Information System to help the school maintain my child's record.

\*IT IS VERY IMPORTANT THAT YOU INFORM THE SCHOOL NURSE OF ANY CHANGES IN YOUR CHILD'S HEALTH THAT MAY OCCUR THROUGHOUT THE SCHOOL YEAR.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_



# McKinney-Vento Act 42 U.S.C. 11435

## SEC. 725. DEFINITIONS.

For purposes of this subtitle:

(1) The terms enroll' and enrollment' include attending classes and participating fully in school activities.

(2) The term homeless children and youths—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(6) The term unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

## Additional Resources

Parent information and resources can be found at the following:

[National Center for Homeless Education \(NCHE\)](#)

[National Association for the Education of Homeless Children and Youth \(NAEHCY\)](#)

[SchoolHouse Connection](#)



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

**ED 506 Form**  
**Indian Student Eligibility Certification Form for Title VI Indian Education Formula Grant Program**

**Parent/Guardian:** This form serves as the official record of the eligibility determination for each individual child included in the student count for the Title VI Indian Education Formula Grant Program. If you choose to submit a form, your child could be counted for funding under the program. The grantee receives the grant funds based on the number of eligible forms counted during the established count period. You are not required to complete or submit this form unless you wish for your child(ren) to be included in the Indian student count. This form should be kept on file with the grant applicant and will not need to be completed every year. Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

**Student Information**

Name of the Child \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade level \_\_\_\_\_

Name of School \_\_\_\_\_ School District \_\_\_\_\_

**Tribal Membership**

The individual with Tribal membership is the (select only one): \_\_\_ child \_\_\_ child's parent \_\_\_ child's grandparent

If the individual with Tribal membership is **not** the child listed above, name the individual (parent/grandparent) with tribal membership: \_\_\_\_\_

Name and address of Tribe or Band that maintains updated and accurate membership data for the individual listed above:

Name \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

The Tribe or Band is (select only one):

- Federally Recognized Tribe
- State Recognized Tribe
- Terminated Tribe
- Alaska Native
- Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

Proof of membership in Tribe or Band listed above, as defined by Tribe or Band is:

- Membership or enrollment number establishing membership (if readily available) or
- Other evidence establishing membership in the Tribe listed above (describe and attach)

Membership or enrollment number establishing membership (if readily available) or other evidence establishing membership in the Tribe listed above (describe and attach). \_\_\_\_\_

**Attestation Statement**

I verify that the information provided above is true and correct to the best of my knowledge and belief.

Printed Name of Parent/Guardian \_\_\_\_\_ Signature \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_ Date \_\_\_\_\_

**For Parent/Guardians:**

**Definitions:**

Indian means an individual who is (1) A member of an Indian Tribe or Band, as membership is defined by the Indian Tribe or Band, including any Tribe or Band terminated since 1940, and any Tribe or Band recognized by the State in which the Tribe or Band resides; (2) A descendant of a parent or grandparent who meets the requirements described in paragraph (1) of this definition; (3) Considered by the Secretary of the Interior to be an Indian for any purpose; (4) An Eskimo, Aleut, or other Alaska Native; or (5) A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

**Student Information:** Write the name of the child, date of birth, grade level, name of school and school district. Only name one child per form.

**Tribal Membership:** Write the name of the individual with the tribal membership, if it is not the child listed. Only one name is needed for this section, even though multiple persons may have tribal membership. Select only one identifier: the child, child's parent or grandparent, for whom you can provide membership information.

Write the name and address of the organization that maintains updated and accurate membership data for such Tribe or Band of Indians. The name does not need to be the official name as it appears exactly on the Department of Interior's list of federally recognized Tribes, but the name must be recognizable and be of sufficient detail to permit verification of the eligibility of the Tribe. Check only one box indicated whether it is a Federally Recognized, State Recognized, Terminated Tribe or Organized Indian Group. Write the enrollment number establishing the membership for the child, parent or grandparent, if readily available, or other evidence of membership.

**Attestation Statement:** Provide the printed name of parent/guardian and signature, address, phone number and email of the parent or guardian of the child. The signature of the parent or guardian of the child verifies the accuracy of the information supplied.

**Paperwork Burden Statement:** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. The time required to complete this portion of the information collection per type of respondent is estimated to average: 15 minutes per Indian student certification (ED 506) form; including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ/Room 3W238, Washington, D.C. 20202-6335



The Home Language Survey is given to *all* students enrolling in Washington schools.

<b>Student Name:</b> _____		<b>Grade:</b> _____	<b>Date:</b> _____
Parent/Guardian Name _____ Parent/Guardian Signature _____			
<p><b>Right to Translation and Interpretation Services</b></p> <p>All families have the right to information about their child's education in a language they understand. Please tell us your language preferences so we can provide an interpreter or translated documents, free of charge, when you need them.</p>	<p>1. a) In what language(s) would your family prefer to receive written communication from the school? _____</p> <p>b) Do you need an interpreter for meetings and phone calls (including ASL)?</p> <p>Parent/Guardian Name #1: _____</p> <p>Interpreter Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No   Language _____</p> <p>Parent/Guardian Name #2: _____</p> <p>Interpreter Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No   Language _____</p>		
	<p><b>Eligibility for Language Development Support</b></p> <p>Information about the student's language helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.</p>		
<p><b>Prior Education</b></p> <p>Your responses about your child's birth country and previous education:</p> <ul style="list-style-type: none"> <li>Give us information about the knowledge and skills your child is bringing to school.</li> <li>May enable the school district to receive additional federal funding to provide support to your child.</li> </ul> <p><b><i>This form is not used to identify students' immigration status.</i></b></p>	<p>2. What language(s) did your child first speak or understand? _____</p> <p>3. What language does your child use the most at home? _____</p> <p>4. What is the primary language used in the home, regardless of the language spoken by your child? _____</p> <p>5. Has your child received English language development support in a previous school? Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/></p>		
	<p>6. In what country was your child born? _____</p> <p>7. Has your child ever received formal education outside of the United States? (K-12<sup>th</sup> Grade) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes: Number of months: _____</p> <p>Language(s) of instruction: _____</p> <p>8. When did your child first attend a school in the United States? (K-12<sup>th</sup> Grade)</p> <p>_____</p> <p>Month      Day      Year</p>		

Thank you for providing the information needed on the Home Language Survey. Contact your school district if you have further questions about this form or about services available at your child's school.



Dear Parents/Guardians,

Our school would like to showcase the events and accomplishments in which our students are involved. Consequently, we would like to be able to photograph your child(ren). These photographs might be used in the Newport Miner Newspaper or other district communications.

If you will allow us to photograph your child(ren), please sign and return the release below to our school secretaries.

Thanks,

Stephen Bollinger  
6~12 Principal



### Photo Release

I give my permission to the Cusick School District #59 to photograph, during the **2025/2026** school year, my child(ren) named below.

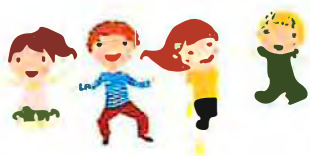
Student(s) name(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_, I understand that the photos will be used for publicity purposes.

