3000 Series Students

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3110 ADMISSION & QUALIFICATIONS OF ATTENDANCE

1. Age of Admission

Attending the schools of the district shall be recognized as a right and responsibility for those who meet the requirements prescribed by law. Every resident of the district who satisfies the minimum entry age requirement and is less than 21 years of age has the right to attend the district's schools until he/she completes high school graduation requirements. Children of age 8 and less than age 18 are required by law to attend a public school, an approved private school or educational center, unless they are receiving approved home-based instruction. Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent shall exercise his/her authority to grant exceptions when he/she determines that the student:

A. Is lawfully and regularly employed, and

B. Has permission of a parent, or,

C. Is emancipated pursuant to Chapter 13.64 RCW; or

D. Is subject to one of the other exceptions to compulsory attendance.

A resident student who has been granted an exception retains the right to enroll as a part-time student and shall be entitled to take any course, receive any ancillary services and take or receive any combination of courses and ancillary services which is offered by a public school to full-time students.

2. Entrance Qualifications

To be admitted to a kindergarten program which commences in the fall of the year a child must be not less than 5 years of age prior to September l of that school year. To be admitted to a first-grade program which commences in the fall of the year a child must be not less than 6 years of age prior to September l of that school year. Any student not otherwise eligible for entry to the first grade who has successfully completed a state-approved kindergarten program of 450 or more hours including instruction in language arts, arithmetic, and reading may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. Such determination shall be made no later than the 30th calendar day following the student's first day of attendance.

Exemptions
Special exemptions may be made for younger pupils who appear, through assessment, to be sufficiently advanced to succeed in the educational program. The superintendent shall identify screening processes and instruments that shall provide reliable estimates of these skills and abilities, develop procedures for implementing this policy and establish fees to cover expenses incurred in the administration of preadmission screening processes.

3. Placement of Students on Admission

The decision of where to place a student seeking admission to the district rests with the principal. Generally, students meeting the age of admission requirements or transferring from a public or approved private school shall be placed in kindergarten or first grade, or the grade from which they transferred. The principal shall evaluate the educational record and assessments of all other students to determine their appropriate placement. A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

Cross References:

Policy 2090	Program Evaluation
Policy 2121	Substance Abuse Program
Policy 2140	Guidance and Counseling
Policy 2108	Remediation Programs
Policy 3114	Part-time, Home-based, or Off campus Students
Policy 3121	Compulsory Attendance
Policy 3122	Excused and Unexcused Absences
Policy 4220	Complaints Concerning Staff or Program

Legal References:

RCW 28A.225.010	Attendance mandatory--Age--Person having custody shall cause child to attend public school--When excused
RCW 28A.225.020	School's duties upon juvenile's failure to attend school
RCW 28A.225.160	Attendance age eligibility
RCW 28A.225.220	Adults, children from other districts, agreements for attending school-Tuition
WAC 180-39	Uniform Entry Qualifications
WAC 392-134-010	Attendance rights of part-time public school students
WAC 392-137	District policies--Procedure and criteria for release of resident students and admission of nonresident students

Management Resource:

PNA9908.01	Districts may set K-screening fees

Adoption Date: 30 January 2001
Grapeview School District

3110P QUALIFICATION OF ATTENDANCE AND PLACEMENT PROCEDURES

ENTRANCE QUALIFICATIONS

As a minimum, eligibility for the exemption shall be based upon an analysis of the child's (1) mental ability, (2) gross motor skills, (3) fine motor skills, (4) visual discrimination, (5) auditory discrimination, (6) emotional/social development, and (7) language development. Where feasible, assessment devices shall be used that shall permit students who are to be considered for exemption to be compared to the level of performance that would be expected of children with a chronological age of 5 years and 6 months for kindergarten and 6 years and 6 months for first grade in each of the areas of ability.

Implementation Date: 30 January 2001
Grapeview School District

3114 PART-TIME, HOME-BASED, OR OFF-CAMPUS STUDENTS

Part-time students are permitted to enroll and receive ancillary services, provided that such students are otherwise eligible for full time enrollment in the school district and such courses or services are not available in the student's private school or an approved extension thereof. Part-time status also includes: any student, not enrolled in a private school, who is receiving home-based instruction and taking courses at or receiving ancillary services from the district or both.

Home-based instruction shall consist of instructional and related educational activities, including the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of an appreciation of art and music. Such instruction shall be equivalent, as liberally construed, to the total annual program hours per grade level as established for public schools.

Home-based instruction may be provided by a parent who has filed a declaration of intent with the superintendent by September 15, or within two (2) weeks of the beginning of any quarter, trimester or semester. Parents may file their declaration of intent with the school district in which they reside or in a school district that has accepted their student pursuant to RCW 28A.225.225, Choice. All decisions relating to philosophy or doctrine, selection of books, teaching materials and curriculum, and methods, timing, place, and provision for the evaluation of home-based instruction shall be the responsibility of the parent. Failure of a parent to comply with the standards as specified in the law shall constitute a violation of the compulsory attendance law.

A student may be enrolled in an off-campus instruction program provided that such experiences have been approved by the superintendent.

The superintendent is directed to establish procedures that define the district's responsibilities for home-based and off-campus instruction.

Legal References:

RCW 28A.225.220	Adults, children from other districts, agreements for attending school--Tuition
RCW 28A.225.225	Applications to attend nonresident district
RCW 28A.195.010	Private schools--Extension programs for parents to teach children in their custody--Scope of state control--Generally
RCW 28A.225.010	Attendance mandatory--Age--Persons having custody shall cause child to attend public school--Exceptions
RCW 28A.200.010	Home-based instruction--Duties of parents
RCW 28A.200.020	Home-based instruction--Certain decisions responsibility of parent
RCW 28A.150.350	Part-time students--Defined--Enrollment authorized--Reimbursement for costs--Funding authority recognition--Rules
WAC 392-121-181	Enrollment time credit-off-campus--Alternative Learning Experiences--Study time off-campus Instruction Requirements
WAC 392-134-010	Attendance rights of part-time public school students

Adoption Date: 30 January 2001
Grapeview School District

3114P PART-TIME, HOME-BASED OR OFF-CAMPUS STUDENTS PROCEDURES

A. Distribute SPI - developed letter of intent and district-developed supplementary application to interested parents upon request.

B. Meet with parent to review supplementary application and determine if parent wishes to enter into off-campus program agreement with the school district. (Maintain a log which reflects the effort that the district has made to conduct such a meeting.)

C. If an off-campus program agreement is not established, clarify the parent's responsibility in providing home-based instruction including instructional time, subject matter, testing and student records.

D. If a parent determines that supervision by a certificated teacher is necessary to satisfy qualifications to provide home-based instruction, inform the parent that they are expected to select and pay for such supervision. The district will, if requested, assist the parent in securing instructional materials, provided that the parent shall bear the cost of such materials.

E. Advise the parent of their rights to enroll a student for part-time instruction and/or to receive ancillary services.

F. If the parents wish to enroll the child for off-campus instruction (WAC 392-121-181), develop an agreement for each subject which provides for:

   1. The objective(s) of the program;

   2. The teaching component(s) of the program, including where and when teaching activities will be conducted by school district certificated staff;

   3. A schedule of the duration of the program, including beginning and ending dates within the school year;

   4. A description of how student performance will be supervised, evaluated, and recorded by the certificated staff or by qualified school district employees under the direct supervision of the certificated staff; and

   5. A description of intervention techniques and criteria for their use.

G. Maintain proper documentation that includes the written plan, a log of contacts made with parent and student (verification by signature of parent), a log of meetings with a classroom teacher for the same grade level as the student.

H. Assign a certificated staff member to supervise the parent and student typical schedule: four (4) hours/month with parent and student; four (4) hours/month with classroom teacher.

I. Claim student as "enrolled" for purposes of state financial support.

Implementation Date: 30 January 2001
Grapeview School District

Students Experiencing Homelessness - Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment, and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

Homeless students are defined as lacking a fixed, regular, and adequate nighttime residence, including those students who are:

- Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- Living in public or private places not designed for or ordinarily used as regular sleeping accommodation;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings; or
- Migratory children living in conditions described in the previous examples.

The superintendent or designee will designate an appropriate staff person to be the district's McKinney-Vento liaison for homeless students and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

The principal of each elementary, middle, and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

Best interest determination
In making a determination as to which school is in the homeless student's best interest to attend, the district will presume that it is in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian, or unaccompanied youth.

Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student will be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reasons therefore, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. Additionally, enrollment may not be denied or delayed due to missed application deadlines, fees, fines, or absences at a previous school.

If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, and in compliance with the state's Address Confidentiality Program when necessary. However, the district cannot demand emergency contact information in a form or manner that creates a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians, and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students and will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs.

The superintendent will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting a universal annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website).

Facilitating on-time grade level progression

The district will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress, graduation, or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

(Editor's Note: The following bracketed information is not required by law. However, RCW 7.70.065 (2)(b) allows certain school staff to provide informed consent for the provision of

nonemergency primary care services to underage homeless children as defined by the federal McKinney-Vento Homeless Assistance Act, when such children are not under the supervision, control, custody, and/or care of a parent, custodian, legal guardian, or the department of social and health services and when the child is not authorized to provide his or her own consent through another legal mechanism. The optional language below is provided for school boards that would like to include the "informed consent" language based on potential health and welfare benefits for the implicated students.)

[Informed consent for healthcare
Informed consent for healthcare on behalf of a student experiencing homelessness may be obtained from a school nurse, school counselor, or homeless student liaison when:

a. Consent is necessary for non-emergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries;

b. The student meets the definition of a "homeless child or youth" under the federal McKinney-Vento homeless education assistance improvements act of 2001; and

c. The student is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.

Upon the request by a health care facility or a health care provider, a district employee authorized to consent to care must provide to the person rendering care a signed and dated declaration stating under penalty of perjury that the employee is a school nurse, school counselor, or homeless student liaison and that the minor patient meet the requirements of RCW 7.70.065 (2) (b) listed above in this policy.

The district and district employee authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care. Any declaration required by a health care facility or a health care provider described in the above paragraph must include written notice that the district employee is exempt from administrative sanctions and civil liability resulting from the consent or non-consent for care or payment for care.]

Cross References:	3116 - Students in Foster Care 3120 - Enrollment 3231 - Student Records 3413 - Student Immunization And Life Threatening Health Conditions 4218 - Language Access Plan
Legal References:	RCW 28A.225.215 Enrollment of children without legal residences RCW 28A.320.142 Unaccompanied youth – Building point of contact – Duty of District RCW 28A.320.145 Support for homeless students. 20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA] 42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act Chapter 28A.320 RCW Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session)
Management Resources:	2019 – July Issue 2018 - May Issue 2017 - October Policy Issue 2017 - July Policy Issue Posters and Other Materials for Community Outreach - OSPI

2016 - November Issue
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Procedure - Students Experiencing Homelessness - Enrollment Rights and Services

A. **Definitions**

1. **Homeless children and youths** means individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, parks, or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings, substandard housing or similar situations; or migratory children living in circumstances like those described above. "Substandard housing" may be determined by considering factors such as whether the setting in which the child or youth is living lacks water, electricity, or heat; is infested with vermin or mold; lacks a working kitchen or toilet, or presents unreasonable dangers to adults, children, or persons with disabilities. Cities, counties and states have varying housing codes that further define housing deemed substandard by law.

2. **Unaccompanied youth** means a youth not in the physical custody of a parent or guardian and includes youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act.

3. **School of origin** means the school or preschool that a child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.

4. **Best interest determination** means that the district must make school placement decisions for homeless students and youths on the basis of their best interest, as determined by student-centered factors including impact of mobility on achievement, education, health, and safety. Priority should be given to the request of the child or the parent/guardian or unaccompanied youth. Placement of siblings should also be considered.

5. **Excess cost of transportation** means the difference between what the district normally spends to transport a student to school and the cost of transporting a homeless student to school. For example, there is no excess cost of transportation if the district provides transportation to a homeless student by a regular bus route. However, if the district provides special transportation to a homeless student that is not part of a regular bus route and not covered by the state transportation funding formula (e.g., summer school transportation, extracurricular activities, etc.), the entire cost would be considered excess costs of transportation. The additional cost of the district's re-routing of busses to transport a homeless student can be considered excess cost of transportation. The district may use McKinney-Vento subgrant funds and Title I, Part A funds to defray the excess cost of transportation for homeless students.

B. **Identification**
The district will:

1. Use a housing questionnaire in its enrollment process. The questionnaire will be distributed universally so as to avoid stigmatizing homeless children and youths and their families;

2. Ensure that referral forms used to identify and support homeless students are accessible and easy to use;

3. Include its homeless liaison's contact information on its website;

4. Provide materials for homeless students and parents, if necessary and to the extent feasible, in their native language;

5. As practicable, provide annual guidance for school staff on the definition of homelessness, signs of homelessness, the impact of homelessness on students, and steps to take when a potentially homeless student is identified, including how to connect the student with appropriate housing and support service providers;

6. Develop interagency partnerships to serve homeless families and youths; and

7. Work with the state homelessness coordinator to facilitate services to families and youths made homeless by natural disasters or other catastrophic events.

C. **Placement and enrollment**
The district will:

1. When deciding placement, presume that allowing the homeless student to remain in their school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian or unaccompanied youth;

2. If the parent/guardian contests the district's decision, make a best interest determination based on factors such as the impact of mobility on the student's educational achievement, health, and safety. If the best interest determination is requested by an unaccompanied youth, the process will give priority to the views of the youth;

3. After conducting a best interest determination, provide to the parent/guardian of the student in a timely manner and in a language they can understand, a written explanation of the final decision and the right to appeal the decision (see Dispute Resolution Procedure, below);

4. Pending resolution of disputes that arise over eligibility, school selection, or enrollment, immediately enroll a homeless student in the school in which the parent, guardian, or unaccompanied youth seeks enrollment;

5. Avoid delay or denial of enrollment of homeless students, even if they have missed application or enrollment deadlines during any period of homelessness or are unable to produce records required for enrollment (e.g., previous academic records, immunization records, health records, proof of residency, proof of guardianship, birth certificates);

6. Avoid requirements for student contact information to be in a form or manner that creates a barrier for homeless students;

7. Provide transportation for homeless students to their school or preschool of origin. Once the student has obtained permanent housing, the district will continue to provide such transportation until the end of the academic year. If the homeless student remains in their school of origin but begins living in an area served by district, the district of origin and the district in which the homeless student is living must agree upon a method to apportion the responsibility and costs for the student's transportation to and from their school of origin. If the districts cannot reach agreement, the responsibility and costs for transportation will be shared equally;

8. Continue to provide transportation to their school of origin pending the outcome of enrollment or transportation disputes;

9. Immediately contact the school last attended by the homeless student to obtain relevant academic and other records;

D. **District's homeless liaison**
The district liaison will ensure that:

1. Homeless children and youths are identified by school personnel and through coordination of activities with other entities and agencies;

2. Homeless children and youths enroll in and have a full and equal opportunity to succeed in school;

3. Homeless families, children and youths receive educational services for which such families, children and youths are eligible, including Head Start and Even Start programs, preschool programs administered by the district, and referrals to health care services, dental services, mental health services, and other appropriate services;

4. Homeless students are identified and provided proper access to free school meals;

5. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

6. Public notice of the educational rights of homeless children and youths is disseminated where such children receive services (e.g., schools, family shelters, soup kitchens);

7. Enrollment disputes are mediated in accordance with Paragraph C, Placement and enrollment, above; and

8. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school selected;

9. Unaccompanied youths are enrolled in school, have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths, are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 U.S.C. 1087vv) for federal student aid purposes, and their right to receive verification of this status from the local liaison;

10. Barriers that prevent homeless students from receiving credit for full or partial coursework satisfactorily completed while attending a prior school are identified and removed;

11. Affirm whether homeless students meet the U.S. Department of Housing and Urban Development (HUD) definition of homelessness to qualify them for HUD homeless assistance programs and refer homeless families and students to housing and other services;

12. Assist parents, guardians, and unaccompanied youth in obtaining immunizations, health screenings, guardianship records, and other documents normally required for enrollment; and

13. Assist unaccompanied youths in connecting with needed supports such as housing assistance, health care and other services.