\_\_\_\_\_  
**Signature of Parent/Guardian**

\_\_\_\_\_  
**Date**



### Walking Field Trip/Local Travel Permission form

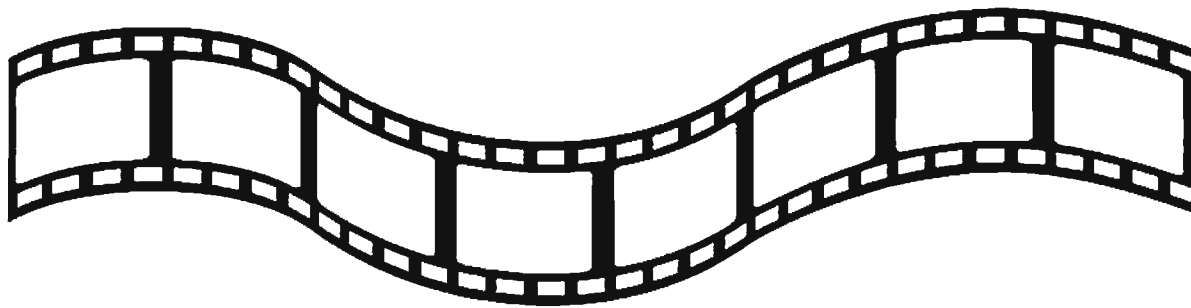
My child(ren) listed above have permission to participate in all **walking field trips, and local travel, in a district vehicle, with Pend Oreille County**, scheduled by his/her teachers during the **2025-2026** School year.

**Parent Signature:** \_\_\_\_\_

Dear Parents/Guardians:

Our Middle School and High School Students will be taking part in Writing Days in the Fall and Spring. Both groups of students will be asked to write multiple paragraph essays as part of district assessment process.

As a reward, we will have a movie and activity day, along with ice cream sundaes. Attached is a permission slip that will allow students to view either a PG or PG 13 movie. If you would prefer that your son/daughter watches only PG, please notate that on the permission slip. If you have questions or concerns, please call the school at (509) 445-1125.



### 2025-2026 MOVIE PERMISSION SLIP

My student has permission to view PG or PG 13 movies during the 2025-2026 School year.

Please mark your movie preference.

My student may view PG or PG 13 movies \_\_\_\_\_

My student may only view PG movies \_\_\_\_\_

**Print Student Name:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_



## Cell Phone/Electronic Device



We understand that personal electronic devices are extremely useful and have become an integral part of our daily lives, but at the same time are often used inappropriately. Please do not call your student on their cell phone or other electronic device during the school day. Also, please advise them to wait to respond to text messages during permitted device use times. In case of emergency, please call the school office, (509) 445-1125. We will relay your message.

### Cell Phone/ Electronic Device Policy:

- Unless explicitly permitted by a staff member for academic purposes, personal electronic devices may not be used, seen, or heard **during class time**. This includes hallways and bathrooms.
- BEFORE class students will EITHER place their device in the lockbox or secure them in a location off their body. The device must be off or in silent mode.
- Students may retrieve their phone NO MORE THAN 5 minutes before the class period ends and under the direction of the teacher.
- If a student needs to make urgent contact with someone outside of school during class time, they should request to go to the main office.

### Student Access

- Students may use their personal electronic device(s) before the first bell, during passing periods, and during lunch.

### Consequences:

- The **first time** a student violates the policy (their personal device is used, seen, or heard during class time within the classroom, halls, or bathroom, etc). The student will be given a copy of the device policy to read and sign, then instructed to put the phone away. This “warning” will be documented in the office.
- The **second time** a student violates the policy (their personal device is used, seen, or heard during class time within the classroom, halls, or bathroom, etc). The student will be sent to the office where the parent will be contacted and the device confiscated for the rest of the day. The sending teacher will call the office to notify them the student is on the way.
  - At this time, the student will sign a document stating they have violated the policy and what the future consequence will be if it is violated again.

- The **third time** a student violates the policy (their personal device is used, seen, or heard during class time within the classroom, halls, or bathroom, etc). The student will be sent to the office where the parent will be contacted, the device confiscated for the rest of the day, and the parent will be required to retrieve the device.
  - The student and parent will be informed that the student will not be allowed to have a phone in school for the rest of that semester. The student may bring the phone to school and check it in to a designated person in the front office.
  
- The **fourth time** a student violates the policy (their personal device is used, seen, or heard during class time within the classroom, halls, or bathroom, etc). The student will be sent to the office where the parent will be contacted and the device confiscated for the rest of the day, and the parent will be required to retrieve the device.
  - The student and parent will be informed that the student will not be allowed to have a phone in school for the rest of that school year. The student may bring the phone to school and check it in to a designated person in the front office.

\* The administration reserves the right to adjust these consequences on a case by case basis if needed. For example, extreme behaviors that break the law, bullying or harassment of other students, or explicit content may result in suspension.

\*\* exceptions will be made for students who require a device on their body for medical purposes

**By signing this form, I understand the terms outlined above and acknowledge I have been informed of the policy.**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Printed Name of Student

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Printed Name of Parent

## ELECTRONIC NETWORK ACCESS

Your child has the opportunity to receive an electronic network account or access. There are many advantages to having access to the internet, and many of our classes operate through access to the internet.

With this educational opportunity comes responsibility. At school, we do internet safety classes, and students are aware of the dangers that come with having this opportunity. Abuse of this privilege can result in having student accounts removed either temporarily or permanently.

Students should keep their personal logins and passwords safe and secure, and never share them with any other student.

*Please sign below according to your wishes.*

Student Name: \_\_\_\_\_

**I DO** want my student to have access to the internet: \_\_\_\_\_

**I DO NOT** want my student to have access to the internet: \_\_\_\_\_

Thank you,

Steve Bollinger

6-12 Principal, Cusick Schools

## Electronic Resources

### **K-20 Network Acceptable Use Guidelines/Internet Safety Requirements**

These procedures are written to support the Electronic Resources Policy of the board of directors and to promote positive and effective digital citizenship among students and staff. Digital citizenship represents more than technology literacy. Successful, technologically-fluent digital citizens live safely and civilly in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career. Expectations for student and staff behavior online are no different from face-to-face interactions.

### **Use of Personal Electronic Devices**

In accordance with all district policies and procedures, students and staff may use personal electronic devices (e.g. laptops, mobile devices and e-readers) to further the educational and research mission of the district. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day.

### **Network**

The district network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The district reserves the right to prioritize the use of, and access to, the network.

All use of the network must support education and research and be consistent with the mission of the district.

### **Acceptable network use by district students and staff include:**

- A. Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research;
- B. Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and webpages that support education and research;
- C. With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;
- D. Staff use of the network for incidental personal use in accordance with all district policies and procedures; or
- E. Connection of personal electronic devices (wired or wireless) including portable devices with network capabilities to the district network after checking with the Technology Director to confirm that the device is equipped with up-to-date virus software, compatible network card and is configured properly. Connection of any personal electronic device is subject to all procedures in this document.

### **Unacceptable network use by district students and staff includes but is not limited to:**

- A. Personal gain, commercial solicitation and compensation of any kind;
- B. Actions that result in liability or cost incurred by the district;
- C. Downloading, installing and use of games, audio files, video files, games or other applications (including shareware or freeware) without permission or approval from the Technology Director;
- D. Support for or opposition to ballot measures, candidates and any other political activity;
- E. Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;

- F. Unauthorized access to other district computers, networks and information systems;
- G. Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks; Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- H. Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; or
- I. Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.

The district will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by his/her own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the district's computer network or the Internet.

### **Internet Safety**

#### **Personal Information and Inappropriate Content:**

- A. Students and staff should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail or as content on any other electronic medium;
- B. Students and staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;
- C. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy; and
- D. If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.

### **Filtering and Monitoring**

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

- A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- B. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content);
- C. E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district e-mail boxes;
- D. The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;

- E. Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and
- F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.

### **Internet Safety Instruction**

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

- A. Age appropriate materials will be made available for use across grade levels.
- B. Training on online safety issues and materials implementation will be made available for administration, staff and families.

### **Copyright**

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes is permitted when such duplication and distribution falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

### **Ownership of Work**

All work completed by employees as part of their employment will be considered property of the district. The District will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary.

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such work has been paid for under a written agreement with the school system. If under an agreement with the district, the work will be considered the property of the District. Staff members must obtain a student's permission prior to distributing his/her work to parties outside the school.

### **Network Security and Privacy**

#### **Network Security**

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Students and staff are responsible for all activity on their account and must not share their account password.

The following procedures are designed to safeguard network user accounts:

- A. Change passwords according to district policy;
- B. Do not use another user's account;
- C. Do not insert passwords into e-mail or other communications;
- D. If you write down your user account password, keep it in a secure location;
- E. Do not store passwords in a file without encryption;
- F. Do not use the "remember password" feature of Internet browsers; and
- G. Lock the screen or log off if leaving the computer

### **Student Data is Confidential**

District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

### **No Expectation of Privacy**

The district provides the network system, e-mail and Internet access as a tool for education and research in support of the district's mission. The district reserves the right to monitor, inspect, copy, review and store without prior notice information about the content and usage of:

- A. The network;
- B. User files and disk space utilization;
- C. User applications and bandwidth utilization;
- D. User document files, folders and electronic communications;
- E. E-mail;
- F. Internet access; and
- G. Any and all information transmitted or received in connection with network and e-mail use.

No student or staff user should have any expectation of privacy when using the district's network. The district reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

### **Archive and Backup**

Backup is made of all district e-mail correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up on district servers regularly. Refer to the district retention policy for specific records retention requirements.

### **Disciplinary Action**

All users of the district's electronic resources are required to comply with the district's policy and procedures (and agree to abide by the provisions set forth in the district's user agreement). Violation of any of the conditions of use explained in Policy No. 3241, Electronic Resources policy or in these procedures could be cause for disciplinary action, including suspension or expulsion from school and suspension or revocation of network and computer access privileges.

## Electronic Resources

The Cusick Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that students need to be proficient and safe users of information, media, and technology to succeed in a digital world.

Therefore, the district will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. The district's technology will enable educators and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives.

To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response.

The superintendent or designee will create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities and to develop procedures to support this policy.

Board Policy 2020	Curriculum Development and Adoption of Instructional Materials
2025	Copyright Compliance
3207	Harassment, Intimidation and Bullying
3231	Student Records
3241	Classroom Management, Corrective Actions or Punishment
4040	Public Access to District Records
5281	Disciplinary Action and Discharge

18 USC §§ 2510-2522          Electronic Communication Privacy Act  
Pub. L. No. 110-385    Protecting Children in the 21<sup>st</sup> Century Act

*Policy News, February 2012*

*Policy News*, June 2008          Electronic Resources  
*Policy News*, June 2001          Congress Requires Internet Blocking at School  
*Policy News*, August 1998      Permission required to review e-mail

**Adoption Date:** 05.20.97  
**School District Name:** Cusick School District  
**Revised:** 05.16.00; 05.18.04; 07.17.12  
**Classification:** Priority

# Minor Violation Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

- Inappropriate dress
- Inappropriate display of affection
- Street shoes on gym floor
- Food/beverages on carpet
- Random surfing on web
- Electronic devices visible
- Putdowns/ profanity towards peers
- Other

Comments: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

Student Response:    POSITIVE    NEGATIVE    NEUTRAL

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Action taken by administrator: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

For office use:

Parent contact/mailed home: \_\_\_\_\_

Number of violations: \_\_\_\_\_

## Behavior Referral Form

Student Name: \_\_\_\_\_

Class Period/Time: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Moderate Offense	Severe Offense
<input type="checkbox"/> Chronic Misbehavior	<input type="checkbox"/> Illegal (threats, weapons, drugs, assault, etc)
<input type="checkbox"/> Not following directions	<input type="checkbox"/> Physically Dangerous
<input type="checkbox"/> Disrespectful to an adult	<input type="checkbox"/> Gross insubordination
<input type="checkbox"/> Name calling, put downs	<input type="checkbox"/> Gender, radical or other gross teasing
<input type="checkbox"/> Other: _____ _____	

**Description of offense:** \_\_\_\_\_

---

---

---

---

---

---

---

---

**Action taken by adult:**

- Used a one liner (example – “That is not okay, keep your hands to yourself.”)
- Instructional/Verbal Correction
- Stated that you would follow up
- Parent Contact
- Other:

---

---

**Referring Adult:** \_\_\_\_\_

**Action taken by administrator:**

---

---

---

---

---

---

---

---



## EXPECTATIONS - DEFINITIONS -- INFORMATION

### **STUDENT EXPECTATIONS:**

These expectations cover any school sponsored event, including off-campus activities. Rules and regulations are necessary to provide a safe environment and a teaching/learning atmosphere for students and staff. Students are responsible for their own actions and will be held responsible and accountable. Failure to follow school rules will result in discipline, suspension and/or expulsion. *Suspended students will not be permitted to be on campus or to participate in extra-curricular activities without written permission from an administrator.*

### **MINOR VIOLATIONS:**

**DESS:** Please do not wear clothing which disrupts the educational process, supports the use of illegal products or which demeans or insults any person or group and/or presents health or safety problems. This includes always wearing shoes and shirts. Shorts are to be mid-thigh length. **Do not** wear or display clothing advertising drugs/alcohol, gang related clothing, clothing which allows bare stomachs or undergarments to show or crop cut tops.

**Also, hoods and sunglasses are not to be worn in the classroom.**

**DISPLAYS OF AFFECTION:** An inappropriate display is any display of affection other than standing side by side and holding hands.

### **LEVEL I VIOLATIONS:**

**SKIPPING:** is defined as “not being where you are supposed to be”. Unexcused tardies of more than five minutes will result in a skip.

**CHEATING:** All students involved will receive a “zero” or failing grade for the work involved. A conference will be held and parents will be contacted.

**PLAGURISM:** Copying from another’s work, word for word, from internet sites or books.

### **LEVEL II VIOLATIONS:**

**CLOSED CAMPUS:** We will have a closed campus this year, except for senior students with a signed permission slip. Students may not leave campus before or during school without office permission.

**FIGHTING:** Mutual physical contact, regardless of who starts, will not be tolerated.

**FORGERY:** Includes parental permission notes, tampering with school documents/attendance slips, or falsifying written information.

**HARASSMENT/INTIMIDATION:** Includes verbal, physical threats or gestures of threats or intimidation; verbal or sexual harassment; racism.