In addition to the duties and responsibilities listed above, the district liaison will work to improve systems to identify homeless students and coordinate with the district's nutrition program to ensure that each homeless student has proper access to free school meals, and that applicable accountability and reporting requirements are satisfied.

The district will inform school personnel, service providers, and advocates working with homeless families of the duties of the district homeless liaison.

The district will ensure that the child/youth attends the school in which they sought enrollment while the dispute process is being carried out.

1. **Notification of Appeal Process**
If the district seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, the school district will inform the parent or the unaccompanied youth of the right to appeal. The district will provide the parent or unaccompanied youth with written notice including:

a. An explanation of the child's placement, and contact information for the district and the OSPI homeless liaison, including their roles;

b. Notification of the parent's right to appeal(s);

c. Notification of the right to enroll in the school of choice pending resolution of the dispute;

d. A description of the dispute resolution process including a petition form that can be returned to the school to initiate the process and timelines; and

e. A summary of the federal legislation governing placement of homeless students (McKinney-Vento Act).

2. **Appeal to the School District Liaison – Level I**
If the parent or unaccompanied youth disagrees with the district's placement decision, they may appeal by filing a written request for dispute resolution with the school, the district's homeless liaison or a designee. If submitted to the school, it will be immediately forwarded to the homeless liaison. The request for dispute resolution must be submitted within fifteen business days of receiving notification of the district's placement.

The liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the complaint was filed.

a. A copy of the complaint must be forwarded to the liaison's supervisor and the superintendent;

b. Within five business days of the receiving the complaint, the liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent's right to appeal;

c. The district will verify receipt of the Level I decision; and

d. If the parent or unaccompanied youth wishes to appeal, notification must be provided to the district liaison within ten business days of receipt of the Level I decision. The liaison will provide the parent with an appeals package containing:

i. The complaint filed with the district liaison at Level I;

ii. The decision rendered at Level I; and

iii. Additional information provided by the parent, unaccompanied youth and/or homeless liaison.

3. **Appeal to the School Superintendent – Level II**
The parent or unaccompanied youth may appeal the district liaison's decision to the superintendent or the superintendent's designee using the appeals package provided at Level I.

a. The superintendent will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package. This meeting may be held over video or phone conference if required due to a school building closure or if the parent/guardian or unaccompanied youth is unable to attend in-person, provided the same opportunity for appeal is given and the same rights are provided to the family or youth.

b. Within five business days of the conference with the parent or unaccompanied youth the superintendent will provide that individual with a written decision with supporting evidence and notification of their right to appeal to the OSPI;

c. The district will verify receipt of the Level II decision;

d. A copy of the superintendent's decision will be forwarded to the district's homeless liaison; and

e. If the parent or unaccompanied youth wishes to appeal to the OSPI, notification must be provided to the district homeless liaison within ten business days of receipt of the Level II decision.

4. **Appeal to the Office of the Superintendent of Public Instruction – Level III**

a. The district superintendent will forward a copy of the Level II decision and all written documentation to the OSPI homeless liaison within five days of rendering a decision. The district will submit the entire dispute package to the OSPI in one complete package by U.S. mail;

b. The OSPI's homeless education coordinator or designee, along with the appropriate agency director, and/or agency assistant superintendent will make a final decision within fifteen business days of receiving the appeal;

c. The OSPI's decision will be forwarded to the district's homeless liaison. The liaison will distribute the decision to the parent or unaccompanied youth and the local superintendent;

d. The OSPI's decision will be the final resolution for placement of a homeless child or youth in the district; and

e. The district will retain the record of all disputes, at each level, related to the placement of homeless children.

F. **Inter-district Disputes**
If districts are unable to resolve a dispute regarding the placement of a homeless student, either district may submit a written request to the OSPI seeking resolution.

The OSPI will resolve the dispute within 10 business days of notification of the dispute and inform all interested parties of the decision.

Adoption Date: 26 July 2005
Classification: **Essential**
Revised Dates: 02.22

Students in Foster Care

The board recognizes that students in foster care include all students who are the subject of a dependency proceeding as defined in RCW 28A.150.510 and that these students experience mobility in and out of these care systems and from one home placement to another that disrupts their education, thereby creating barriers to academic success and on-time graduation. Through collaboration with state, local, and/or tribal child welfare agencies, the district will strive to minimize or eliminate educational barriers for students in foster care, particularly with regard to enrollment, transfer of student records, and transportation to their school of origin. Pursuant to chapter 28A.225 RCW, the district's collaboration with the state department of children, youth, and families in compliance with RCW 74.13.56 is mandatory. The superintendent or designee is authorized to establish procedures and/or practices for implementing this policy.

The District and its schools will work to improve systems to identify students in foster care to ensure that each student has proper access to free school meals and that applicable accountability and reporting requirements are satisfied.

District and Building Level Points of contact
The superintendent or designee will designate an appropriate staff member to serve as the district's foster care liaison with local child welfare agencies, if such agencies notify the district in writing that they have designated a point of contact for the district. The district foster care liaison will work with appropriate state, local, and/or tribal child welfare agencies to receive notifications and share information regarding the status and progress of students who are in foster care. The district foster care liaison will also work collaboratively with the district's Title I coordinator to provide supports for students in foster care that are enrolled or seeking to enroll in the district. The district's foster care liaison will train the building level points of contact.

Each district school, including elementary, middle, and high schools will establish a building point of contact for students who are in foster care. The principal of each district school will appoint the building point of contact for students in foster care in consultation with the district foster care liaison. The building level point of contact will be responsible for coordinating services and resources for students in foster care.

Enrollment
Students in foster care must remain enrolled in the school they were attending at the time they entered foster care or changed foster placements, unless it is determined to be in their best interest to attend the neighborhood school. Best-interest determinations should be made as quickly as possible in order to prevent educational discontinuity for the student and should take into consideration the student-centered factors and input from the relevant and appropriate persons listed in procedure 3116P.

If remaining in the school of origin is determined not to be in the student's best interest, the district will immediately enroll that student in their new school. Enrollment may not be denied or delayed based on the fact that documents normally required for enrollment have not been provided.

A school may not prevent a student in foster care from enrolling based on incomplete information of any history of placement in special education, any past, current, or pending disciplinary action, any history of violent behavior, or behavior listed in RCW 13.04.155, any unpaid fines or fees imposed by other schools, or any health conditions affecting the student's educational needs during the ten (10) day period that the Department of Children, Youth, and Families has to obtain that information. Upon enrollment, the district will make reasonable efforts to obtain and assess the child's educational history in order to meet the child's unique needs within two (2) school business days.

Records Transfer
When a student in foster care transfers schools, whether within the district or to another school district, the enrolling school will immediately contact the sending school to obtain academic and other records. The sending school will respond as soon as possible to requests it receives for records of students in foster care.

Additionally, upon receipt of a request for education records of a student in foster care from the Department of Children, Youth, and Families, the district will provide the records to the agency within two (2) school days.

Transportation
The district will collaborate with state, local or tribal child welfare agencies, as appropriate, to implement a written transportation procedure by which prompt, cost-effective transportation will be provided, arranged and

funded for students to remain in their school of origin when in their best interest for the duration of their time in foster care.

If the student's foster care placement changes to an area served by another school district, and it is determined to be in the best interest of the student to remain in the school of origin, the school district of origin and the school district in which the student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the school districts are unable to agree upon an apportionment method, the responsibility and costs for transportation shall be shared equally between the districts.

Dispute resolution
In the event that a caregiver or education decision-maker disputes a district decision regarding the best interest of the student in foster care or the implementation of any other foster care provisions of the Every Student Succeeds Act of 2015, including transportation, the caregiver or education decision-maker may use the three-tiered appeals process outlined in the procedure that accompanies this policy. The district will make all reasonable efforts to collaborate with appropriate agencies and aggrieved parties to resolve the dispute at the local level.

Disputes between the district and a child welfare agency that remain unresolved may be forwarded to the Office of Superintendent of Public Instruction for resolution.

Review of unexpected or excessive absences
A district representative or school employee will review unexpected or excessive absences of students in foster care and those awaiting placement with the student and adults involved with the student, including their caseworker, educational liaison, attorney if one is appointed, parent, guardian and foster parents. The purpose of the review is to determine the cause of the absences, taking into account: unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and unavoidable appointments during the school day. The representative or employee will take proactive steps to support the student’s schoolwork so the student does not fall behind and to avoid suspension or expulsion based on truancy.

Facilitating on-time grade level progression
The district will: 1) waive specific courses required for graduation for students in foster care if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students in foster care with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student’s partial credits, apply them to the student’s academic progress or graduation or both, and allow the student to earn credits regardless of the student’s date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Cross References:	2418 - Waiver of High School Graduation Credits
	3115 - Students Experiencing Homelessness - Enrollment Rights and Services
	3120 - Enrollment
	3122 - Excused and Unexcused Absences
	3231 - Student Records

6100 - Revenues From Local, State and Federal Sources

Legal References:	RCW 28A.150.510 Transmittal of education records to department of social and health services – Disclosure of educational records – Data-sharing agreements – Comprehensive needs requirement document – Report
	RCW 28A.225.023 Youth dependent pursuant to Chapter 13.34 RCW - Review of unexpected or excessive absences – Support for youth's school work
	RCW 28A.225.215 Enrollment of children without legal residences
	RCW 28A.225.330 Enrolling students from other districts—Requests for information and permanently records—Withheld transcripts-Immunity from liability—Notification to teachers and security personnel—Rules
	RCW 28A.225.350 Best interest determinations
	RCW 28A.320.148 Foster care liaison – Building point of contact
	RCW 28A.320.192 On-time grade level progression and graduation of students who are dependent youth
	RCW 74.13.550 Child placement – Policy of educational continuity
	20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]
Management Resources:	2022 – June Issue
	2021 - June Issue
	2018 - May Policy Issue
	2017 - July Issue
	2016 - November Issue
	OSPI list of Foster Care Liaisons/DSHS Contacts

Adoption Date: 28 September 2021
Classification: **Encouraged**
Revised Dates: **08.22**

Procedure - Students in Foster Care

Definitions

- **Additional costs incurred in providing transportation** are those costs that reflect the difference between what the district would otherwise spend to transport a student to his or her assigned school and the cost of transporting a student in foster care to his or her school of origin. The district would, for example, incur an additional cost if it had no choice but to re-route busses to transport a student in foster care to one of its schools.
- **Best interest determination** means using child-centered criteria for determining which educational setting is best for a particular child. Decisions should be made on a case-by-case basis and should not be based on the cost of transportation.
- **Caregiver** means potential out-of-home placement options including licensed foster homes, relatives, group care providers or other court-ordered suitable parties. All placement options result from state dependency court actions. This term is relevant to the dispute resolution process for education-services decisions relevant to students in foster care.
- **Educational decision-maker** means the caregiver and social worker listed on the *Caregiver Authorization Form* who are authorized to make day to day decisions for children and youth in out-of-home care. Additional decision-makers such as the birth parent, education liaison, or other appropriate adult may be court-appointed and identified on the *Health and Education Authorization Court Order*. This term is relevant to the dispute resolution process for enrollment and transportation decisions relevant to students in foster care.
- **Foster care** has the same meaning as in RCW 32 28A.150.510 and describes the status of any student who is the subject of a dependency proceeding, including Unaccompanied Refugee Minors (URM) and students under the sole jurisdiction of tribal child welfare.
- **Other supervising agency** means an agency licensed by the state under RCW 74.15.090 or licensed by a federally recognized Indian tribe located in Washington under RCW 74.15.190 that has entered into a performance-based contract with the department to provide case management for the delivery and documentation of child welfare services as defined in RCW 74.13.020.
- **School of origin** means the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of placement change.

Duties of the foster care liaison

The superintendent or designee will designate a district foster care liaison to facilitate district compliance with state and federal laws related to students in foster care and to collaborate with the department of children, youth, and families to address educational barriers for these students. The role and responsibilities of a foster care liaison may include:

(a) Coordinating with the department of children, youth, and families on the implementation of state and federal laws related to students in foster care;
(b) Coordinating with foster care education program staff at the office of the superintendent of public instruction;
(c) Attending training and professional development opportunities to improve school district implementation efforts;
(d) Serving as the primary contact person for representatives of the department of children, youth, and families;

(e) Leading and documenting the development of a process for making best interest determinations in accordance with the processes identified in this procedure;
(f) Facilitating immediate enrollment in accordance with RCW 28A.225.330;
(g) Facilitating the transfer of records in accordance with RCW 28A.150.510 and 28A.225.330;
(h) Facilitating data sharing with child welfare agencies consistent with state and federal privacy laws and rules;
(i) Developing and coordinating local transportation procedures;
(j) Managing best interest determination and transportation cost disputes according to the best practices developed by the office of the superintendent of public instruction;
(k) Ensuring that students in out-of-home care are enrolled in and regularly attending school, consistent with RCW 28A.225.023; and
(l) Providing professional development and training to school staff on state and federal laws related to students in foster care and their educational needs, as needed.

The district foster care liaison will also:

- Collaborate with the district's Title I coordinator and the appropriate child welfare agency point of contact on the implementation of Title I provisions;
- Document all best interest determination processes as well as collaboration with the child welfare agency or agencies;
- Develop and coordinate local transportation procedures;
- Manage transportation costs disputes;
- Coordinate all appeals of education-based decisions for students in out-of-home care and district appeals of inter-agency disputes; and
- As resources permit, provide guidance to school staff on Title I provisions and educational needs of students in foster care on an as-needed basis.

Enrollment in school of origin
When the district foster care liaison receives notification from a child welfare agency that a student in foster care will be moving to a new residence and the necessary timeframe for determining the student's most appropriate school placement, the district liaison/designee will in turn provide the agency with information on the appropriateness of the current educational setting. In order to minimize disruption to their education, students in foster care must remain enrolled in their school of origin, unless it is determined that such placement is not in the student's best interest. School of origin means the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin must be considered the school in which the child is enrolled at the time of the placement change.

Best interest determination
When a determination of the student's best interest is necessary, it will take into account a variety of student-centered factors and input from relevant and appropriate persons. The student-centered factors for consideration should include:

(a) How long is the student's current foster care placement expected to last?
(b) What is the student's permanency plan and how does it related to school stability?
(c) How many schools has the student attended in the current year?
(d) How many schools has the student attended over the past few years?
(e) Considering the impacts of past transfers, how may transferring to a new school impact the student academically, emotionally, physically, and socially?
(f) What are the immediate and long-term educational plans of, and for, the student?
(g) How strong in the student academically?
(h) If the student has special needs, what impact will transferring to a new school have on the student's progress and services?
(i) To what extent are the programs and activities at the potential new school comparable to, or more appropriate than, those at the school of origin?
(j) Does one school have programs and activities that address the unique needs or interests of the student that the other school does not have?

(k) Which school does the student prefer?
(l) How deep are the child's ties to his or her school of origin?
(m) Would the timing of the school transfer coincide with a logical juncture, such as after testing, after an event that is significant to the student, or at the end of the school year?
(n) How would changing schools affect the student's ability to earn full academic credit, participate in sports or other extracurricular activities, proceed to the next grade, or graduate on time?
(o) How would the commute to the school under consideration impact the student, in terms of distance, mode of transportation, and travel time?
(p) How anxious is the student about having been removed from the home or about any upcoming events?
(q) What school does the student's sibling attend? And
(r) Are there safety issues to consider?

When making best-interest determination, every effort should also be made to gather meaningful input from relevant and appropriate persons on their perspective regarding which school the student should attend during his or her time in foster care, consistent with the student's case plan. Such relevant and appropriate persons include:

(a) Representatives of the department of children, youth, and families;
(b) Representatives of the school of origin, such as a teacher, counselor, coach, or other meaningful person in the student's life;
(c) Biological parents;
(d) Foster parents;
(e) Educational liaisons identify under RCW 13.34.045;
(f) The student's relatives; and
(g)Depending on their age, the student.

Additionally, the district will adopt any best-interest determination guide developed by the office of the superintendent of public instruction during the discussion about the advantages and disadvantages of keeping the student in the school of origin or transferring the student to a new school.

The best interest determination will be made as quickly as possible in order to prevent educational discontinuity for the student. Written notification of the determination will be given to appropriate parties involved in the determination, including the student's biological parents, foster parents, school representatives and educational liaisons, as well as representatives of the department of children, youth, and families.

Only a caregiver or education decision-maker for the student may file an appeal using the Dispute Resolution Process.