**LEVEL II AND III VIOLATIONS: DRUGS/ALCOHOL/TOBACCO:** Use or possession of any of these on school property is harmful and illegal. No student shall be under the influence of (means your faculties are visibly impaired, but you may not be legally intoxicated) , possess or attempt to possess, use, or transmit any of the following: controlled substance or dangerous drug as defined by law, including but not limited to tobacco, marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate, illicit use of over the counter drugs, alcoholic beverages, glue, aerosol, paint or any other chemical substance for inhalation, any other intoxicant, mood-changing, mind-altering, or behavior-altering drugs. Please note: E-cigarettes are considered a nicotine delivery device and are strictly prohibited.

**EXCEPTIONAL MISCONDUCT LEVEL III VIOLATIONS: SEE DRUGS/ALCOHOL ABOVE.**

**DANGEROUS WEAPONS:** Defined on first page. Other items not allowed at school: Guns, pocket knives of any size/kind, Leatherman’s, chemical sprays, lighters, and matches. Items will be confiscated and parents notified. Property damage resulting from use of these items or using items in a threatening way will result in exceptional misconduct penalties.

\***Exceptional Misconduct:** any act which causes a serious threat to the health, safety or welfare of the students or staff or causes a serious disruption to the educational process would be considered “exceptional misconduct” and may result in immediate imposition of long-term suspension or expulsion. These acts may include, but not be limited to: 1) Possession and/or use of firearms, explosives, dangerous or illegal weapons such as, but not limited to, knives, martial arts weapons, tear gas or mace, pellet/BB guns, etc. 2) Assault of staff or students in the form of violence, physical threats, verbal abuse or intimidation with any item used as a dangerous weapon. 3) Arson 4) Theft or damage of property of value in excess of \$250 (a felony). 5) Sale, use, possession or being under the influence of drugs, alcohol, or other controlled substance. 6) Any other criminal behavior. We promote equal educational opportunity and freedom from discrimination in all phases of the educational process. Degrading ethnic, racial or sexist remarks or actions are not acceptable under any circumstances. Exceptional misconduct is defined locally by parent/student/staff committee.

**OTHER INFORMATION:** 1) **Miss school-miss out!** If you miss 18 or more days in one semester, you will receive no credit for the class. (Suspension days do not apply). 2) **Be prepared for class:** have necessary materials. Being unprepared steals learning time from you and your class. Chronic failure to come prepared may result in lunch detention. 3) **Tardiness:** After three tardies are incurred, a lunch detention will be served and students name will be added to the “No Pass List.” 4) **Parking:** students may park in the student parking lot by the shop. Parking on the east side of the building is reserved for staff/visitors. Please fill out a driving form to identify your vehicle(s) and have it on file in the office. 5) **Prescription medications at school:** We must have a doctor’s written statement (forms are in the office) to be able to dispense medications. If at all possible, take before or after school so the medications do not need to be at school. **ALL PRESCRIPTION MEDICATIONS ARE TO BE STORED IN THE OFFICE.**

**VULGARITY, PROFANITY, OR PORNOGRAPHY OF ANY KIND DOES NOT BELONG IN SCHOOL AND WILL NOT BE TOLERATED. TOBACCO USE OR POSSESSION IN SCHOOLS IS ILLEGAL BY STATE LAW AND THE CUSICK SCHOOL DISTRICT MUST BE TOBACCO FREE. “LOOK-ALIKE” TOBACCO PRODUCTS WILL NOT BE ALLOWED.**

## COMPULSORY ATTENDANCE

Parents of any child eight years of age and under eighteen years of age shall cause such child to attend school and such child shall have the responsibility to and therefore shall attend for the full time when such school may be in session unless the child is enrolled in an approved private school, an educational center as provided in chapter 28A.205 RCW or is receiving home-based instruction. Parents of any child six or seven years old, who have enrolled the child in school, shall cause the child to attend school for the full time when such school may be in session, unless the child is formally withdrawn from enrollment by the parents.

Exception may be granted by the superintendent in the following circumstances:

- A. The student is physically or mentally unable to attend school;
- B. The student is attending a residential school operated by the Department of Social and Health Services;
- C. The students parents have requested a temporary absence for purposes agreed to by the district and which will not cause a serious adverse affect on the student's educational process;
- D. The student is sixteen years of age, regularly and lawfully employed and either has parent permission or is emancipated pursuant to chapter 13.64 RCW;
- E. The student has met graduation requirements;
- F. The student has received a certificate of educational competence (GED).

Any Law enforcement officer authorized to make arrests can take a truant child into custody without a warrant and must then deliver the child to the parent or to the school.

The district shall not require enrollment for either (a) a minimum number of semesters or trimesters or (b) a minimum number of courses in a semester or trimester which exceeds the enrollment rime or courses necessary for a student to meet established course, credit, and test requirements for high school graduation.

Cross References:	Board Policy 3114	Part-time, Home-based, or Off-campus students
	Board Policy 3122	Excused and unexcused Absences
Legal References:	AGO 1980 No. 6	Truancy—Enforcement of compulsory attendance law
	RCW 28A.225.010	Attendance mandatory—Age—Persons having custody Shall cause child to attend public school – when excused
	RCW 28A.225.080	Employment permits
	28A.225.090	Penalties in general –Defense—Suspension of fine— Complaints to court
	WAC 180-51-020	Additional local standards

## Excused and Unexcused Absences

### Definition of Absence

#### Absence from in-person learning

WAC 392-401-015 states the definition of an absence:

1. A student is absent from in-person instruction when they are:
  - a. Not physically present on school grounds; and
  - b. Not participating in the following activities at an approved location:
    - i. Instruction; or
    - ii. Any instruction-related activity; or
    - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

### Definition of absence from synchronous and asynchronous instruction

1. A student is absent from synchronous online instruction when the student does not log in to the synchronous meeting/class. (2) A student is absent from asynchronous instruction when there is no evidence that the student accessed the planned asynchronous activity. (3) Evidence of student participation in asynchronous activities must occur daily, within a twenty-four-hour time frame of when the participation is planned or expected.

### Minimum Time for Being Considered Present

The Cusick School District has authority to establish minimum thresholds similar to in-person attendance for the time in which a student must be logged in to be considered present. The Superintendent will develop a consistent and equitable approach that is documented in the student handbook and communicated clearly to all students and families. Determining a threshold for when a student is present or absent should not be left to individual teachers.

### Presence vs. Participation

Participation, such as turning video on and participating in discussion or chat, are not to be considered when determining if a student is present or not. These are examples of participation and should be considered distinct from attendance.

### Absence from Asynchronous Instruction

Similar to local determinations on what constitutes presence for synchronous online instruction, the Superintendent will develop a consistent and equitable approach that establishes what constitutes "evidence of participation." This approach will be documented in the student handbook and communicated clearly to all students and families. Determining what constitutes "evidence of participation" should not be left to individual teachers.

### Tardies

The Cusick School District has the flexibility to determine what constitutes a tardy in synchronous online settings. The Cusick School District differentiates a tardy from an absence (where the student does not attend at all) and will exclude tardies from any reports that tally absences for the purposes of filing a truancy petition.

### Daily attendance taking

The Cusick School District will take daily attendance for all enrolled students whether the instructional modality is in-person, synchronous, or asynchronous. When instruction is synchronous online or asynchronous, secondary schools will take attendance daily in each course with planned instruction and elementary schools will take attendance at least twice a day.

The Cusick School District may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets this policy according to the above criteria for an excused absence.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

### **Unexcused Absences**

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above or in administrative procedure for an excused absence.
2. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent and that absence is not excused.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.
4. The school will hold a conference with the parent or guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and seventh unexcused absence, the school must take the following data-informed steps:
  - I. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment
  - II. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or

- (ii) School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;
- (iii) Multiple methods of communication and outreach in a language or mode of communication that the parent understands including phone calls, texts, letters, and home visits;
- (iv) Referral to community-based organizations;
- (v) Documentation of the attempts to reach student and family; and
- (vi) Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

**Students dependent pursuant to Chapter 13.34, RCW**

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student’s caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student’s unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student’s management of their school work.

**Migrant Students**

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student’s educational progress.

- Cross References:
  - 3120 - Enrollment
  - 3230 - Searches of Students and Student Privacy
  - 3241 - Student Discipline
  - 4218 - Language Access
- Legal References:
  - Chapter 28A.225 Compulsory school attendance and admission
  - RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition
  - Chapter 392-401 WAC Statewide definition of absence for the 2020-21 school year
- Management Resources:
  - 2022 - June June
  - 2020 - September Alert
  - 2018 - August 2018 - August Policy Issue
  - 2017 - July Policy Issue
  - 2016 - July Issue
  - 2015 - June Issue
  - 2012 - December Issue
  - 2011 - December Issue
  - Policy News, June 2001 More Tweaking of Becca Petitions

Adoption Date: **7.18.2000**

Classification: **Essential**

Revised Dates: **12.06; 06.11; 12.12; 06.15; 07.16; 07.17; 08/01/2018; 09/03/2020; 06/28/2021; 06.22**

## CUSICK SCHOOL DISTRICT ATTENDANCE POLICY

The educational process is more than just completing assignments. Students cannot learn unless they are participating in their learning. Attendance is an essential part of learning and success.

### Excused Absence Defined

**Excessive absences, whether excused or unexcused, can adversely impact a student's academic grade. Eighteen or more absences from a class in a semester may result in a "no credit" for that class. Parents may petition the principal for exception. When a student reaches 10 absences a parent conference will be scheduled.**

### Unexcused Absence Defined

We encourage the parents to contact the main office when a student is absent. Absences other than those for illness, extenuating circumstances, or activities and events sanctioned by the principal or designee are considered unexcused. The 1995 State Legislature passed the "Becca Bill" which requires the building principal to report students who have unexcused absences from school. A referral is made from the school to the Juvenile Office and a hearing is held. Parents will be phoned to excuse absent students.

### Definition of Truancy

Students who miss class(es) and do not have permission from a parent and the school, before or at the time of the absence, will be considered truant. A truancy will result in a parent notification and school consequence. Accumulated truanancies will be referred to the Juvenile Office. Leaving campus without prior permission or without checking out with the office will not be excused and may result in a suspension according to the discipline policy.

### Other Attendance Considerations and Thoughts

1. Students are required to stay the full day unless special early dismissal or late arrival privileges are arranged with the principal or his/her parent.
2. Students arriving to class five minutes late, or more, will be considered to have skipped the class unless excused in writing.
3. All students arriving to school late must check in at the high school office **before going to class**. We appreciate your cooperation.
4. All students are to be in possession of a hall pass when out of class during class time.
5. A note or phone call from a parent or guardian explaining the reason for the student's absence from school will be required in order for the student to be issued an excused absence. Validity of a note will be determined by the office.

## Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

### What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

### How can I make a report or complaint about HIB?

**Talk to any school staff member** (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([link to form](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer ([District HIB Name and contact Info](#)) that supports prevention and response to HIB.

### What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

### What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you



agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

### What are the next steps if I disagree with the outcome?

#### **For the student designated as the “targeted student” in a complaint:**

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

#### **For the student designated as the “aggressor” in a complaint:**

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s [HIB webpage](#) or the district’s *HIB Policy [3207] and Procedure [3207P]*.

## Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

### What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

To review the district’s Nondiscrimination Policy [*insert #*] and Procedure [*insert #*], visit <https://www.cusick.wednet.edu/>.

### What is sexual harassment?

**Sexual harassment** is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student’s educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to

unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy *[insert #]* and Procedure *[insert #]*, visit *[insert website]*.

### What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

### What can I do if I'm concerned about discrimination or harassment?

**Talk to a Coordinator or submit a written complaint.** You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: **Steve Bollinger, 6-12 Principle, 305 Monumental Way, Cusick WA 99119 509-445-1125**

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: **Greg Bollinger, Athletic Director, 305 Monumental Way, Cusick WA 99119 509-445-1125**

Concerns about disability discrimination:

Section 504 Coordinator: **Doug Theil, K-5 Principle, 305 Monumental Way, Cusick WA 99119 509-445-1125**

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: **Kirbi Bauer, 6-12 Counselor, 305 Monumental Way, Cusick WA 99119 509-445-1125**

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

### What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

### What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the Cusick School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

### I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to **fully resolve your complaint**.

### Who else can help with HIB or Discrimination Concerns?

#### Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- Email: [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us)
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: [ospi.k12.wa.us/policy-funding/equity-and-civil-rights](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)
- Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)
- Phone: 360-725-6162

#### Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: [www.oeo.wa.gov](http://www.oeo.wa.gov)
- Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)
- Phone: 1-866-297-2597

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

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: [orc@ed.gov](mailto:orc@ed.gov)
- Phone: 800-421-3481

### **Our School is Gender-Inclusive**

In Washington, all students have the right to be treated consistent with their gender identity at school.

Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy [insert #] and Procedure [insert #], visit [insert website]. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Kirbi Bauer 6-12 Counselor, 305 Monumental Way, Cusick WA 99119 509-445-1125

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page ##.

## Cusick School District Annual Notification about

### **NONDISCRIMINATION AND SEXUAL HARASSMENT**

Under state law, information about every school district's sexual harassment policy and complaint procedure must be included in staff and student handbooks, or other publications that set forth the rules, regulations, and standards of conduct for the school or district (WAC 392-190-058). Every school district must also annually inform all students, parents, and employees about its discrimination complaint procedure (WAC 392-190-060).

The Equity and Civil Rights Office at the Office of Superintendent of Public Instruction (OSPI) has developed the following sample language that districts can include in student and staff handbooks to meet these requirements.

## DISCRIMINATION

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

Title IX Coordinator:

Greg Bollinger

Title IX Corrdinator and Athletic Director

305 Monument Way

Cusick, Wa 99119

509-445-1125

[gbollinger@cusick.wednet.edu](mailto:gbollinger@cusick.wednet.edu)

Section 504/ADA Coordinator:

Doug Theil

Special Programs Director

305 Monument Way

Cusick, WA 99119

509-445-1125

[dtheil@cusick.wednet.edu](mailto:dtheil@cusick.wednet.edu)

Civil Rights Compliance Coordinator:

Steve Bollinger

6-12 Principal

305 Monument Way

Cusick, Wa 99119

509-445-1125

[sbollinger@cuick.wednet.edu](mailto:sbollinger@cuick.wednet.edu)

**You can report discrimination and discriminatory harassment** to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here: **[[cusick.wednet.edu](http://cusick.wednet.edu)]**

## SEXUAL HARASSMENT

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

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

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

### **Examples of Sexual Harassment:**

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

**You can report sexual harassment** to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here: [[cusick.wednet.edu](http://cusick.wednet.edu)]

#### **COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT**

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

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

### **Complaint to the School District**

#### ***Step 1. Write Out Your Complaint***

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

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

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

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

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

### **Appeal to the School District**

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

## **Complaint to OSPI**

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

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

**Email:** [Equity@k12.wa.us](mailto:Equity@k12.wa.us) | **Fax:** 360-664-2967

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

For more information, visit our [website](#), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at [equity@k12.wa.us](mailto:equity@k12.wa.us).