Dispute resolution process: Disputes between the district and the student's caregiver/education decision–maker.

The District will adopt and implement any dispute resolution process developed by the office of the superintendent of public instruction when there is a disagreement about the best interest determination or other foster care provisions of the Every Student Succeeds Act of 2015. Students who are in foster care and who are also eligible for special education services have access to additional processes. Disagreements that arise about a student's special education program can be resolved using the dispute resolution options available under special education law.

Level One

The student's caregiver or education decision-maker may dispute the district's best interest determination, or the implementation of the foster care provisions of the Every Student Succeeds Act of 2015 for a student in foster care. They may do so by providing the district or the district's foster care liaison with written notice of the dispute within fifteen (15) business

days of receiving notice of the district's determination (e.g., that the district intends to enroll the student in a school other than the school of origin).
[District note: Insert name and contact information for district's foster care liaison here].
The notice of dispute, if provided *to the district*, will be immediately forwarded to the foster care liaison, or, if that person is unavailable, another designee. The liaison will log receipt of the notice (including the date and time), and then forward a copy of this documentation to their immediate supervisor and the superintendent or designee.

The liaison will make a decision on the dispute within five (5) business days of receipt and inform the caregiver or educational decision-maker in writing of the result. The following documents will be included with the decision in an "appeals package":

- A copy of the original notice of dispute;
- Any additional information from the caregiver or educational decision-maker and/or foster care liaison; and
- Instructions on appealing the decision to Level II.

The liaison will verify receipt of the written decision by the caregiver or education decision-maker.

Level Two
If the caregiver or education decision-maker disagrees with the decision of the foster care liaison, he or she may appeal the decision to the superintendent or his/her designee (who must be someone other than the foster care liaison). He or she may do so by providing the superintendent's office with a copy of the Level I appeals package within ten (10) business days of their receipt of the Level I decision.
Within five (5) business days of the notification to the district that the caregiver or education decision-maker intends to appeal, the superintendent or designee will arrange to meet within a reasonably expeditious time period either in-person or through phone/video conference with the student's caregiver or educational decision-maker, the student if appropriate, and at least one representative from DCYF or another supervising agency. If it is not possible for the DCYF or other supervising agency representative to be present within a reasonable time, the superintendent or designee will document their efforts to include the representative and proceed with the conference.

Within five (5) business days of the conference, the superintendent or designee will provide the caregiver or educational decision-maker with a written decision, supporting evidence, reasons for the decision and an appeals package that includes:

- A copy of the initial dispute filed at Level I and the Level I decision;
- The Level II decision rendered by the superintendent or designee;
- Any additional information from the caregiver or education decision-maker and/or foster care liaison;
- Instructions as to how to file a Level III appeal, including the physical address and email address of where to submit the dispute:

Foster Care Education Program Supervisor
Old Capital Building
PO Box 47200
Olympia, WA 98504-7200
fostercare@k12.wa.us

The district's foster care liaison will also be provided a copy of the Level II decision and appeals package. The liaison will be responsible for verifying receipt of the decision and appeals package by the caregiver or educational decision-maker.
Level III
If the caregiver or education decision-maker disagrees with the decision of superintendent or designee, he or she may appeal the decision by notifying the district's foster care liaison within ten (10) business days of receipt of the Level II decision of their intent to file a Level III appeal.

The superintendent or designee will forward all written and electronic documentation to the OSPI Foster Care Education Program Supervisor or designee for review within five (5) business days of receiving notification of the caregiver or education decision-maker's intent to file a Level III appeal.

The caregiver or education decision-maker may also submit related documentation to the OSPI Foster Care Education Program Supervisor and the district's foster care liaison for review within five (5) business days after notifying the district of their intent to file a Level III appeal. The documentation must be submitted in one consolidated and complete package via email or the US Postal Service.

The OSPI Foster Care Education Program Supervisor or designee and appropriate DCYF representatives shall make a decision within fifteen (15) business days of receipt of the dispute. The decision will be forwarded to the district's foster care liaison for distribution to the caregiver or educational decision-maker, the DCYF representative engaged by the district at Level II and the superintendent. The decision shall be the final resolution for placement and the provision of services for a child or youth in foster care in the district.

The district will maintain records of disputes resolved at the Level I, Level II and/or Level III and shall be made available to OSPI upon request.

Dispute Resolution Process: Disputes between the district and the child welfare agency

For every type of dispute regarding a student in foster care, the district and the local child welfare agency must make every effort to resolve the dispute collaboratively at the local level. Disputes between the district and DCYF or Other Supervising Agency that remain unresolved shall be forwarded in writing by either of the disputing parties to the OSPI Foster Care Education Program Supervisor or designee, and the other party.

A decision will be made by the OSPI Foster Care Education Program Supervisor, or designee, along with a committee of OSPI and DCYF staff within ten (10) business days of the receipt of the dispute.

The decision will be forwarded, in writing, to the district's superintendent, the district's foster care liaison, and the DCYF representative involved in the dispute. The decision made by the committee shall be final.

Implementation Date: 06 September 2022
Classification: **Encouraged**
Revised Dates:

Civility

The Board recognizes the diversity of students, staff, parents, and community members of our school district and acknowledges the importance of fostering an atmosphere that supports a culturally responsive learning environment and dignified workplace, while striving for political neutrality.

The Board expects administrators, staff, students, board directors, volunteers, parents, and other community members to contribute to a clear expectation of civil and polite conduct. Implementation of this policy will provide for problem-solving in a civil manner throughout the District. The District is committed to drawing strength from our differences and building upon our similarities to help:

- Promote a positive environment in which everyone is treated with dignity and respect
- Empower all people to reach their full potential
- Remove barriers of prejudice that infringe upon individual freedom, respect, and progress
- Eliminate discrimination and bullying in our schools and in all areas of school business
- Recognize the strength of diversity including that of thought and education
- Recruit, support, and retain a culturally and intellectually diverse workforce
- Strive to maintain a politically neutral environment

The Board will not condone uncivil conduct on school grounds or at school sponsored activities, whether by administrators, staff, students, board directors, parents, volunteers, or visitors.

Uncivil conduct does not include the expression of controversial or differing viewpoints, so long as (1) the ideas are presented in a respectful manner and at a time and place that are appropriate, and (2) such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process. Such expression shall not promote violence, hatred, or prejudice.

Generally, uncivil conduct is defined as behavior that would cause a reasonable individual to feel a sense of threat, cause undue stress, cause disturbances of good order, abridge the expectations and commitments cited in this policy, and/or constitute a violation of district or legal policy and regulations.

This policy seeks to promote a school culture of respect and civility. The District has policies against discrimination, harassment, and sexual harassment. Nothing in this policy is intended to interfere with the ability of school officials to maintain order and discipline in the schools or to enforce school rules and applicable laws, or to interfere with the right and obligation of students, staff, and others, to bring violations of District policies to the attention of administrators.

When possible and appropriate, individuals who perceive they have witnessed or been subjected to uncivil conduct should address their concerns through simple, direct, or mediated communication with the person(s) at the source of the concern. When this is not possible or appropriate, they should seek assistance from their administrator, or Superintendent. Individuals are encouraged to strive to work out issues promptly after an incident occurs. Retaliation will not be tolerated against individuals for working in good faith under this policy.

The Superintendent and administration will ensure and be responsible for the integration of the purpose and intent of this policy into all aspects of the District.

Adoption Date: 28 February 2018
Classification: **Discretionary**
Revised Dates:

Enrollment

The superintendent or designee will develop procedures for enrolling students, recording attendance behavior, and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate in writing whether or not the student has:

A. Any history of placement in a special education program;
B. Any past, current or pending disciplinary actions;
C. Any history of violent behavior;
D. Adjudications or convictions described in RCW 13.04.155, which include violent offenses, sex offenses, firearm or dangerous weapon offenses, and controlled substance offenses;
E. Any unpaid fines or fees from other schools; and
F. Any health conditions affecting the student's educational needs.

The school enrolling the student shall request the student's permanent record—including records of disciplinary action, history of violent behavior or behavior listed in RCW 13.04.155, attendance records, immunization records, and academic performance—from the school the student previously attended.

If a school principal receives information about adjudications or convictions described in RCW 13.04.155, then he or she will follow the procedure described in Policy 3143 – Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm.

The district will require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements. The district will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see 3115 – Students Experiencing Homelessness - Enrollment Rights and Services).

The district will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians.

The district will conditionally accept applications, including electronic applications, for enrollment and course registration for a student of a military family transferred to, or is pending transfer to, a military installation within the state (see 2100 – Educational Opportunities for Students with a Parent in the Military).

The request for enrollment may be made by the student, parent or guardian.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, the district will be diligent in maintaining such records.

Cross References:	2255 - Alternative Learning Experience Courses
	2100 - Educational Opportunities for Students with a Parent in the Military
	3115 - Students Experiencing Homelessness - Enrollment Rights and Services
	3143 – Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm
Legal References:	RCW 28A.225.215 Enrollment of children without legal residences RCW 28A.225.216 Children of military families—Residency
	RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules
	WAC 392-121-108 Definitions — Enrollment exclusions
	WAC 392-121-122 Definitions —Full-time equivalent student
	WAC 392-121-182 Alternative learning experience requirements
	WAC 392-169-022 Running start student — Definition
Management Resources:	2020 – August Issue 2014 - June Issue

Adoption Date: 20 January 2001
Classification: **Essential**
Revised Dates: **12.16; 10.19; 10.20**

Procedure - Enrollment

Enrollment and attendance records will be maintained in each school building. At the conclusion of the year, the enrollment and attendance information will be recorded on the student's permanent record.

The attendance registers will remain in the school building for a period of 5 years, after which time they will be sent to the district office to be destroyed.

Annually each school will report to the district office actions taken to reduce any student's absenteeism following the student's fifth unexcused absence in one month, or tenth unexcused absence in one year.

The district will report this information annually to the superintendent of public instruction:

A. The number of enrolled students and the number of unexcused absences;
B. The number of enrolled students with ten or more unexcused absences in a school year or five or more unexcused absences in a month during a school year;
C. A description of any programs or schools developed to serve students who have had five or more unexcused absences in a month or ten in a year including information about the number of students in the program or school and the number of unexcused absences of students during and after participation in the program. The reports will also describe any placements in an approved private nonsectarian school or program or certified program under a court order; and
D. The number of petitions filed by the district with the juvenile court.

The information in these reports will not disclose the names or other identification of the students or parents.

For enrollment reporting for state funding purposes, a student is reported as a full-time equivalent (FTE) based on their enrolled weekly minutes. 1,665 weekly minutes or 27 weekly hours and 45 minutes equal 1.0 FTE for all grades.

Passing time between classes and recess time may be included in a student's weekly minutes. However, time for meals is excluded.

Students attending school less than 1,665 weekly minutes are reported as a partial FTE. To calculate the student's FTE, divide the student's enrolled weekly minutes by 1,665.

Alternative Learning Experiences: FTE will be determined by the estimated weekly minutes of learning in the written student learning plan pursuant to WAC 392-121-182.

No student may be counted on any school's or program's enrollment report who has been absent from school for more than twenty consecutive school days until attendance is resumed. No part-time student that has not attended school at least once within a period of twenty consecutive school days may be counted as an enrolled student until attendance is resumed. School days are defined as regularly scheduled instructional days for the general population of the school or district the student is enrolled in, regardless of the student's individualized schedule.

Procedures for handling excused and unexcused absences are defined in 3122P, *Excused and Unexcused Absences*.

Adoption Date: 30 January 2001
Classification: **Essential**
Revised Dates: **03.17; 09.20**

3121 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 student's parents have requested a temporary absence for purposes agreed to by the District and which will not cause a serious adverse effect 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 time or courses necessary for a student to meet established course, credit, and test requirements for high school graduation.

Cross References:

Policy 3114	Part-time, Home-based, or Off-campus Students
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
RCW 28A.225.090	Penalties in general--Defense-Suspension of fine--Complaints to court
WAC 180-51-020	Additional local standards

Management Resource:

PNA 9906.03	School safety bills impact policy

Adoption Date: 30 January 2001
Grapeview School District

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 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 District has the flexibility to determine what constitutes a tardy in synchronous online settings. The 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 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.

Excused and Unexcused Absences
Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities; except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and

their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be absent from class or not able to participate remotely. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. Absences due to the following reasons are excused:

1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status; and
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth;
13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

B. In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:

1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;
2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;
3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

The 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 program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.

III. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's seventh unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community engagement board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

6. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no earlier than the seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Tardies and Disciplinary Actions

1. Students shall not be absent if:
    a. They have been suspended, expelled, or emergency removed pursuant to chapter 392-400 WAC;
    b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
    c. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107. Course of study activities do not include sending homework packets home.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered response system for student absences
WAC 392-401A-045 requires
School districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:

(a) Monitoring daily attendance data for all students who are absent, whether the absence is excused or unexcused;
(b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
(c) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and
(d) A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:
(i) A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
(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 schoolwork.

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 - Student Privacy and Searches 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, excused and unexcused
Management Resources:	2023 – July Issue 2022 – June Issue 2020 - September Alert 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: 20 January 2001
Classification: **Essential**
Revised Dates: **02.17; 10.17; 10.20; 09.21; 08.22; 08.23**

Procedure - Excused and Unexcused Absences

Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian or, in certain cases, students, to document a student's excused absences.

Excused Absences
The following are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

Absence due to:

1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status; and
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth;
13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:

1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;
2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;
3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.

1.

1. **Parental notification.** When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail, or written note, and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse via phone, e-mail or written note upon the student's return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absences with a note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with a note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion.

   A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.
2. **Absence for parental-approved activities.** This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. The student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent or guardian-approved absence would have an adverse effect on the student's educational progress, including the grade for the course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.
3. **Absence resulting from disciplinary actions — or short-term suspension**. As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term or long-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.
4. **Extended illness or health condition**. If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.
5. **Excused absence for chronic health condition**. Students with a chronic health condition that interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's request.

Required conference for elementary school students
If an elementary school student 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 district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school.

The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher or community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

Tiered response system for student who are absent from remote learning
Students who are marked absent from remote learning will receive interventions and services consistent with the tiered response system for student absences implemented by the district pursuant to WAC 392-401A-045. Under the tiered response system, the district will:

- Monitor daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- Make multiple attempts to contact the families regarding student absences using multiple modalities and in the parent's home language;
- Provide daily notification of absences to parents;

- Provide outreach from the student's school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- Provide differentiated supports to students that address the barriers to attendance and participation, including universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- When feasible and appropriate, transition students to full-time in-person learning or other program to accommodate the student's needs.

Unexcused Absences
An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day, has failed to comply with a more restrictive school district policy on absences, or has failed to comply with alternative learning experience program attendance requirements.

Unexcused absences occur when:

1. The parent, guardian, or adult student submits an excuse that does not meet the definition of an excused absence as defined above; or
2. The parent, guardian, or adult student fails to submit any type of excuse statement, whether by phone, e-mail or in writing, for an absence.

Each unexcused absence within any month of the current school year will be followed by a letter or phone call to the parent informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which that parent is fluent. A student's grade will not be affected if no graded activity is missed during such an absence.

After three unexcused absences within any month of the current school year, the school will hold a conference with the principal, student, and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty days of the third unexcused absence, the district may schedule the attendance conference on the same day. If the parent/guardian does not attend the scheduled conference, the school may hold the conference with the student and principal. However, the school will notify the parent of the steps to eliminate or reduce the student's absences.

At some point after the second and before the seventh unexcused absence, the district will take data-informed steps to eliminate or reduce the student's absences. In middle school and high school, these steps will include application of the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment by the district's designated employee.

For any student with an existing Individualized Education Program (IEP) or Section 504 Plan, these steps will include convening the student's IEP team or Section 504 team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the student's absences. If necessary, and if the student's parent gives consent, the district will conduct a functional behavior assessment and will compete a detailed behavior plan to explore the function of the absence behavior.

For any student who does not have an IEP or Section 504 Plan, but who is reasonably believed to have a mental or physical disability or impairment, these steps will include informing the student's parent/guardian of the right to obtain an appropriate evaluation at no cost to the parent to determine whether the student has a disability or impairment and needs accommodations, special education services, or related services. This includes students with suspected emotional or behavioral disabilities. If the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the student is found to be eligible for accommodations, special education services, or related services, a plan will be developed to address the student's needs.