## **Other Discrimination Complaint Options**

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

206-607-1600 | TDD: 1-800-877-8339 | [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) | [OCR Website](#)

*Washington State Human Rights Commission*

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](#)

## **PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING**

The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and patrons that is free from harassment, intimidation, or bullying. “Harassment, intimidation, or bullying” means any intentionally written message or image – including those that are electronically transmitted – verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

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

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

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

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

### **Behaviors/Expressions**

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

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

### **Training**

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and shall be implemented in conjunction with comprehensive training of students, staff and volunteers.

### **Prevention**

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

### **Interventions**

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in

determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, and referrals to law enforcement.

### **Retaliation/False Allegations**

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

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

### **Compliance Officer**

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

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

Cross References:	Policy 3200	Rights and Responsibilities
	Policy 3210	Nondiscrimination
	Policy 3240	Student Conduct
	Policy 3241	Classroom Management, Corrective Action and Punishment
	Policy 6590	Sexual Harassment
Legal Reference:	RCW 28A.300.285	Harassment, intimidation, and bullying prevention policies
	RCW 28A.600.480	Reporting of harassment, intimidation, or Bullying - Retaliation prohibited – Immunity
	RCW 9A.36.080	Malicious Harassment – Definition and criminal penalty
	RCW 28A.642	K-12 Education – Prohibition of discrimination
	RCW 49.60	Discrimination – Human Rights Commission
	U.S. Depart. Of Education	Dear Colleague Letter, 2010
	<a href="http://www2.ed.gov/about/offices/list/ocr/letters/colleague-2010.html">http://www2.ed.gov/about/offices/list/ocr/letters/colleague-2010.html</a>	
Management Resources:	<i>Policy News</i> , April 2008	Cyber bullying Policy Required
	<i>Policy News</i> , April 2002	Legislature Passes and Anti-Bullying Bill

**Adoption Date: 07.29.03**

**Cusick School District**

**Revised: 08.11.99; 04.08.02; 08.21.12**

**Classification: Essential**

## **Prohibition of Harassment, Intimidation, and Bullying**

### **A. Introduction**

Cusick School District strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed.

In order to ensure respect and prevent harm, it is a violation of district policy for any individual to harass, intimidate, or bully others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) shall not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation, or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

### **B. Definitions**

**Aggressor** – is a student, staff member, or other member of the school community who engages in the harassment, intimidation, or bullying of a student.

**Harassment, intimidation, or bullying** – is an intentional electronic, written, verbal, or physical act that:

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

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

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

**Incident Reporting Form** –An incident reporting form is available in the office for students, families, or staff to report incidents of harassment, intimidation, or bullying.

**Retaliation** – when an aggressor harasses, intimidates, or bullies a student who has reported incidents of bullying.

**Staff** – includes, but is not limited to; educators, administrators, counselors, school nurses, cafeteria work, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

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

### **C. Relationship to Other Laws**

This procedure applies only to RCW 28A.300.285 – Harassment, intimidation and Bullying prevention. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

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

- RCW 28A.300.285 - - 12 Education—Harassment, Intimidation and Bullying
- RCW 28A.640.020 – Sexual Harassment, Intimidation and Bullying

- RCW 28A.642 – Prohibition of Discrimination in Public Schools
- RCW 49.60.010 – The Law Against Discrimination

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

#### **D. Prevention**

##### **1. Dissemination**

Information on reporting harassment, intimidation, and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer is available at [www.cusick.wednet.edu](http://www.cusick.wednet.edu).

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, or is posted on the district's Web site.

Additional distribution of the policy and procedure is subject to the requirements of Washington Administrative Code 392-400-226.

##### **2. Education**

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

##### **3. Training**

Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, how to monitor common area, and the use of the district's Incident Reporting Form.

##### **4. Prevention Strategies**

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

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

#### **E. Compliance Officer**

The district compliance officer will:

1. Service as the district's primary contact for harassment, intimidation, and bullying.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all Incident Reporting Forms, discipline referral Forms, and letters to parents providing the outcomes of investigations.
4. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern.
5. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
6. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
8. In cases where, despite school efforts, a targeted student experiences harassment, intimidation, or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI web site: <http://www.k12.wa.us/SafetyCenter/default.aspx>.

#### **F. Staff Intervention**

All staff are responsible for receiving complaints regarding harassment and bullying. The staff member who initially receives the complaint of harassment, intimidation, or bullying shall attempt to resolve the incident immediately. If the incident is resolved to

the satisfaction of the parties involved, or the incident does not meet the definition of harassment, intimidation, or bullying, no further action may be necessary under this procedure.

### **G. Filing an Incident Reporting Form**

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

### **H. Addressing Bullying – Reports**

#### **Step 1: Filing an Incident Reporting Form**

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

#### Status of Reporter

##### a. Anonymous

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

##### b. Confidential

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

##### c. Non-confidential

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

#### **Step 2: Receiving an Incident Reporting Form**

All staff are responsible for receiving complaints regarding harassment and bullying. The staff who initially receives an oral or written report of harassment, intimidation, or bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation, or bullying, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying will be recorded on a district Incident Reporting Form and submitted to the principal or designee, unless the designee is the subject of the complaint.

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

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

- a. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
- b. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student (s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.
- c. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation, and bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
- d. The investigation shall include, at a minimum:
  - An interview with the complainant.
  - An interview with the alleged aggressor.
  - A review of any previous complaints involving either the complainant or the alleged aggressor.
  - Interviews with other students or staff members who may have knowledge of the alleged incident.
- e. The principal or designee may determine that other steps must be taken before the investigation is complete.
- f. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
- g. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
  - The results of the investigation.
  - Whether the allegations were found to be factual.
  - Whether there was a violation of policy.
  - The process for the complainant to file an appeal if the complainant disagrees with the results.

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

If the district chooses to contact the parent/guardian, contact will be made by either phone, in person or by registered letter unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

If the incident is unable to be resolved at the school level, the principal or designee shall request assistance from the district.

#### **Step 4: Corrective Measures for the Aggressor**

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to district policy 3241 – student discipline. If the accused aggressor is appealing the imposition of discipline,

the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

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

#### **Step 5: Targeted Student's Right to Appeal**

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

#### **Step 6: Discipline/Corrective Action**

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

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

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

If staff have been found to be in violation of this policy and procedure, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

#### **Step 7: Support for the Targeted Student**

Persons found to have been subjected to harassment, intimidation, or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student shall be addressed and remedied as appropriate.