The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:

- adjusting the student's course assignments;
- providing the student more individualized instruction;
- providing appropriate vocational courses or work experience;
- requiring the student to attend an alternative school or program;
- assisting the parent or student to obtain supplementary services; or
- referring the student to a community engagement board.

Transfers
In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will

include the online or written acknowledgment by the parent and student. The sending district will use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.

Not later than a student's seventh unexcused absence in a month, the district will:

a. enter into an agreement with the student and parents/guardians that establishes school attendance requirements;
b. refer the student to a community engagement board; or
c. file a petition to juvenile court (see below).

Community Engagement Board
A "community engagement board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of members of the local community in which the student attends school. The district will enter into an MOU with the juvenile court in Mason County to establish a community engagement board prior to the 2017-2018 school year.

The district will designate and identify to the juvenile court (and update as necessary) and to the Office of the Superintendent of Public Instruction a staff member to coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedures with the court, coordinating trainings, sharing evidence-based and culturally appropriate promising practices. The district will also identify a person within each school to serve as a contact regarding excessive absenteeism and truancy and assisting in the recruitment of community engagement board members.

After the student's **seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year,** if the district's attempts to substantially reduce a student's absences have not been successful and if the student is under the age of seventeen, the district will file a petition and supporting affidavit for a civil action in juvenile court.

Petition to juvenile court
The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year. *(District Note: While petitions must be filed if the student has seven or more unexcused absences within any month, or ten or more unexcused absences in the current school year, a petition may be filed earlier. Unexcused absences accumulated in another school or school will be counted when preparing the petition);*
2. An attestation that actions taken by the school district have not been successful in substantially reducing the student's absences from school;
3. A statement that court intervention and supervision are necessary to assist the school district to reduce the student's absences from school;
4. A statement that RCW 28A.225.010 has been violated by the parent, student or parent and student;
5. The student's name, date of birth, school, address, gender, race and ethnicity; and the names and addresses of the student's parents/guardians, whether the student and parent are fluent in English, whether there is an existing individualized education program (IEP) and the student's current academic status in school;
6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document provided to the parent.
7. Facts that support the above allegations.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action. (See WSSDA policy 3241, Student Discipline.)

Implementation Date: 30 January 2001
Classification: **Essential**
Revised Dates: **09.20; 09.22**

Removal-Release of Student During School Hours

The board recognizes its responsibility for the proper care of students during school hours. Students will not be removed from school grounds, any school building or school function during school hours except by a person authorized according to District procedures. Before a student is removed or excused, the person seeking to remove the student must present to the satisfaction of the superintendent or principal evidence of his/her proper authority to remove the student. A teacher should not excuse a student from class to confer with anyone unless the request is approved by the principal. The superintendent or designee is directed to establish procedures for the removal of a student during school hours.

Prior to sending a student to his/her home for illness, discipline or a corrective action, the principal will attempt to reach the student's parent to inform him/her of the school's action and to request that he/she come to the school for the child. If the principal cannot reach the parent, the student will remain at school until the close of the school day. A student may be released to a law enforcement officer in accordance with the District policy.

Cross References:	4310 - District Relationships with Law Enforcement and other Government Agencies 4200 - Safe and Orderly Learning Environment 3418 - Emergency Treatment 3126 - Child Custody
Legal References:	RCW 28A.605.010 Removing child from school grounds during school hours

Adoption Date: 30 January 2001
Classification: **Essential**
Revised Dates: **12.11; 03.17**

3124P REMOVAL/RELEASE OF STUDENT DURING SCHOOL HOURS PROCEDURES

Schools must exercise a high order of responsibility for the care of students while in school. The removal of a student during the school day may be authorized in accordance with the following procedures:

A. Law enforcement officers, upon proper identification, may remove a student from school without a warrant provided that the law enforcement officer signs a statement that he/she is removing the student from the school. Residential parents should be contacted as soon as possible when a student is taken into custody.

B. Any other agencies must have a written administrative or court order directing the school District to give custody to them. Proper identification is required before the student shall be released.

C. A student shall be released to the residential parent. When in doubt as to who has custodial rights, school enrollment records must be relied upon as the parents (or guardians) have the burden of furnishing schools with accurate, up-to-date information.

D. The school should always receive notification or authorization from the residential parent before releasing the student to a nonresidential parent.

E. Prior written authorization from the residential parent or guardian is required before releasing a student into someone else's custody unless an emergency situation justifies a waiver.

F. Police should be called if a visitor becomes disruptive or abusive.

G. State law requires that school personnel not remove, cause to be removed or allow to be removed a student from school grounds during school hours without the consent of the student's parent or guardian, unless the employee is the student's parent or guardian, the employee is providing bus transportation, the employee is supervising an extra-curricular activity and providing transportation for the student, or the student requires transportation for emergency medical care and the parent cannot be contacted. School security personnel may remove a student from school without parental authorization for disciplinary reasons, and anyone officially responding to a 911 emergency call may remove a student without prior parental authorization.

   School personnel should exercise discretion as to whether the student shall be transported by ambulance or private automobile to a doctor or hospital in case of an emergency, (i.e. accident or illness when the school is unable to reach the parent or their authorized representative).

Implementation Date: 30 January 2001
Grapeview School District

3126 CHILD CUSTODY

The board of directors presumes that the person who enrolls a student in school is the residential parent of the student. The residential parent is responsible for decisions regarding the day-to-day care and control of student. Parents, guardians or defacto parents have the two-fold right to receive information contained in the school records concerning their child and to forbid or permit the disclosure of such information to others subject to the authority granted to the residential parent.

The board, unless informed otherwise, assumes that there are no restrictions regarding the nonresidential parent's right to be kept informed of the student's school progress and activities. If restrictions are made relative to the above rights, the residential parent will be requested to submit a certified copy of the court order which curtails these right(s). If these rights are questioned by the nonresidential parent, the issue will be referred to law enforcement authorities for resolution.

Unless there are court-imposed restrictions, the nonresidential parent, upon request, will be given grade reports, notices of school activities, reports of disciplinary actions, or notices of teacher or principal conferences or summaries.

The student is not permitted to visit with or be released to anyone, including the nonresidential parent, during school hours without the approval of the residential parent, or an appropriate public authority.

Cross References:

Policy 2420	Grading and progress reports
Policy 3124	Removal of students during school hours
Policy 3231	Student Records
Policy 4200	Safe and Orderly Learning Environment
Policy 4310	Relations with Law Enforcement, Child Protective Agencies and County Health Department

Legal References:

CFR 45, Part 99	Family education rights and privacy act
RCW 26.09.184	Parenting plan;
RCW 26.09.225	Access to child's education and health care needs
RCW 13.34.200	Order terminating parent and child relationship

Adoption Date: 30 January 2001
Grapeview School District

3132 DESIGNATED HIGH SCHOOL SERVING DISTRICTS

Grapeview School District's High School Students are educated in one of the neighboring school Districts. The Board of Directors shall, by mutual agreement with the serving District, designate the serving high school District or Districts which our high school Districts shall attend. The serving high school District will be designated as such when more than thirty-three and one-third percent of the high school students residing within the boundaries of Grapeview School District are enrolled in that serving District.

Students residing in Grapeview School District shall be allowed to attend whichever high school they desire even when it is not designated as a serving District. However, Grapeview School District shall not be required to contribute to building programs in any such high school District. Contributions shall be made only to those District which are designed as serving high school Districts at the time the county auditor is requested by that high school District to place a measure on the ballot regarding a proposal or proposals for the issuance of bonds or the authorization of an excess tax levy to provide capital funds for building programs. Grapeview School District shall be subject to the capital fund aid provisions contained the RCWs of Washington State with respect to the designated high school serving Districts.

Legal reference:
RCW 28A.56.200, Laws of 1989

Adoption Date: April 17, 1990
Grapeview School District

Release of Resident Students

A student who resides within the boundaries of the District will be released to 1) attend another school District, or 2) enroll for ancillary services, if any, in another District as specified in the parental declaration of intent to provide home-based instruction, provided the other District agrees to accept the student if:

A. A financial, educational, safety or health condition affecting the student would be reasonably improved as a result of the transfer;

B. Attendance at the school in the nonresident District is more accessible to the parent's place of work or to the location of childcare;

C. There is some other special hardship or detrimental condition affecting the student or the student's immediate family which would be alleviated as a result of the transfer. Special hardship or detrimental conditions include a student who becomes a resident of the District in mid-year. Such a student may apply for a release to complete the current school year only in his or her former District of residence, if transferring mid-year would create a special hardship or detrimental condition;

D. The purpose of the transfer is for the student to enroll in an online course or online school program offered by an online provider approved under RCW 28A.250.020; or

E. The student is a child of a full-time certificated or classified school employee.

In all cases in which a resident student is released, the student or the student's parent(s) will be solely responsible for transportation, except that a student may ride on an established District bus route if the superintendent or designee determines that the District would incur no additional cost.

A parent or guardian will request the release of his/her child by completing the appropriate District form including the basis for the request and the signature of the superintendent, or his or her designee, of the school District which the student will attend.

The superintendent or designee will grant or deny the request for release according to the above-stated criteria, and promptly notify the parent in writing of his/her decision.

If the request is granted, the superintendent or designee will notify the nonresident District and make necessary arrangements for the transfer of student records.

If the request is denied, the superintendent or designee will notify the parent of the right to petition the board, upon five school business days prior notice, for review of the decision and to have a hearing before the board at its next regular meeting. Following the hearing by the board, a final decision will be promptly communicated to the parent in writing.

If the request for release is denied by the board, the written decision will inform the parent or guardian of the right to appeal such decision to the superintendent of public instruction.

Each school District board of directors annually will inform parents of the District's inter-District enrollment options and parental involvement opportunities. Information on inter-District acceptance policies will be provided to nonresidents on request. Providing online access to the information satisfies the requirements of this policy unless a parent or guardian specifically requests information to be provided in written form.

Legal References:	RCW 28A.225.220 Adults, children from other Districts, agreements for attending school —Tuition RCW 28A.225.225 Applications from nonresident students or students receiving home-based instruction to attend District school — School employees' children — Acceptance and rejection standards — Notification

RCW 28A.225.230 Appeal from certain decisions to deny student's request to attend nonresident District — Procedure

RCW 28A.225.290 Enrollment options information booklet

RCW 28A.225.300 Enrollment options information to parents

Management Resources:

2016 - December Issue

2011 - December Issue

Policy News, June 2003 Enrolling Children of School Employees

Policy News, February 2001 Federal Budget Implicates Policy

Adoption Date: 30 January 2001
Classification: **Essential**
Revised Dates: **02.17**

Nonresident Students

Any student who resides outside the district may apply to attend a school in the district.

All applications for nonresident attendance will be considered on an equal basis. The superintendent or designee shall establish rational, fair, and equitable standards for acceptance and rejection of applications. The district shall provide to applicants written notification of the approval or denial of the application in a timely manner. If the application is rejected, the notification shall include the reason or reasons for the right to appeal.

The district shall provide information on inter-district enrollment policies to nonresidents upon request and have copies of the superintendent of public instruction's annual information booklet on enrollment options in the state available for public inspection at the district office.

Two-party households, with one party living out-of-district, must provide the Parenting Plan documenting that the student spends at least 50% of his/her time within the Grapeview School District Boundaries. Students will be designated as an out-of-district student if the student's Parenting Plan indicates less than 50%.

Cross References:	Board Policy 3121	Enrollment and Attendance Records
	Board Policy 3131	School Attendance Area Changes and Transfers
	Procedure 3141P	Nonresident Students
Legal References:	RCW 28A.225.220	Adults, children from other districts, agreements for attending school—Tuition
	RCW 28A.225.225	Applications from school employees' children, nonresident students, or students receiving home-based instruction to attend district school— Acceptance and rejection standards—Notification. Appeal from certain decisions to deny student's request to attend nonresident district—Procedure Apportionment of credit
	RCW 28A.225.230	
	RCW 28A.225.240	
	RCW 28A.225.290	Enrollment options information booklet (as amended 2009 c 450)
	RCW 28A.225.300	Enrollment options information to parents
	WAC 392-137	Finance—Nonresident attendance

Adoption Date: 30 January 2001
Classification: **Essential**
Revised Dates: **08.07; 02.17; 2.19; 09.19; 11.19**

Nonresident Students

1. Students who live outside the district geographical boundaries and who wish to attend Grapeview School must:

   a. Apply for a Choice transfer release request from the district in which they live. If approved, the resident district submits the Choice transfer request to the Grapeview School District online Choice Transfer System.

   b. Complete a Choice Transfer Request Form to attend Grapeview School (initial request only). Receive approval/denial from the principal or superintendent.

   c. Provide their own transportation to a designated location within the school's service area. School buses will not alter routes to transport a nonresident student to Grapeview School.

2. Choice transfer requests will be accepted as follows:

   a. Choice transfer requests from children of full-time certificated or classified employees, who are requesting enrollment in Grapeview School District may be submitted beginning April 1.

   b. For non-resident students currently enrolled and wishing to renew their Choice transfer request, families will be notified through email and may begin submitting requests April 15, for the following school year.

   c. Families that are new to the district wishing to enroll their student(s) for the following school year, may begin submitting Choice transfer requests August 1. The district will hold the request until class sizes are established and/or for a period of forty-five (45) calendar days. If enrollment has not been approved within forty-five (45) calendar days, a new Choice transfer request must be submitted.

3. Eligibility for a choice transfer will be reviewed and evaluated using the following criteria:

   a. Whether the student is a child of a district employee subject to RCW 28A.225.225.

   b. The capacity of the building as determined by the district at the building in which the student desires to be enrolled. Grade levels that are designated by the district as "closed to transfers" do not have available space by definition.

   c. The capacity of the program, grade level and/or classroom as determined by the district.

   d. The availability of a program at the school to meet the educational needs of the student.

   e. Whether approval would result in the district experiencing a financial hardship.

   f. Whether the student's disciplinary records indicate a history of convictions for offenses or crimes, violent or disruptive behavior, or gang membership.

   g. Whether the student has been expelled or suspended from a public school for more than ten (10) consecutive days.

   h. Whether the student has repeatedly failed to comply with requirements for participation in an online school program, such as participating in weekly direct contact with the teacher of monthly progress evaluations.

4. If an applicant is eligible to attend Grapeview School but available space in a program, grade level and/or classroom is not sufficient to accept all applicants, choice transfer release requests will be reviewed and prioritized in the order listed below:

   1) A student who would be continuing enrollment.

   2) A student whose siblings are enrolled in Grapeview School.

   3) Following application of items one (1) through three (3) above, Choice transfer requests will be prioritized based on the date the request was submitted to the Grapeview School District office.

5. A transfer may be denied or revoked if:

   a. The student's disciplinary records indicate a history of convictions of offenses or crimes, violent or disruptive behavior, or gang membership.

   b. The student has been expelled or suspended from a public school for more than ten (10) consecutive days or is currently under long-term suspension, expulsion or emergency expulsion. Customarily, a transfer will be revoked after suspension or expulsion has been imposed.

   c. Enrollment poses a risk to the health and/or safety of other students and staff.

   d. Acceptance of a nonresident student would result in the district experiencing a financial hardship.

   e. Parents/guardians submitted false information to obtain enrollment, and/or parents/guardians are not cooperative concerning school district requests.

   f. See section three for additional stipulations.

6. Choice transfer requests for special education students will be referred to the special services department and their acceptance will be determined in accordance with federal, state and district guidelines.

7. Parent/guardian consent to attend Grapeview School will be verified by his/her signature on the required Choice transfer request.

8. Students who attend school while living in the district and move out of the district during the school year, must complete a Choice transfer request at the time of the move. Such requests shall be reviewed promptly under the criteria set forth in this procedure. If the request is approved, the student will be allowed to complete the current year in the district.

9. The principal or superintendent, in a timely manner, shall provide all applicants with written notification of the approval or denial of the request. All Choice transfer requests must be acted upon by accepting or denying the request within forty-five (45) calendar days of receipt by the district. The district must make a reasonable effort to deliver the written notification of denial to the applicant. If the student is to be admitted, the principal or designee shall notify the resident district and make necessary arrangements for the transfer of student records.