##### **I. Immunity/Retaliation**

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

##### **J. Other Resources**

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

- OSPI Equity and Civil Rights Office  
(360) 725-6162  
Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)  
[www.k12.wa.us/Equity/default.aspx](http://www.k12.wa.us/Equity/default.aspx)
- Washington State Human Rights Commission  
1 (800) 233-3247  
[www.hum.wa.gov/index.html](http://www.hum.wa.gov/index.html)
- Office for Civil Rights, U.S. Department of Education, Region IX  
(206) 607-1600  
Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)  
[www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)
- Department of Justice Community Relations Service  
1 (877) 292-3804  
[www.justice.gov/crl/](http://www.justice.gov/crl/)
- Office of the Education Ombudsman  
1 (866) 297-2597  
Email: [OEOinfo@gov.wa.gov](mailto:OEOinfo@gov.wa.gov)  
[www.governor.wa.gov/o eo/default.asp](http://www.governor.wa.gov/o eo/default.asp)
- OSPI Safety Center  
(360) 725-6044  
<http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx>

#### K. Other District Policies and Procedures

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

Washington State Harassment, Intimidation or Bullying (HIB)  
Incident Reporting Form

Reporting person (optional): \_\_\_\_\_

Targeted student: \_\_\_\_\_

Your email address (optional): \_\_\_\_\_

Your phone number (optional): \_\_\_\_\_

Name of school adult you've already contacted (if any): \_\_\_\_\_

Name(s) of bullies (if known): \_\_\_\_\_

On what dates did the incident(s) happen (if known): \_\_\_\_\_

Where did the incident happen? Circle all that apply.

Classroom    Hallway    Restroom    Playground    Locker room    Sport field    Parking lot  
School Bus    Internet    Cell phone    During a school activity    off school property  
On the way to/from school

Other (Please describe.) \_\_\_\_\_

Please check the box that best describes what the bully did. Please choose all that apply.

- Hitting, kicking, shoving, spitting, hair pulling or throwing something at the student
- Getting another person to hit or harm the student
- Teasing, name calling, making critical remarks or threatening in person, by phone, by e-mail, etc.
- Putting the student down and making the student a target of jokes
- Making rude and/or threatening gestures
- Excluding or rejecting the student
- Making the student fearful, demanding money or exploiting
- Spreading harmful rumors or gossip
- Cyber bullying (bullying by calling, texting, emailing, web posting, etc.)
- Other

If you select other, please describe: \_\_\_\_\_

Why do you think the harassment, intimidation or bullying occurred?

\_\_\_\_\_

Were there any witnesses? Yes  No  If yes, please provide their names:

\_\_\_\_\_

\_\_\_\_\_

Did a physical injury result from this incident? If yes, please describe.

\_\_\_\_\_

\_\_\_\_\_

Was the target absent from school as a result of the incident? Yes  No  If yes, please describe

---

Is there any additional information?

---

---

---

Thank you for reporting!

For Office Use

---

Received by: \_\_\_\_\_

Date received: \_\_\_\_\_

Action taken: \_\_\_\_\_

Parent/guardian contacted: \_\_\_\_\_

Circle one:    Resolved    Unresolved

Referred to: \_\_\_\_\_

## **Sexual Harassment of Students Prohibited**

The Cusick School District is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students 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 or school training held elsewhere.

### **Definitions**

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student 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 students by other students, employees, or third parties involved in school district activities.

The term "sexual harassment" may include:

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

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

### **Investigation and Response**

If the Cusick School District knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and 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 the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, 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 ongoing 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 students, staff or other 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 time lines and delineate staff responsibilities under this policy.

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

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

District/school staff, including employees, contractors, and agents shall not provide a recommendation of employment for an employee, contractor, or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

### **Notice and Training**

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, 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, student, 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, students, 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 reproduced in each student, 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, students, volunteers, and parents in the review process.

Cross References: 3207 - Prohibition of Harassment, Intimidation, and Bullying

3210 - Nondiscrimination

3211 - Gender-Inclusive Schools

3241 - Student Discipline

5010 - Nondiscrimination and Affirmative Action

5011 - Sexual Harassment of District Staff Prohibited

### **Legal**

#### **References:**

20 U.S.C. §§ 1681-1688

WAC 392-190-058 Sexual harassment

RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies

34 C.F.R. § 106

Management Resources: 2020 - August Issue

2015 - July Policy Alert

2014 - December Issue

2010 - October Issue

Adoption Date: **04/16/2019**

Classification: **Essential**

Revised Dates: **10.11; 12.14; 07/01/2015; 08.20**

## **Procedure - Nondiscrimination and Affirmative Action**

### **Nondiscrimination**

To ensure fairness and consistency, the following grievance procedure is to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district will be adversely affected in any way because the staff member utilized these procedures. As used in this procedure, "grievance" will mean a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws. A "complaint" will mean a charge alleging specific acts, conditions or circumstances which are in violation of the anti-discrimination laws. A "respondent" will mean the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint to this and the following steps will be taken:

### **Affirmative Action Plan**

In order to secure an equitable solution to a justifiable complaint the district will:

1. Make efforts to modify the composition of the future work force in order to work toward a full utilization of aged persons, persons with disabilities, racial and ethnic minorities, women, and Vietnam veterans in the various job categories.
2. Ensure that all applicants and staff are considered on the basis of bona fide job-related qualifications. The purpose of the affirmative action plan is to actively include persons of under-utilized classes in the employment process, not to exclude others from it. The district will continue to emphasize in all recruitment contacts that nondiscrimination is a basic element in the district's personnel procedures.
3. Be responsible for reviewing all employment procedures and programs to assure that there is no indication of discriminatory practices. The district will continue to use aged persons, persons with disabilities, racial and ethnic minorities, women and Vietnam veterans in the recruitment and employment process. Job descriptions for classified staff will be sent to the Washington Employment Service and other organizations which are recruiting sources for groups that may be under-utilized in the district's work force. Recruitment from colleges and universities will include institutions with high percentages of students of various ethnic minorities.
4. Contract and purchase all goods and services from persons, agencies, vendors, contractors, and organizations who comply with the appropriate laws and executive orders regarding discrimination.
5. Take appropriate action to attract and retain aged persons, persons with disabilities, racial and ethnic minorities, women and Vietnam veterans at all levels and in all segments of the district's work force. Criteria for selecting staff will be reviewed regularly to assure that such statements relate directly to the requirements for specific positions. However, pursuant to state law there will be no preferential employment practices based on race or gender.
6. Upgrade present staff by providing management development training to assure that individuals of under-utilized groups are prepared for positions of new and increased responsibility.

Implementation of the affirmative action plan will be the responsibility of the superintendent. Administrators will assist in the attainment of the established goals and purposes of this affirmative action plan.

### **Dissemination**

The district will disseminate information concerning employment and developments under the affirmative action plan on a planned basis to assist in achieving the goals set forth in this plan. Affirmative action information will be disseminated by:

1. Printing and distributing such information to staff, school libraries, and offices;
2. Publicizing such information in district newsletters;
3. Conducting meetings with administrative staff to explain the intent and advantages of the policy and plan;
4. Conducting faculty meetings and meetings with classified staff;
5. Informing appropriate and interested recruiting and hiring sources; and

6. Informing all representative staff groups in the district.

### **Male/Female Balance and Staff Goals**

The profile of the district's current utilization of women is set forth in the personnel office. By the commencement of the 2021-2022 school year, the district will strive to achieve a rate of employment in regard to sex at least equivalent to the goals set forth in the personnel data report: gender section. The district will see that measurable efforts are made in the utilization of women for higher levels of responsibility in both certificated and classified positions. The district will make good faith effort to recruit, interview, and employ individuals consistent with the district commitment to nondiscrimination and affirmative action for all positions and in every department, school, and level of operation. Preferential or adverse employment practices, including demotions or termination will not be used to meet stated goals or time lines.