10. Choice transfer requests for nonresident attendance must be submitted annually. Nonresident students who received a Choice transfer in one school year do not automatically continue into the succeeding year. A Choice transfer request may be denied or revoked because:

    a. District attendance boundaries are altered by Board action; or

    b. The superintendent or designee has determined that there is not capacity at the building, program, grade level and/or classroom; or

    c. The student violated the conditions listed in paragraph 5 above; which will result in the student returning to their resident district; or

d. A parent/guardian of the student residing outside the district's geographical boundaries failed to submit a Choice transfer release request on or before May 15 of each succeeding year.

11. If the request of a nonresident student to attend Grapeview School is denied or revoked, notification to the parent/guardian shall include the reason or reasons for denial and the right to appeal. The decision of the district to deny the admission of a nonresident student may be appealed to the State Superintendent of Public Instruction. The parent/guardian shall be advised of their right to appeal the denial under Chapter 392-137 WAC and provided with information about how to do so.

12. The agreement to accept a non-resident student **may be revoked at any time** due to enrollment criteria being compromised.

Admission or denial: Notice of decision and appeal of decision
The superintendent, in a timely manner, will provide all applicants with written notification of the approval or denial of a nonresident student's enrollment application. If the student is to be admitted, the superintendent or the superintendent's designee will notify the resident district and make necessary arrangements for the transfer of student records.

If the application is denied, the superintendent will notify the parent or guardian in writing within 45 days from receipt of the parent's application. The notification will include the reason(s) for denial and inform the parent or guardian of their right to appeal the district's denial decision to the Superintendent of Public Instruction or his or her designee as detailed in RCW 28A.225.230.

The parent or guardian may appeal the denial to the district's superintendent or designee. Within five business days of receipt of the parent's appeal submission, the superintendent or designee will provide the parent with a written notification of the final appeal decision to either grant or deny the student's admittance into the district.

Children of full-time employees

1. Pursuant to RCW 28A.225.225, a nonresident student who is the child of a full-time certificated or classified employee will be permitted to enroll:

    a. At the school where the employee is assigned;

    b. At a school forming the district's kindergarten through eighth grade continuum, which includes the school where the employee is assigned; the student remains enrolled until he or she completes schooling; or

    c. At a school in the district that provides early intervention services pursuant to RCW 28A.155.065 and/or preschool services pursuant to RCW 28A.155.070, if the student is eligible for such services.

2. The district may reject the application of a student who is the child of a full-time employee if:

    a. Disciplinary records or other evidence supports a conclusion that the student has a history of convictions, violent or disruptive behavior, or gang membership; or

    b. The student has been expelled or suspended from a public school for more than ten consecutive days (however, the district's policies for allowing readmission of expelled or suspended students and the required reengagement procedures

under this rule must apply uniformly to both resident and nonresident applicants seeking admission, pursuant to RCW 28A.225.225(2)(b)); or

c. The student has repeatedly failed to comply with requirements for participation in an online school program, such as participating in weekly direct contact with the teacher or monthly progress evaluations.

d. See additional stipulations listed in section three.

Cross References:	3120 - Enrollment
Legal References:	RCW 28A.225.220 Adults, children from other districts, agreements for attending school — Tuition RCW 28A.225.225 Applications from nonresident students or students receiving home-based instruction to attend district school — School employees' children — Acceptance and rejection standards — Notification RCW 28A.225.240 Apportionment credit RCW 28A.225.290 Enrollment options information booklet RCW 28A.225.300 Enrollment options information to parents WAC 392-137 Finance — Nonresident attendance
Management Resources:	2018 - December 2018 - December Policy Issue 2015 - October Policy Issue Policy News, June 2003 Enrolling children of School Employees Policy News, September 1999 School safety bills impact policy

Implementation Date: 26 June 2007
Classification: **Essential**
Revised Dates: **11.19; 09.20**

Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

The district is committed to providing a safe and secure environment for all its students and staff. All students, including those who have committed or been adjudicated for offenses, have constitutional rights to public education.

A. Notification of Student Offenses from County Sheriff's Office, Courts, Department of Social and Health Services, Department of Corrections, and Other School Districts.

The district receives notices and information about student offenders from several statutorily authorized sources, including the county sheriff's office, the courts, the department of social and health services, the department of corrections, and other school districts where the student previously enrolled. The district will take appropriate precautionary measures when it receives notices and information of student offenses from any of these sources. Student discipline, if any, will be consistent with 3241 – Student Discipline.

The superintendent, or his or her designee, and school principals play an important role in determining and implementing appropriate precautionary measures relating to notices and information about student offenses. If the superintendent, a designee of the superintendent, or a principal of a school receives student offense information under RCW 28A.225.330 (notifications from other school districts), 9A.44.138 (sheriff notifications to school districts), 13.04.155 (court notifications to school districts), 13.40.215 (department of children, youth, and families notifications to school districts), or 72.09.730 (department of corrections notifications to school districts), the following notification provisions will be followed.

1. Sex Offenses and Registered Sex or Kidnapping Offenders.

a. Superintendent or Designee. Upon receipt of information about sex offenses as defined in RCW 9.94A.030 or upon receipt of information about registered sex or kidnapping offenders pursuant to RCW 9A.44.138, the superintendent or his or her designee will provide the information to the principal of the school where the student is enrolled or will enroll—or, if not known, where the student was most recently enrolled.

b. Principals. When the principal receives the information described above, he or she must then disclose the information as follows.

If the student is classified as a risk level II or III, the principal shall provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

If the student is classified as a risk level I, the principal shall provide the information received only to personnel who, in the judgment of the principal, for security purposes should be aware of the student's record.

c. Convicted Juvenile Sex Offenders Attendance at Victims School. Convicted juvenile sex offenders are prohibited from attending the elementary, middle, or high school attended by their victims or their victims' siblings. The parents or legal guardians of the convicted juvenile sex offender shall be responsible for providing transportation or covering other costs associated with or required by the sex offender's change in school.

The Department of Social and Health Services (DSHS) Sex Offender School Attendance Program assists with ensuring that juvenile sex offenders, committed to Juvenile Rehabilitation Administration (JRA), do not enroll in the same school as their victim or their victims' siblings. If there is a conflict in schools, DSHS program staff will work with JRA to have the offender moved to another school.

d. Collaboration. The principal or designee will consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.

e. Inquiries by the Public. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public. Therefore, district and school staff will refer all inquiries by the public at large (including parents and students) regarding students required to register as a sex or kidnapping offender directly to law enforcement.

2. Violent Offenses, Firearms and Dangerous Weapons Crimes, Unlawful Possession or Delivery of Controlled Substances, or School Disciplinary Actions.

a. Superintendent or Designee. Upon receipt of information about a violent offense as defined in RCW 9.94A.030, any crime under chapter 9.41 RCW, unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW, or a school disciplinary action, the superintendent or designee will provide the information to the principal of the school where the student is enrolled or will enrolled—or, if not known, where the student was most recently enrolled.

b. Principals. When the principal, receives the information described above, he or she, *has discretion* to share the information with a district staff member if, in the principal's judgment, the information is necessary for:

- The staff member to supervise the student;
- The staff member to provide or refer the student to therapeutic or behavioral health services; or
- Security purposes.

School principals and staff should use care not to allow a student's demographic or personal characteristics to bias the decision of whether to share information received.

Upon receipt of information about an adjudication in juvenile court for an unlawful possession of a controlled substance in violation of chapter 69.50 RCW, the principal *must* notify the student and the parent or legal guardian at least five days before sharing the information with a district staff member.

If either the student or the student's parent or legal guardian objects to the proposed sharing of the information, the student, the student's parent or legal guardian, or both, may, within five business days of receiving notice from the principal, appeal the decision to share the information with staff to the superintendent of the district in accordance with procedures developed by the district.

The superintendent shall have five business days after receiving an appeal under the above to make a written determination on the matter. Determinations by the superintendent under this subsection are final and not subject to further appeal.

A principal may not share adjudication information under this subsection with a district staff member while an appeal is pending.

3. Public Records Act.

Any information received by district staff under this section is exempt from disclosure under the public records act (chapter 42.56 RCW) and may not be further disseminated except as provided in RCW 28A.225.330, other statutes or case law, and the family and educational and privacy rights act of 1994 (20 U.S.C. Sec. 1232g et seq.).

4. Assignment of Student Offenders to Certain Classrooms.

A student committing an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief) when the activity is directed toward the

teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned.

A student who commits an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

B. Notification of Threats of Violence or Harm.

Students and school employees who are subjects of threats of violence or harm will be notified of the threats in a timely manner. "Threats of violence or harm" means direct or indirect communications by any means of the intent to inflict physical harm upon a specific individual or individuals or that place a person in fear of the imminent likelihood of serious harm.

The district will assess and address potential threats of violence or harm in a manner consistent with Policy and Procedure 3225 – School-Based Threat Assessment, other safety policies, and comprehensive safe school plans. In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat. The district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If there is a specific and significant threat to the health or safety of a student or other individuals, the district may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

The district may use information about a threat of harm or violence in connection with student discipline consistent with Policy and Procedure 3241 – Student Discipline.

The district, board, school officials, and school employees providing notice in good faith as required and consistent with the board's policies are immune from any liability arising out of such notification. A person who intentionally and in bad faith or maliciously, knowingly makes a false notification of a threat under this section is guilty of a misdemeanor punishable under RCW 9A.20.021.

C. Immunity.

Any school district or district employee who releases the information in compliance with federal and state law is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.

D. Notification of Criminal Action

Upon receiving a report that a criminal action is alleged to have been committed against a student on school property during the school day or during a school-sponsored activity, including if there has been a shooting on school property, or that a student has been detained based on probable cause that they were involved in criminal activity on school property during the school day, the district will immediately notify the student's parents or legal guardians.

Cross References:

2161 - Special Education and Related Services for Eligible Students

2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

3120 - Enrollment

3140 - Release of Resident Students

3207 - Prohibition of Harassment, Intimidation, and Bullying of Students

3225 - School-Based Threat Assessment

3231 - Student Records

3241 - Student Discipline

4020 - Confidential Communications

5281 - Disciplinary Action and Discharge

6513 - Workplace Violence Prevention

Legal References:

RCW 13.04.155 Notification to designated recipient of adjudication or conviction — Information exempt from disclosure

RCW 13.40.215 Juveniles found to have committed violent or sex offense or stalking — Notification of discharge, parole, leave, release, transfer, or escape — To whom given — School attendance — Definitions

RCW 28A.600.460 Classroom discipline — Policies - Classroom placement of student offenders — Data on disciplinary actions

RCW 28A.605.005 Parental rights

RCW 4.24.550 Sex offenders and kidnapping offenders — Release of information to public — Website

RCW 9A.44.130 Registration of sex offenders and kidnapping offenders — Procedures — Definition — Penalties

RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Immunity from liability — Rules

RCW 28A.320.128 Notice and disclosure policies — Threats of violence — Student conduct — Immunity for good faith notice — Penalty

RCW 28A.320; 2020 c 167 § 1 – Notification provisions

RCW 72.09.345 Sex offenders — Release of information to protect public — End-of-sentence review committee — Assessment — Records access — Review, classification, referral of offenders — Issuance of narrative notices

WAC 392-400 Student Discipline

20 U.S.C. 1232g; 34 C.F.R. Part 99 Family Educational Rights and Privacy Act
Article IX, Section 1, Washington State Constitution

Management Resources:

2018 - December 2018 - December Policy Issue

2018 - August 2018 - August Policy Issue

2010 - October Issue

Policy News, June 1999 School Safety Bills Impact Policy

Policy News, August 1997 Legislature addresses student discipline

2020 - August Issue

Adoption Date: 27 February 2001
Classification: **Essential**
Prior Revised Dates: **02.19; 10.20; 09.25**

Procedure - Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

A. Registered Student Sex or Kidnapping Offenders.

1. Principals.

Principals have statutory disclosure obligations upon receipt of information about registered student sex or kidnapping offenders described in Policy 3143. In addition to their responsibilities described in Policy 3143, principals have a responsibility to develop a protocol for safety planning for registered student sex or kidnapping offenders, which will include student meetings, designing and monitoring student safety plans, and implementing safeguards when students change schools or change sex offender levels or status with parole or probation.

2. Safety Planning.

The principal will complete safety planning for registered student sex or kidnapping offenders with school staff, law enforcement, probation or parole, treatment providers, parents or guardians, care providers, and child advocates, as appropriate, in order to provide a safe school environment for all students and staff. For safety planning to be effective, the district will finalize formal enrollments for students required to register as a sex or kidnapping offender promptly after their enrollment request.

3. Student Meetings.

The principal or designee, working together with probation and parole professionals, will meet promptly with the registered student sex or kidnapping offenders to create and implement a student safety plan. The principal or designee will determine other appropriate school personnel to be included in the meeting to assist in defining school expectations. The student's parent or guardian or care provider may also be invited. The purpose for the meeting is to help the student be successful in his or her transition back to school and to provide a safe school environment for all students and staff.

4. Student Safety Plan.

The principal or designee (and other school staff as applicable) in consultation with probation and parole professionals (if under court supervision) will create a student safety plan for each registered student sex or kidnapping offender. The plan will outline the responsibilities of the student and other stakeholders to promote those activities deemed essential in safely managing the student's behavior.

a. The Student Safety Plan will outline conditions and limitations on each student required to register as a sex or kidnapping offender concerning their interactions on the school campus;

b. For students not under court supervision, the Student Safety Plan should be developed in conjunction with school staff in consultation with the student's family or guardian or care provider;

c. The Student Safety Plan will be based on the student's needs and include guidelines for expected intervention actions for high-risk behaviors and reinforce positive behaviors;

d. Each Student Safety Plan will be reviewed as necessary by staff designated by the principal.

5. Monitoring the Safety Plan.

The Student Safety Plan for registered student sex or kidnapping offenders will be monitored and changes made on an "as-needed" basis by school staff.

- **a.** School authorities should be prepared to take appropriate actions (especially if they notice an increase or escalation of a student's high-risk behaviors) for the short and long-term safety of the student required to register as a sex or kidnapping offender and all other students;
- **b.** School staff will report to the principal or designee and to law enforcement or other involved agencies (treatment providers, parole/probation) if they determine the student has not followed the Student Safety Plan.
- **c.** Follow-through on the Student Safety Plan will be consistent with existing disciplinary policies and procedures, student conduct policies, and mandatory reporting policies.

Schools may develop school threat assessment teams and make referrals to those teams when students engage in inappropriate behaviors as defined in the Student Safety Plan.

6. When Students Move or Change Status.

When a registered student sex or kidnapping offender changes schools, whether within or outside of the district, the current principal will notify the new principal and share the student records and safety plans with the new school. If the student's sex or kidnapping offender status or probation or parole status changes, the principal will notify the school staff as part of the school's safety planning.

B. Adjudication in Juvenile Court for an Unlawful Possession of a Controlled Substance.

At least five days before a principal uses his or her discretion to share with a school or district staff member information about a student's adjudication in juvenile court for an unlawful possession of a controlled substance in violation of chapter 69.50 RCW, the principal *must* first notify the student and the parent or legal guardian of the right to appeal the principal's determination to the superintendent.

The principal's notification may occur orally or in writing but must be in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The principal will either verbally explain any process for how to appeal the principal's determination or provide the student and parent/legal guardian with a copy of any written procedures developed by the district.

Within five business days of receiving notice from the principal, if either the student or the student's parent or legal guardian objects to the proposed sharing of the information, including objecting verbally or objecting in a writing, the principal will not share the student's adjudication information with a school or district staff member until the superintendent determines the appeal.

The superintendent shall have five business days after receiving the appeal to make a written determination on the matter. Determinations by the superintendent under this subsection are final and not subject to further appeal.

C. Notification of Threats of Violence or Harm.

The district has a school-based threat assessment program and investigates reports of possible threats of violence or harm consistent with Policy and Procedure 3225 – School-Based Threat Assessment.

Under the Family Educational Rights and Privacy Act (FERPA), the district may release student records only with permission from the parent or the adult student (a student who is 18 years of age or older) or in a health or safety emergency, as defined by FERPA. For that reason, the district may disclose the identity of students who have made threats of violence or harm only as allowed by law.

The district will provide relevant information about the threat to the subject of the threat, and advise the subject of the threat that if law enforcement has been involved in the matter.

Suspension or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response unless such actions are coupled with containment and support. When considering the appropriate response to a student's threat of violence or harm, the student's individual circumstances will be taken into account.

Any student discipline for making threats of violence or harm must be consistent with Policy and Procedure 3241 – Student Discipline. Discipline of students eligible for special education services or with disabilities will be consistent with Policy and Procedure 2161 – Special Education and Related Services for Eligible Student and Policy and Procedure 2162 - Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973.

Implementation Date: 17 September 2020
Classification: **Essential**
Revised Dates:

Release of Information Concerning Student Sexual and Kidnapping Offenders

The district recognizes its responsibility for the health and safety of all students, including students required to register as a sex or kidnapping offender enrolled within the district. Therefore, the district will take appropriate precautionary measures in situations where the building principal has been advised by law enforcement or a court that a student required to register as a sex or kidnapping offender is enrolling or is attending a school within the district.

Principal Responsibilities
When a principal receives notice from law enforcement or a court that a sex or kidnapping offender will be attending the principal's school, the principal will provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

Collaboration
The principal will work with law enforcement and courts to coordinate the receipt of notifications regarding students registered as sex or kidnapping offenders. The principal or designee will also consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.

Confidentiality
Any information received by a principal or school personnel as a result of a notification is confidential and may not be further disseminated except as provided by the statue for transfer of records (RCW 28A.225.330), other statutes or case law, and the Family and Educational Privacy Rights Act (FERPA), 20 U.S.C. § 1232g et. seq.

Any school district or district employee who releases information under RCW 28A.225.330 is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.

Inquiries by the Public
Inquiries by the public at large (including parents and students) regarding students required to register as a sex or kidnapping offender are to be referred directly to law enforcement. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public.

Student Rights and Responsibilities
All students, including those students required to register as a sex or kidnapping offender, have a constitutional right to a public education. Students required to register as sex or kidnapping offenders are also required to notify law enforcement of their intent to enroll in school.

Written Procedures
The superintendent or his/her designee will adopt written procedures for school principals describing how they will disseminate information received about students who are sex or kidnapping offenders with appropriate school personnel.

Cross References: 3143 - District Notification of Juvenile Offenders
3120 – Enrollment

3231 – Student Records

Legal References:	RCW 4.24.550 Sex offenders and kidnapping offenders — Release of information to public — Web site
	RCW 9A.44.130 Registration of sex offenders and kidnapping offenders — Procedures — Definition — Penalties
	RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion agreement — Provision of information to teachers and other personnel — Confidentiality
	RCW 13.40.215 Juveniles found to have committed violent or sex offense or stalking — Notification of discharge, parole, leave, release, transfer, or escape — To whom given — School attendance — Definitions
	RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules
	RCW 72.09.345 Sex offenders — Release of information to protect public — End-of-sentence review committee — Assessment — Records access — Review, classification, referral of offenders — Issuance of narrative notices
	20 U.S. C. 1232g et.seq Family and Educational and Privacy Rights Act of 1994
	Art. IX, Section 1, Washington State Constitution
Management Resources:	2018 - August Issue
	Policy News, December 2006 Student Sex and Kidnapping Offender Notice Requirements

Adoption Date: 26 February 2019
Classification: **Essential**
Revised Dates:

Sex Discrimination and Sex-Based Harassment of Students Prohibited

The district is committed to a positive and productive education free from discrimination. The district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Federal and State laws. 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.

The district has jurisdiction over complaints of sex discrimination, including sex-based harassment, pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

This policy is developed to meet the district's obligations under Title IX and aligned with Washington State laws and regulations that define sex discrimination. Sex discrimination that does not fall under this policy may be addressed under other district policies and procedures.

The district prohibits sex discrimination of students by other students, employees, or third parties involved in school district activities. The district also prohibits sex discrimination in the policies, procedures, and practices of the district's program and activities, including but not limited to counseling and guidance services, recreational and athletics activities, and access to course offerings.

For purposes of this policy, "sex discrimination" includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression. Sex-based harassment is a form of sex discrimination and is prohibited by this policy.

Definitions
"Sex-based harassment" means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.

The term "sexual harassment" includes the following, which Title IX defines at 34 C.F.R. § 106.2:

- "*Quid pro quo* harassment,"
- "Hostile environment harassment," and
- Specific offenses of sexual assault, dating violence, domestic violence, or stalking

The term "sexual harassment" is also prohibited under state law as defined at WAC 392-190-056 and includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

(a) Submission to that conduct or communication is condition of obtaining an education or
(b) a factor in decisions affecting that individual's education; or
(c) the conduct or communication has the purpose or effect of substantially interfering with an individual's educational performance or of creating an intimidating, hostile, or offensive educational environment.

Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law.

For the purpose of these definitions, sex-based harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

The district has also developed other specific, related policies for students to comply with its obligations under State and Federal laws, including nondiscrimination (Policy 3210), gender-inclusive schools (Policy 3211), district employees (Policy 5011), and pregnant and parenting staff (5012) to comply with its obligations under State and Federal laws, including Title IX, and to create inclusive and welcoming school-communities.

Investigation and Response
The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such. The procedure can be found at 3205P.1.

If the district knows, or reasonably should know, that sex discrimination has occurred, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sex-based 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 sex discrimination that come to the attention of the district. The district will take these steps every time a complaint alleging sex discrimination comes to the attention of the district.

Allegations of criminal misconduct and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. 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 sex-based harassment.

Engaging in sex-based 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 sex-based harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations
It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the Superintendent's procedure, including retaliation by a student against another student, 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 sex discrimination. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline as discussed in the Superintendent's procedure. However, no party, witness, or others participating in the district's grievance process will be disciplined based solely on a determination of whether sex discrimination occurred under the Superintendent's procedure.

Staff Responsibilities and Training
The Superintendent will develop and implement a procedure that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and other district employees.

The Superintendent will also develop materials to provide age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy and the recognition and prevention of sex-based harassment. The procedures can be found at 3205P.2.

District Notice
At a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, and how to report sex discrimination or make a complaint may be directed

to the District's Title IX Coordinator. The Title IX Coordinator's contact information will also be provided, including their name or title, office address, email address, and telephone number.

This policy and the procedure, which includes the complaint process, will be conspicuously posted in each district building in a place accessible to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and 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.

Additionally, sex-based harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientations.

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 – Sex Discrimination and Sex-Based Harassment of District Staff Prohibited
Legal References:	20 U.S.C. §§ 1681-1688
	2024 Title IX Regulations at 34 C.F.R. § 106 et seq.
	WAC 392-190-058 Sexual harassment and WAC 162-32-040
	RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
	RCW 49.60 Washington Law Against Discrimination
	WAC 162-32-040 Harassment
Management Resources:	2024 – August Issue
	2020 - August Issue
	2015 - July Policy Alert
	2014 - December Issue
	2010 - October Issue

Adoption Date: 27 February 2001
Classification: **Essential**
Revised Dates: **12.16; 9.19; 10.20; 09.24**

Procedure - Sexual Harassment of Students Prohibited

Procedure Sexual Harassment of Students Prohibited

The procedure is intended to set forth the requirements of Policy 3205, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at students carried out by other students, employees or third parties involved in school district activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

Title IX Coordinator, Investigator, and Decision-maker
The district will designate and authorize one employee to act as "Title IX Coordinator" to coordinate the district's state and federal sex discrimination and sexual harassment regulation compliance efforts. The decision-maker who reaches the final determination of responsibility for alleged Title IX sexual harassment will be the Superintendent or designee. The decision-maker cannot be the same person who serves as the Title IX Coordinator or the investigator of the Title IX complaint.

The Title IX coordinator's name, title, office address, telephone number, and email address must be available on the district website; in handbooks/catalogs that are made available to staff, students, and parents; and in the district's nondiscrimination statement.

Any individual designated as Title IX Coordinator, an investigator, or decision-maker, and any person who facilitates an informal resolution process must not have a conflict of interest or bias for or against the individual(s) who made the complaint ("complainant(s)") or the individual(s) reported to be the perpetrator of the conduct that could constitute sexual harassment ("respondent(s)" in general or individually, and must receive training on the following:

- The definition of sexual harassment under Title IX and state law;
- The scope of the district's education program or activity;
- How to conduct an investigation and grievance process and informal resolution process;
- How to serve impartially;
- Their responsibilities chapter WAC 392-190 WAC; and
- How to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal.

District investigators must also receive training on issues of relevance to create an investigative report that fairly
summarizes relevant evidence.

District decision-makers must also receive training on any technology to be used during hearings if the district provides for a hearing, and on issues of relevance of questions and evidence, including the requirement that questions and evidence about a complainant's sexual predisposition or prior sexual conduct are not relevant unless 1) such questions and evidence is offered to prove that someone other than the respondent committed the alleged conduct or 2) questions and evidence concerning specific incidents of the complainant's prior sexual behavior with respect to the respondent is offered to prove consent.

Any training materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of complaints. The district shall maintain for a period of seven years records of any informal resolution and the result; and all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, and make such materials available on the district's website.

Notice of Sexual Harassment Policy and Procedure

- Information about the district's sexual harassment policy and complaint procedure will be easily understandable and conspicuously posted throughout each school building, be reproduced in each student, staff, volunteer, and parent handbook. This notice will be provided in a language that each parent and guardian can understand.
- In addition to the posting and reproduction of this procedure and Policy 3205, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at *insert address of district administrative office*.

Responding to Notice of Sexual Harassment

The district is on notice and required to take action when any employee knows, or in the exercise of reasonable care should know, about possible sexual harassment. This includes informal and formal reports made to any staff member.

Upon notice of possible sexual harassment, staff will always notify the Title IX Coordinator. In addition, in the event of an alleged sexual assault, the school principal will immediately inform law enforcement and notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

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

Supportive measures must be offered to the complainant, before or after the filing of a formal complaint, or where no formal complaint has been filed. Supportive measures may also be provided to the respondent. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;

- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Modifications of work or class schedules;
- Mutual restrictions on contact between the parties;
- Increased security and monitoring of certain areas of the campus or school building, or
- Providing staff and/or student training.

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

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

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

Confidentiality

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

Retaliation

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

Formal Complaint Process

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized.

Filing of Complaint

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

Determining Whether to Incorporate Additional Title IX Complaint Procedures
The Title IX Coordinator will assess whether a formal complaint of sexual harassment meets the criteria for a Title IX complaint. If so, the district will implement investigation and response procedures under state law, as well as the following additional procedures as required by Title IX regulations.

Under Title IX, the term "sexual harassment" means:

- an employee of the district conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
- conduct that creates a "hostile environment," meaning unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
- "sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

The district will implement additional Title IX procedures in response to a sexual harassment complaint when the alleged conduct constitutes sexual harassment as defined by Title IX regulations, and:

- The written complaint is filed by the complainant of the alleged sexual harassment, by the complainant's legal guardian, or by the Title IX Coordinator;
- The complaint requests that the district investigate the allegation(s) of sexual harassment, as defined under Title IX regulations;
- The complaint is against a named respondent who, at the time of the alleged harassment, was under the control of the school district (such as a student, employee, or volunteer);
- The alleged sexually harassing conduct occurred in the United States; and
- The complainant is participating in or attempting to participate in the district's educational program or activity at the time.

If the formal complaint is determined to meet the criteria for a Title IX complaint, the district will conduct the investigation implementing the additional Title IX procedures. **Skip to *Standard Complaint Process with Additional Title IX Requirements.***

If the formal complaint is determined not to meet the criteria for a Title IX complaint, the district will conduct the investigation without implementing the additional Title IX procedures. **Continue to *Standard Complaint Process.***

STANDARD COMPLAINT PROCESS

Acknowledging a Complaint - *Standard Complaint Process*

- Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure in a language the complainant can understand.

Investigating a Formal Complaint - *Standard Complaint Process*

- Investigations will be carried out in a manner that is prompt, thorough, reliable, and impartial. During the investigation process, the complainant and respondent(s), if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants, respondents, and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the investigator will compile a full written report of the complaint and the results of the investigation.

Mediation - ***Standard Complaint Process***

At any time during the 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 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.

Superintendent's Response to a Formal Complaint - ***Standard Complaint Process***

- The superintendent or their designee will respond in writing to the complainant and the respondent within thirty (30) calendar days of receipt of the 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 parties 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 response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).

- 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. If the complaint alleges discriminatory harassment by a named respondent or respondent(s), the coordinator will provide the respondent(s) with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Resume "*Standard Complaint Process*" at *Level Two - Appeal to Board of Directors*.

STANDARD COMPLAINT PROCESS WITH ADDITIONAL TITLE IX REQUIREMENTS
The following sections outline the process the district will take to respond to complaints of sexual harassment under state law and Title IX.

Acknowledging a Formal Title IX Complaint
The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will offer supportive measures to both parties.

The district will acknowledge receipt of the formal complaint by providing the following written notice to the respondent(s) and complainant:

- A copy of the school's discrimination complaint procedure in a language the parties can understand.
- Notice of the allegations of sexual harassment with sufficient time for the parties to prepare a response before any initial interview and with sufficient detail. Such sufficient detail includes the identities of the parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known.
- Notice that the parties may have an advisor of their choice who may be an attorney or non-attorney, and who may inspect and review evidence of the alleged sexual harassment.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility for alleged sexual harassment is made at the conclusion of the grievance process.
- Notice of any provision in student conduct policies and procedures that prohibits false statements or submitting false information.

Investigation of a Title IX Formal Complaint
The district must investigate allegations contained in a formal complaint. If the conduct alleged would not constitute sexual harassment under Title IX regulations even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint under Title IX. Such dismissal does not preclude action under another provision of district policy or procedure or under sexual harassment investigation procedures as required by state law (*See* Standard Complaint Process).

The district adopts preponderance of the evidence/clear and convincing evidence as the standard or proof it will use in reaching decisions regarding complaints.

The district's investigation of a Title IX complaint must:

- Include a prompt and thorough investigation into the allegations in the complaint.
- Ensure that the district bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility for the alleged sexual harassment. The district may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in their professional capacity and made and maintained in connection with the provision of treatment to the party unless the district obtains the party's voluntary, written consent to do so.
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding; including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney or non-attorney. The district will apply any restrictions regarding the extent to which an advisor may participate equally to both parties;
- Provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, interviews, or other meetings, with sufficient time for the parties to prepare to participate;
- Prior to the completion of an investigative report, provide an equal opportunity for the parties to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence that the district does not intend to rely on in reaching a determination of responsibility for the alleged sexual harassment, regardless of the source of the evidence. The parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completion of the investigative report.
- At least ten (10) days prior to a determination regarding responsibility, create an investigative report that fairly summarizes relevant evidence, and send the investigative report in an electronic or hard copy format to each party and each party's advisor for their review and written response.
- After transmitting the investigative report to the parties, but before reaching a final determination regarding responsibility, the decision maker must give each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or unless they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

The district's Title IX investigative and grievance process is not required to include investigative hearings.

Discipline and Emergency Removals for Alleged Sexual Harassment under Title IX

A respondent who is accused of sexual harassment under Title IX is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The district may not impose any disciplinary sanctions, or other actions that are

not supportive measures, against the respondent until the district has determined the respondent was responsible for the sexual harassment at the conclusion of the grievance process.

These additional Title IX sexual harassment procedures do not preclude a school district from removing a student from school on an emergency basis consistent with Policy and Procedure 3241 – Student Discipline and the associated student discipline regulations for emergency expulsion.

Title IX Informal Resolution Process
At any time prior to a determination in a formal Title IX complaint, the district may permit a complainant to waive the formal complaint grievance process in favor of an informal resolution process not involving a full investigation and adjudication, provided that the district obtains the parties' voluntary, written consent; the district does not offer informal resolution of sexual harassment allegations against a respondent who is an employee of the district, the district provide reasonably prompt time frames for the informal resolution process; and the district provides the parties with written notice disclosing the allegations, the requirements for the informal resolution process, and the circumstances in which the parties would be precluded from continuing with a formal resolution process for the same allegations.

A party has the right to withdraw from the informal resolution process and resume the formal Title IX grievance process at any time prior to agreeing to a resolution. The district may not require the waiver of the right to an investigation and adjudication of formal complaints of sexual harassment under Title IX as a condition of enrollment, employment, or enjoyment of any other right, nor may the district require the parties to participate in an informal resolution process. The district will not offer an information resolution process unless a formal complaint is filed.