1. **Administrators**

**Goal:** To place females in administrative positions.

**Objectives:** To place females in administrative positions as they become available which falls within a range of 50% men and/or women, without using preferential employment practices.

To identify qualified potential candidates from outside the district for consideration for future openings.

2. **Principals and Assistant Principals**

**Goal:** To place females in principal positions.

**Objective:** To place females in principal and assistant principal positions as they occur and trained women are available, without using preferential employment practices.

3. **Teachers, Elementary or grades K-8**

**Goal:** To provide each student with the opportunity to experience both male and female homeroom teachers during the primary as well as the intermediate grades.

**Objective:** To achieve a staff which falls within a range of 15% men and/or women in the elementary and 40% in the middle school grades at each school, without using preferential employment practices.

4. **Teachers, Secondary or grades 9-12**

**Goal:** To provide students with the opportunity to work with male and female staff in both curricular and extracurricular activities.

**Objective:** To maintain a staff which falls within a range of 50% men and/or women for classroom teachers and activity supervisors, without using preferential employment practices.

5. **Support Staff – Certificated and Classified**

**Objective:** To achieve a staff which falls within a range of 15% men and/or women, without using preferential employment practices.

### **Racial and Ethnic Minority Balance and Staff Goals**

The profiles of the district's current student ethnic minority population and the district's current ethnic minorities (American Indian/ Native American, Asian, Black, and Hispanic) are set forth in the school report card. By the commencement of the 2025-2026 school year the district will strive to achieve a rate of employment for ethnic minorities in both certificated and classified areas as indicated in this plan, without using preferential employment practices. These goals are a utilization level for certificated staff, at least equal to the percentage of ethnic minority student enrollment within the district; for classified staff a utilization level of at least 15%, a figure based upon relevant availability figures in the personnel applicant pool statistical area. Final and interim goals are set out in the personnel office. The district will see that measurable efforts are made in the utilization of ethnic minorities for higher levels of responsibility in both certificated and classified positions, without using preferential employment practices. The district will make good faith effort to recruit, interview, and employ individuals consistent with the district commitment to nondiscrimination and affirmative action for all positions and in every department, every school and at every level of operation. Preferential or adverse employment practices, including demotions or termination will not be used to meet stated goals or time lines.

1. **Administrators**

**Goal:** To place ethnic minorities in administrative positions, without using preferential employment practices.

**Objectives:** To place ethnic minorities in administrative positions as they become available to progress toward the percentage of ethnic minorities in the current ethnic minority student enrollment.

To identify qualified potential candidates from outside the district for consideration for future openings.

2. **Principals and Assistant Principals**

**Goal:** To place ethnic minorities in principal positions.

**Objective:** To place ethnic minorities in principal and assistant principal positions as they occur and trained applicants are available, without using preferential employment practices.

3. **Teachers: Elementary or grades K-8**

**Goal:** To provide each student with the opportunity to experience ethnic minority homeroom teachers during the

primary as well as the intermediate grades, without using preferential employment practices.

**Objective:** To achieve a staff of primary and intermediate teachers in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment.

4. **Teachers: Secondary or grades 9-12**

**Goal:** To provide students with the opportunity to work with ethnic minority staff in both curricular and extracurricular activities.

**Objective:** To maintain a staff of classroom teachers and activity supervisors in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment, without using preferential employment practices.

5. **Support Staff - Certificated and Classified**

**Objective:** To achieve a staff of certificated and classified support staff in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment, without using preferential employment practices.

**Internal Audit and Monitoring System**

The superintendent's office, in compliance with WAC 162-12, Pre-employment Inquiry Guide, will record applicant flow, new hires, promotions, transfer requests, transfers, administrative internships, and terminations by age, race, sex, and other protected status. An analysis will be made of the internal and external work force availability of racial and ethnic minorities and women.

The district will evaluate the effectiveness of the nondiscrimination and affirmative action program and report its status to the board semiannually. Such reports may include recommendations for changes in the affirmative action program goals. The overall responsibility for monitoring and auditing this policy is assigned to the district office. The duties include:

1. Analysis of the categories of employment in relation to affirmative action goals;
2. Analysis of work force data and applicant flow;
3. Maintaining records relative to affirmative action information;
4. Preparation of semiannual reports of progress toward the goals and recommended changes required to maintain the vitality of the program;
5. Identifying in a written report to the superintendent any employment practice or policy that is discriminatory or that does not meet the requirements of the affirmative action program; and
6. Keeping the superintendent advised of the progress in implementing the goals and procedures of this affirmative action program.

**Grievance Procedure**

To ensure fairness and consistency, the following review procedures are to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district will be adversely affected in any way because the staff member utilized these procedures.

1. **Grievance** means a complaint which has been filed by an employee relating to alleged violations of any state or federal anti-discrimination laws.
2. **Complaint** means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is 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, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
3. **Respondent** means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The district is prohibited by law from intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with their right to file a grievance under this procedure and from retaliating against an individual for filing such a grievance.

1. **Informal Process for Resolution**

When a staff member has an employment problem concerning equal employment opportunity, he/she will discuss

the problem with the immediate supervisor, personnel director or superintendent within 60 days of the circumstances which gave rise to the problem. The staff member may also ask the compliance officer to participate in the informal review procedure. It is intended that the informal discussion will resolve the issue. If the staff member feels he/she cannot approach the supervisor because of the supervisor's involvement in the alleged discrimination, the staff member may directly contact the compliance officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the staff member may proceed to the formal review procedures. During the course of the informal process, the district will notify complainant of their right to file a formal complaint.

## **2. Formal Process for Resolution**

### **Level One: Complaint to District**

The complaint must set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within 30 calendar days. The school district and complainant may agree to resolve the complaint in lieu of an investigation. The officer will provide the superintendent with a full written report of the complaint and the results of the investigation.

The superintendent or designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.

The decision of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

Any corrective measures deemed necessary will be instituted as expeditiously as possible, but in no event later than 30 calendar days following the superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

### **Level Two - Appeal to Board of Directors**

If a complainant disagrees with the superintendent's or designee's written decision, the complainant may file a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response. The board will schedule a hearing to commence by the twentieth (20) calendar day following the filing of the written notice of appeal unless otherwise agreed to by the complainant and the superintendent or for good cause. Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision. The decision of the board will be provided in a language the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act. The decision will include notice of the complainant's right to appeal to the Office of Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the Office of Superintendent of Public Instruction.

### **Level Three - Complaint to the Superintendent of Public Instruction**

If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Office of Superintendent of Public Instruction.

1. A complaint must be received by the Office of Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Office of Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
2. A complaint must be in writing and include: 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 complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

3. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction 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 superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC 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 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.

#### **Level Four - Administrative Hearing**

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

#### **3. Mediation**

At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the discrimination complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant, and a district representative who has authority to bind the district.

#### **4. Preservation of Records**

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, will be retained in the office of the district compliance officer for a period of 6 years.

#### **Resources**

1. District Contact  
*Civil Rights Coordinator*  
*Cusick School District*  
*305 Monumental Way*  
*Cusick, WA 99119*  
*509.445.1125*

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

Adoption Date:

Classification:

Revised Dates: **12.00; 06.11; 12.14; 01.15; 05.18; 2.19**

---

© 2014-2019 Washington State School Directors' Association. All rights reserved.