Superintendent's Response to a Formal Title IX Complaint
At the conclusion of the investigation, the decision-maker (superintendent or designee) must issue a written determination of responsibility regarding the alleged sexual harassment within thirty (30) calendar days of receipt of the 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 parties in writing of the reason for the extension and the anticipated response date.

The superintendent's written determination must be issued to the parties simultaneously and must include the following:

- Identification of the allegations potentially constituting sexual harassment under Title IX regulations;
- A description of the procedural steps taken from the time of the district's receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings supporting the determination;
- A summary of the results of the investigation;
- Conclusions regarding the application of the district's code of conduct policies to the facts;
- A statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary or other sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- If sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; and
- Notice of the parties' 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.

At the time the district responds to the parties, the district must send a copy of the response to the office of the superintendent of public instruction.

Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.

Level Two - Appeal to Director of Human Resources, Superintendent, or designee

Notice of Appeal and Hearing

- If the complainant or respondent(s) disagrees with the superintendent's or designee's written decision, the disagreeing party may appeal the decision by filing 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.
- If the complaint involves a named respondent, the District will implement appeal procedures equally for both parties and provide written notice to the other party when an appeal is filed.
- The district will ensure that the decision-maker for the appeal is not the same decision-maker who reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
- The district will ensure that the decision-maker for the appeal has received the training required for decision-makers as required by this procedure.
- The board will ensure that a hearing commences by the twentieth (20th) 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 a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome of the initial determination.

Decision on Appeal

- Unless otherwise agreed to by the complainant, the decision maker on appeal 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 written decision will describe the result of the appeal and the rationale for the result.
- The decision will include notice of the complainant's right to appeal to the 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 the superintendent of public instruction.
- The decision will be provided in a language that 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.

Level Three - Complaint to the Superintendent of Public Instruction

Filing of Complaint

- 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 superintendent of public instruction.
- A complaint must be received by the 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 Superintendent of Public Instruction

grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.

- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment 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.

Investigation, Determination and Corrective Action

- 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, State Requirement
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.

Other Complaint Options

Office for Civil Rights (OCR), U.S. Department of Education
OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.
206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)
WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.
1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Investigation Recordkeeping
The district will maintain, for a period of 3 years, records of all sexual harassment investigations.

The district will maintain, for a period of seven years, records of each Title IX sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual

recording or transcript; any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; and any appeal from the result of a determination regarding responsibility.

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

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

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

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.
As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

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

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

Implementation Date: 17 September 2020
Classification: **Essential**
Revised Dates: **09.22**

Prohibition of Harassment, Intimidation, and Bullying of Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	2161 - Special Education and Related Services for Eligible Students
	3205 - Sexual Harassment of Students Prohibited
	3210 - Nondiscrimination
	3211 - Gender-Inclusive Schools
	3241 - Student Discipline
Legal References:	WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure – School districts.
	RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures — Model policy and procedure — Training materials — Posting on web site — Rules — Advisory committee
Management Resources:	2023 – July Issue
	2019 - August Policy Alert
	2019 - July Issue
	Office for Civil Rights Dear Colleague Letter: Responding to Bullying of Students with Disabilities (OCR 10/21/2014)
	2014 - December Issue
	2010 - December Issue
	2008 - April Issue
	2002 - April Issue

Adoption Date: September 2008
Classification: **Essential**
Revised Dates: **04.02; 10.07; 04.08; 12.10; 04.11; 02.17; 10.19; 11.23**

Procedure - Prohibition of Harassment, Intimidation and Bullying

A. **Introduction**

The Grapeview 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 a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression, gender identity, mental or physical disability, or other distinguishing characteristics.

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

B. **Definitions**

Aggressor means 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 means an intentional electronic, written, verbal, or physical act that:

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

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

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

Retaliation occurs when an individual is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, or participating in an investigation.

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

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

C. **Behaviors/Expressions**

"Harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately. Although this procedure differentiates the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors, Harassment refers to any malicious act, which causes harm to any person's physical wellbeing. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence. Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted youth including physical or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

D. **Relationship to Other Laws**

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

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

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

The district will ensure its compliance with all state laws regarding harassment, intimidation, or bullying. 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 membership in a legally protected class under local, state, or federal law.

E. **Prevention**

1. **Dissemination**

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

   Annually, the superintendent will ensure that 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 website.

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

2. **Education**

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

3. **Training**

   The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI. Staff will receive annual training on the school district's policy and procedure, including at a minimum, staff roles and responsibilities, how to monitor common areas 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.

F. **Compliance Officer**

The district compliance officer will:

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

G. **Staff Intervention**

All staff members will intervene when witnessing or receiving reports of harassment, intimidation, or bullying. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation, or bullying, may require no further action under this procedure, other than tracking, to ensure they are not repeated.

H. **Filing an Incident Reporting Form**

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

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

I. **Addressing Harassment, Intimidation, or Bullying – Reports**

Step 1: Filing an Incident Reporting Form

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

Status of Reporter

1. **Anonymous**
   Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes, use online reporting processes, or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.
2. **Confidential**
   Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")
3. **Non-confidential**
   Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation, or bullying will 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 principal or 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.

1. 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.
2. 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 (https://www.k1wa.us/student-success/health-safety/school-safety-center/safety-planning-toolkit) for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

   If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy [Policy 3210], the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can

understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.

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

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

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

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

Step 4: Corrective Measures for the Aggressor

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

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

Step 5: 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) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

Step 6: Discipline/Corrective Action

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

Corrective measures for a student who commits an act of harassment, intimidation, or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district policy 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 will 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, or 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. A harassment, intimidation, or bullying complaint may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office (for discrimination complaints)
  360.725.6162
  Email: equity@k12.wa.us
  https://www.k12.wa.us/policy-funding/equity-and-civil-rights
- Washington State Human Rights Commission
  800.233.3247
  www.hum.wa.gov/index.html
- Office for Civil Rights, U.S. Department of Education, Region IX
  206.607.1600
  Email: OCR.Seattle@ed.gov
  www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
  877.292.3804
  www.justice.gov/crt/
- Office of the Education Ombuds
  866.297-2597
  Email: OEOinfo@gov.wa.gov
  http://oeo.wa.gov/
- OSPI Safety Center
  360.725-6044
  https://www.k12.wa.us/student-success/health-safety/school-safety-center

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 in this policy but which are, or may be, prohibited by other district or school rules.

Implementation Date: 24 June 2003
Classification: **Essential**
Revised Dates: **09.08; 07.21**

Nondiscrimination

The district is committed to complying with anti-discrimination laws.

Definition
"Protected status" is short for the phrase "sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, as defined in RCW 28A.642.012, or the use of a trained dog guide or service animal by a person with a disability."

Nondiscrimination Statement
The district will adopt a nondiscrimination statement that must include the following:

1. Notice that the district may not discriminate in any programs or activities based on sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal.

2. The name or title, office address, and telephone number of the employee designated as the compliance officer under this policy, the Section 504 Coordinator, and the Title IX Coordinator.

3. Notice that the district provides equal access to the Boy Scouts of America and any other youth group listed in Title 36 of the United States Code as a patriotic society.

The district will include this statement in written announcements, notices, recruitment materials, employment application forms, and other publications made available to all students, parents, or employees.

The district may combine the statement described above with the notice described in Policy 3205.

Model Student Handbook Language
The district will adopt the model student handbook language described in RCW 28A.300.286 and include the language in any student, parent, employee, and volunteer handbook it or its schools publish and on its and its schools' websites.

Discriminatory Harassment
Students have a right to be free from discriminatory harassment. The district violates that right if the following conditions are met:

1. The alleged conduct is based on a student's protected status.

2. The alleged conduct creates a hostile environment. A hostile environment is created if the alleged conduct is sufficiently severe, persistent, or pervasive that it limits or denies a student's ability to participate in or benefit from the district's course offerings, including any educational program or activity. A hostile environment could impact a student's life in many ways. Physical illness, anxiety about going to school, or a decline in grades or attendance could signal a hostile environment.

3. After receiving notice of the alleged conduct, the district fails to take prompt and appropriate action to investigate it or fails to take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its

effects as appropriate. The district has notice of discriminatory harassment if a reasonable employee knew or, in the exercise of reasonable care, should have known about the harassment. Employees may have notice of discriminatory harassment if they receive an oral report from a student, parent, or other individual; receive a written complaint; witness harassing conduct; or become aware of harassment by members of the community or the media.

Harassing conduct may include verbal acts and name-calling, graphic and written statements, or other conduct that may be physically threatening, harmful, or humiliating.

When the district receives notice of potential discriminatory harassment, it will take prompt and appropriate action to investigate and, as applicable, take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects. Examples of the steps the district might take include imposing discipline, separating individuals, developing a safety plan, offering counseling, and providing additional training and instruction. These steps will not penalize the student who was harassed.

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

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

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

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

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

Training
The district will train all administrators, certificated personnel, and classroom personnel regarding their responsibilities under this policy and chapter 392-190 WAC. The training will aim to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal.

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

Any person who retaliates will be subject to appropriate discipline.

Cross References:	2020 - Course Design, Selection, and Adoption of Instructional Materials
	2030 - Service Animals in Schools

2140 - Comprehensive School Counseling Program

2150 - Co-Curricular Program

2151 - Interscholastic Activities

3205 - Sexual Harassment of Students Prohibited

3206 - Pregnant and Parenting Students

3207 - Prohibition of Harassment, Intimidation, and Bullying of Students

3211 - Gender-Inclusive Schools

4217 - Effective Communication

4260 - Use of School Facilities

Legal References:

RCW 28A.300.286 Discrimination, harassment, intimidation, and bullying—Policies and complaint procedures—Posting of model student handbook language

Chapter 392-190 WAC Equal Educational Opportunity—Unlawful Discrimination Prohibited

Chapter 28A.640 RCW Sexual equality

Chapter 28A.642 RCW Discrimination prohibition

Chapter 49.60 RCW Discrimination—Human rights commission

WAC 392-190-020 Training—Staff responsibilities—Bias awareness

20 U.S.C. § 7905 Boy Scouts of America Equal Access Act

42 U.S.C. §§ 12101-12213 Americans with Disabilities Act

20 U.S.C. §§ 1681–1688 Title IX of the Education Amendments of 1972

42 U.S.C. § 2000d, et seq. Title VI of the Civil Rights Act of 1964

34 CFR Part 100 Nondiscrimination Under Programs Receiving Federal Assistance Through the Department of Education Effectuation of Title VI of the Civil Rights Act of 1964

34 CFR 104 Nondiscrimination on the basis of handicap in programs or activities receiving federal financial assistance

34 CFR Part 106 Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance

Management Resources:

2016 - March Issue

2014 - December Issue

2013 - April Issue

2012 - December Issue

2011 - June Issue

Policy News, August 2007 Washington's Law Against Discrimination

Adoption Date: February 27, 2001
Classification: **Essential**
Prior Revised Dates: **11.11; 12.16; 02.25; 10.25**

Procedure - Nondiscrimination

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

Complainant
Anyone may file a complaint against the district alleging that it has violated anti-discrimination laws. The person filing the complaint is referred to as the "complainant."

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

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

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

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

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

1. Provide the complainant with a copy of Policy 3210 and this procedure in a language they can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

2. Ensure that the district conducts a prompt and thorough investigation into the allegations in the complaint.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

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

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

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

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

The mediator must be impartial, may not be an employee of the district or any agency providing education or related services to a student who is involved in the mediation, and must not have a personal or professional conflict of interest. A person is not disqualified as a mediator solely because the district pays them to serve as a mediator.

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

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

Last Revised: **December 2001**
Prior Revised Dates: **11.11; 01.25**

Gender-Inclusive Schools

The board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity, or sex. To that end, the board recognizes the importance of an inclusive approach toward transgender and gender-expansive students with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, restroom and locker room use and accessibility, sports and physical education, dress codes, and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure. The superintendent will appoint a primary 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 district compliance officer will participate in at least one mandatory training opportunity offered by OSPI

This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying, and discrimination.

Cross References:	3207 - Prohibition of Harassment, Intimidation, or Bullying 3210 - Nondiscrimination 3231 - Student Records
Legal References:	RCW 28A.642 Discrimination Prohibition 20 U.S.C. 1232g, 34 C.F.R., Part 99 - Family Education Rights and Privacy Act
Management Resources:	2019 – July Issue 2014 - December Issue 2013 - December Issue Prohibiting Discrimination in Washington Public Schools - OSPI Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC (February 2012)

Adoption Date: 28 January 2020
Classification: **Essential**
Revised Dates:

Procedure - Gender-Inclusive Schools

The principal or building administrator—or an appropriate, designated school employee—is encouraged to request a meeting with a transgender or gender-expansive student upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or identity. Before contacting a student's parents, the school will consult with the student about the student's preferences regarding family involvement and consider whether safety concerns are present for the student.

The goals of the meeting are to:

- develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the district will provide according to Policy 3211 and this procedure and under state and federal law; and
- develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The school may not require the student to attend a meeting as condition of providing them with the protection to which they are entitled under Policy 3211, this procedure, and state and federal law regarding gender expression or identity.

Key Definitions/Terms

- **Assigned sex at birth:** The sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, etc.).
- **Cisgender**: A term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity and/or gender expression is also female.
- **Gender Expansive:** A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.
- **Gender Expression:** The external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.
- **Gender Identity:** A person's internal and deeply-felt sense of being female, male, both, non-binary, gender-expansive, or other—regardless of the gender assigned at birth.
- **Transgender:** A term often used to describe a person whose gender identity or expression, or both, are different from those traditionally associated with their sex assigned at birth.
- **Transitioning:** The process in which a person goes from living and identifying as one gender to living and identifying as another.

Communication and Use of Names and Pronouns

An appropriate school employee will privately ask known transgender or gender-expansive students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. However, the student's legal name should be accessible by only necessary staff members—it should not be visible to teachers or other staff who have access to the electronic records system.

When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

When communicating with transgender or gender expansive students regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student's actual or perceived gender identity or gender expression. Before communicating with parents of transgender or gender expansive students, it's important to ask the student how school employees should refer to the student when talking with their parents and guardians. For families who are supportive, using the student's name and pronoun could be affirming for the student. For parents who are not supportive, or who are not aware of the student's transition at school, referring to their name and pronoun could be very dangerous. The district will not condone the intentional or persistent refusal to respect a student's gender identity or gender expression, or inappropriate release of information regarding a student's transgender or gender-expansive status.

Official Records
The standardized high school transcript is the only official record that requires a student's legal name. School staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender-expansive status. The District will change a student's official records to reflect a change in legal name upon receipt of:

1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or
2. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's official gender designation upon parent or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process found at: https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2018-19cedarsreportingguidance.pdf. The process should not be overly cumbersome, and the district may not require verification from a physician.

The school must use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, directory information.

Confidential Health or Educational Information
Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99). Parents have the right under FERPA to request their student's records and if requested, the District will provide the student's educational records to the parent according to 3231/3231P – Student Records. To ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender-expansive status to others, including other school personnel, other students, or the parents of other students, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.

Restroom Accessibility
Students will be allowed to use the restroom that corresponds to the gender identity they assert at school. No student will be required to use a restroom that conflicts with their gender identity. Any student—regardless of gender identity—who requests greater privacy should be given access to an alternative restroom. However, schools may not require a student to use an alternative restroom because of their transgender or gender-expansive status.

Locker Room Accessibility
Use of locker rooms by transgender or gender-expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender-expansive student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities and ensuring the student's safety. The district will take an approach that conforms with OSPI 's guidelines. In most cases, the district should provide the student access to the locker room that corresponds to the gender identity they assert at

school. Reasonable alternatives to locker room conditions for any student who wants additional privacy include, but are not limited to:

- Use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom);
- A separate changing schedule (i.e., utilizing the locker room before or after the other students).

The school will provide accommodations needed to allow the student to keep their transgender or gender-expansive status private. No student will be required to use a locker room that conflicts with his or her gender identity.

Sports and Physical Education Classes
The District will provide all students, including transgender and gender-expansive students, the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with their gender identity.

A student may seek review of his or her eligibility for participation in interscholastic athletics by working through the Gender Identity Participation procedure set forth by the Washington Interscholastic Activities Association (WIAA).

Dress Codes
The District will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their school site and within the constraints of the District guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel). School dress codes will be gender-neutral and will not restrict a student's clothing choices on the basis of gender. The district will take an approach that conforms with OSPI 's guidelines.

Other School Activities
In any school activity or other circumstance involving separation by gender (i.e., class discussions, field trips, and overnight trips), students will be permitted to participate in accordance with the gender identity they assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

Training and Professional Development
The district will designate one person to be the primary contact regarding this policy and procedure relating to transgender or gender expansive students. The primary contact must participate in at least one mandatory training opportunity offered by OSPI. When possible, the District will conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
- Strategies for preventing and intervening in incidents of harassment and discrimination, including bullying and cyber-bullying;
- District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, gender identity, gender expression issues.

Discrimination and Harassment Complaints
Discrimination and harassment on the basis of sex, gender identity, or gender expression are prohibited within the district. It is the responsibility of each school, the District, and all staff to ensure that all students, including transgender and gender-expansive students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the person designated as the primary contact relating to transgender or gender

expansive students. The primary contact will communicate with the district's Civil Rights Compliance Coordinator.

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and harassment complaints. This includes investigating the incident and taking age and developmentally appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined in the district's Nondiscrimination Procedure 3210P.

The district will share this policy and procedure with students, parents/guardians, employees, and volunteers.

Implementation Date: **28 January 2020**
Classification: **Essential**
Prior Revised Dates: **04.22; 06.25**

Freedom of Expression

The free expression of student opinion is an important part of education in a democratic society. The district encourages students' verbal and written expression of opinion on school premises so long as it does not substantially disrupt the operation of the school or otherwise violate this policy. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

Student Publications
Student publications produced as part of the school's curriculum or with the support of the associated student body fund are intended to serve both as vehicles for instruction and student communication. Although substantively financed and operated by the district, student editors of school-sponsored media are responsible for determining the news, opinion, feature, and advertising content of the media, consistent with chapter 28A.600 RCW. Material appearing in such publications may reflect various areas of student interest, including topics about which there may be controversy and dissent. When engaging with a controversial issue, student publications should strive to provide in-depth treatment and represent a variety of viewpoints. Such materials may not:

- Be libelous or slanderous;
- Be an unwarranted invasion of privacy;
- Be obscene or profane, such that it would violate federal or state laws, rules or regulations or incites others to violate federal or state laws, rules or regulations, including the standards established by the federal communications act or applicable federal communication commission rules or regulations;
- Incite students so as to create a clear and present danger of the material and substantial disruption of the school;
- Violate district policy or procedure related to harassment, intimidation, bullying, or related to the prohibition on discrimination pursuant to RCW 28A.642.010.
- Violate federal or state laws, rules, regulations, or incite the violation of such laws; or
- Advertise tobacco products, liquor, illicit drugs, or drug paraphernalia.

The superintendent will develop guidelines, assuring that students are able to exercise freedom of expression so long as it does not present a material and substantial disruption of the orderly operation of the school, implementing the standards above, and establishing procedures for the prompt review of any materials that appear not to comply with the standards.

Distribution of Materials
Students and district staff may distribute student publications or other materials on school premises in accordance with procedures developed by the superintendent. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the posting of such material on school property.

Students responsible for the distribution of material that leads to a substantial disruption of school activity or otherwise interferes with school operations will be subject to corrective action, including suspension or expulsion, consistent with student discipline policies.

No one who is neither a student nor a district employee may distribute materials on school grounds.

Cross References:	2340 - Religious-Related Activities and Practices 3241 - Student Discipline
Legal References:	RCW 28A.600 WAC 392-400-215 Student rights
Management Resources:	2021 – October Issue 2018- June Policy Alert 2018 - May Issue 2015 - July Policy Alert Policy News, August 2001 A Few Civil Liberty Reminders

Adoption Date: 27 February 2001
Classification: **Encouraged**
Revised Dates: **12.21**

Policy: 3220P
Section: 3000 - Students

Procedure - Freedom of Expression

Students will enjoy freedom of expression, whether verbal or written, providing such expression does not constitute a material and substantial disruption of the orderly operation of the school or otherwise violate this policy. The principal will have the authority to monitor student verbal and written expression. Students who violate the standards established by this policy and chapter 28A.600 RCW for verbal and written expression may be subject to corrective action or punishment.

Definitions
For purposes of this policy and procedure, the following definitions apply:

(a) "School-sponsored media" means any matter that is prepared, substantially written, published, or broadcast by student journalists, that is distributed or generally made available, either free of charge or for a fee, to members of the student body, and that is prepared under the direction of a student media adviser. "School-sponsored media" does not include media that is intended for distribution or transmission solely in the classrooms in which they are also produced.

(b) "Student journalist" means a student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

(c) "Student media adviser" means a person who is employed, appointed, or designated by the school to supervise, or provide instruction relating to, school-sponsored media.

For purposes of verbal and written expression, the following guidelines are in effect:

A. Distribution of written materials or presentation of an oral speech in an assembly or classroom setting may be restricted:

1. Where there is evidence which reasonably supports a forecast that the expression is likely to cause material and substantial disruption of, or interference with, school activities, which disruption or interference cannot be prevented by reasonably available, less restrictive means; or,
2. Where such expression unduly impinges upon the rights of others.

A school official must base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

B. Distribution of written material or presentation of an oral speech will not be permitted if such material or speech would be in violation of the federal communications act or applicable federal communication commission rules or regulations, or otherwise in violation of district policies regarding patently lewd, vulgar, and indecent conduct or communication.

C. Libelous or slanderous material or speech may be prohibited. Libelous material will be defined to include defamatory falsehoods about public figures or governmental officials. In order to be libelous, the defamatory falsehood must be made with actual malice; that is, with knowledge that it is false, or with reckless disregard of whether it was false or not.

D. Publications that involve an unwarranted invasion of privacy will not be permitted. Such occurrences may include: exploitation of one's personality; publications of one's private affairs with which the public has no legitimate concern; or, wrongful intrusion into one's private activities in a manner that can cause mental suffering, shame, or humiliation to a reasonable person of ordinary sensibilities.

E. Publications or oral speeches that incite the commission of unlawful acts on school premises, the violation of law, or the violation of lawful school district policies and procedures may be prohibited.

F. Publications or oral speeches that violate the district's policy or procedure related to the prohibition of harassment, intimidation, or bullying, or that advocate discrimination or discriminatory disparagement in violation of chapter 28A.642 RCW and district policy are prohibited.

Student Publications
The student publications instructor or advisor will have the primary responsibility for supervising student publications and to see that provisions incorporated into the policy and procedures are met. The instructor or advisor will also have the primary responsibility for teaching professional standards of English and journalism to the student journalists. Publication activities should instill respect for the sensitivity of others and standards of civility as well as the elements of responsible journalism.

Student editors of school-sponsored media are responsible for determining the news, opinion, feature, and advertising content of the media subject to the limitations of this policy and procedure as set forth above.

The principal may request to review any copy prior to its publication. The principal will return such copy to the student editors within 24 hours after it has been submitted for review. Any dispute that cannot be resolved at the building level will be submitted to the superintendent for further consideration. When appropriate, the superintendent will seek legal counsel. If the complaint cannot be resolved at that level, the board, upon request, will consider the complaint at its next regular meeting. In addition, any student, individually or through his or her parent or guardian, enrolled in a public high school may file an appeal of any alleged violation of chapter 28A.600 RCW related to school-sponsored media pursuant to the provisions of chapter 28A.645 RCW.

Political expression by students in school-sponsored media shall not be deemed the use of public funds for political purposes for purposes of the prohibitions of RCW 42.17A.550.

Expression made by a student in the school-sponsored media is not necessarily the expression of school policy. Pursuant to chapter 28A.600 RCW, neither a school official nor the governing board of the school or school district may be held responsible in any civil or criminal action for any expression made or published by students in school-sponsored media.

Distribution of Materials
Students' constitutional rights of freedom of speech or expression provide for the opportunity to distribute written materials on school premises. However, distribution of materials by students will not cause disruption of or interference with school activities. Systematic distribution of materials may not occur during instructional time, unless other similar non-instructional activities are permitted. Students will be subject to corrective action or punishment, including suspension or expulsion, depending on the nature of the disruption or interference resulting from distribution of materials.

Implementation Date: 27 February 2001
Classification: **Encouraged**
Revised Dates: **12.21**

3223 FREEDOM OF ASSEMBLY

Individual students and student organizations may meet in school rooms or auditoriums, or at outdoor locations on school grounds, to discuss, pass resolutions and take other lawful action respecting any matter which directly or indirectly concerns or affects them, whether or not it relates to school. Such activities shall not be permitted to interfere with the normal operation of the school.

Peaceful demonstrations are permissible, though they are to be held in designated places where they shall present no hazards to persons or property and at designated times that shall not disrupt classes or other school activities.

Cross Reference:

Policy 2153	Non-curriculum Related Student Groups

Legal References:

WAC 180-40-215	Student rights

Adoption Date: 27 February 2001
Grapeview School District

3224 STUDENT DRESS

Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the board of directors.

Students' choices in matters of dress should be made in consultation with their parents.

Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

A. A health or safety hazard shall be presented by the student's dress or appearance including possible membership in a gang or hate groups;

B. Damage to school property shall result from the student's dress; or

C. A material and substantial disruption of the educational process will result from the students' dress or appearance.

For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school District. Prohibited conduct includes the use of lewd, sexual, drug, tobacco or alcohol-related messages, gang-related apparel.

The uniforms of nationally recognized youth organizations, and clothing worn in observance of a student's religion, are not subject to this policy.

The superintendent shall establish procedures providing guidance to students, parents, and staff regarding appropriate student dress in school or while engaging in extracurricular activities. Such procedures shall ensure that any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be asked, with notice to his or her parents, to make appropriate corrections and be subject to discipline if the corrections are not undertaken.

Cross References:

Policy 3220	Freedom of Expression

Legal References:

RCW 28A.320.140	Schools with Special standards
WAC 180-40-215	Student Rights
WAC 180-40-225	School District rules defining misconduct

Adoption Date: 27 February 2001
Grapeview School District

3224P STUDENT DRESS PROCEDURES

The student and parent may determine the student's personal dress and grooming standards, provided that the student's dress and grooming shall not:

A. Lead school officials to reasonably believe that such dress or grooming shall disrupt, interfere with, disturb, or detract from the school environment or activity and/or educational objectives.

B. Create a health or other hazard to the student's safety or to the safety of others.

C. Create an atmosphere in which a student, staff, or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture or threat of violence; or

D. Imply gang membership or affiliation by written communication, marks, drawing, painting, design, emblem upon any school or personal property or one's person.

The principal, in connection with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity if the principal reasonably believes that the student's dress or grooming:

A. Creates a hazard to the student's safety or to the safety of others.

B. Shall prevent, interfere with or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

If the student's dress or grooming is objectionable under these provisions, the principal shall request the student to make appropriate corrections. If the student refuses, the principal shall notify the parent, if reasonably possible, and request that person to make the necessary correction. If both the student and parent refuse, the principal shall take appropriate disciplinary action. Students may be suspended, if circumstances so warrant. Students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal may determine. All students shall be accorded due process safeguards before any corrective action may be taken.

Students identified as being gang involved, influenced or affiliated shall be provided assistance and/or programs which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.

Implementation Date: 27 February 2001
Grapeview School District

School-Based Threat Assessment

The Board is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension or expulsion and the district will not impose suspension or expulsion, including emergency removal, *solely* for investigating student conduct or conducting a threat assessment. Further, suspension, or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response, unless such actions are coupled with containment and support. However, nothing in this policy precludes district personnel from acting immediately to address an imminent threat, including an emergency removal, if the district has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

Structure of Threat Assessment Teams
The superintendent shall establish and ensure the training of a multidisciplinary, multiagency threat assessment team or more than one such team to serve district schools. As the threat assessment team must be multidisciplinary and multiagency, it might include persons with expertise in:

- Counseling, such as a school counselor, a school psychologist and/or school social worker,
- Law enforcement, such as a school resource officer,
- School administration, such as a principal or other senior administrator,
- Other district or school staff,
- Community resources,
- Special education teachers, and a
- Practicing educational staff member.

Not every multidisciplinary team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.

Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are part of the threat assessment team. This does not diminish the district's commitment that school personnel will make every reasonable attempt to involve parents and the student in the resolution of the student's behavioral violations, consistent with Policy and Procedure 3241 – Student Discipline.

Function of Threat Assessment Team
Each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, volunteer, or other individual, functions as a "school official with a legitimate educational interest" in educational records controlled and maintained by the district. The

district provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including district / school-based members and community resource / law enforcement members, shall use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to state standards.
- Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the district's possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student's demographic or personal characteristics.
- Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;
- Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff; and
- Timely reports its determination to the superintendent or designee.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student's IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

Data Collection, Review and Reporting

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Other tasks of threat assessment team

The threat assessment team may also participate in other tasks that manage or reduce threatening or potentially threatening behavior and increase physical and psychological safety. This may include:

- Providing guidance to students and staff regarding recognition of behavior that may represent a threat to students, staff, school, the community, or the individual;

- Providing informational resources for community services boards or health care providers for medical evaluation or treatment, as appropriate;

Assessing individuals other than students whose behavior poses a threat to the safety of students or staff and notify the superintendent or designee of such an individual

Cross References:	2121 - Substance Abuse Program
	2145 - Suicide Prevention
	2161 - Special Education and Related Services for Eligible Students
	2162 - Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
	3143 - District Notification of Juvenile Offenders
	3231 - Student Records
	3241 - Student Discipline
	3432 - Emergencies
	4210 - Regulation of Dangerous Weapons on School Premises
	4310 - District Relationships with Law Enforcement and other Government Agencies
Legal References:	CFR 34, Part 99, Family Educational Rights and Privacy Act Regulations
	Chapter 28A.320 RCW
	Chapter 28A.300 RCW

Adoption Date: 25 February 2020
Classification: **Essential**
Revised Dates: **01.21; 08.23**

Procedure - School Based Threat Assessment

Definitions

For purposes of district or school-based threat assessments of students, the following definitions will apply:

- A **school-based threat assessment** means the formal process, established by a school district, of evaluating the threatening, or potentially threatening, behavior of a student, and the circumstances surrounding the threat, to uncover any facts or evidence that the student or other actor is likely to carry out the threat.
- **School-based threat management** means the development and implementation of a plan to manage or reduce the threatening, or potentially threatening, behavior of a student in a way that increases the physical and psychological safety of students, staff, and visitors, while providing for the education of all students.
- A **threat** is an expression of an intent to cause physical harm to self/others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat. Threats may be direct, such as "I am going to beat you up." or indirect, such as, "I'm going to get him."

    - A **low risk threat** is one in which it is determined that the individual/situation does not appear to pose a threat of serious harm to self/others, and any exhibited issues/concerns can be resolved easily.

    - A **moderate risk** threat is one in which the person/situation does not appear to pose a threat of violence, or serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.

    - A **high risk threat** is one in which the person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm self/others and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention.

    - An **imminent threat** exists when the person/situation appears to pose a clear and immediate threat of serious violence toward self/others that requires containment and action to protect identified or

identifiable target(s); and may also exhibit other concerning behaviors that require intervention.

Principles

Six principles form the foundation of the threat assessment process. These principles are:

- Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.
- Targeted violence stems from an interaction among the individual, the situation, the setting, and the target.
- An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
- Effective threat assessment is based upon facts rather than on characteristics or "traits."
- An "integrated systems approach" should guide threat assessment inquiries and investigations.
- The central question in a threat assessment inquiry or investigation is whether a student *poses* a threat, not whether the student has made a threat.

Identifying and Reporting Threats

Timely reporting of expression to harm is crucial to an effective school-based threat assessment program.

Anyone, including students, families, and community members may report communication or behavior that appears to be threatening or potentially threatening to a school staff member; preferably the superintendent or principal.

All school district employees, volunteers, and contractors should report immediately to the principal or superintendent any expression of intent to harm another person, concerning communications, or concerning behaviors that suggest an individual may intend to commit an act of violence.

Anyone who believes that a person or situation poses an *imminent* threat of serious violence that requires containment should notify school security and/or law enforcement.

Assessing Threats

A School-based threat assessment is distinct from law enforcement investigation (if any). The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed. School-based threat assessment is also distinct from student discipline procedures. However, the functions of school-based threat assessment may run parallel to student discipline procedures.

Triage

The superintendent will designate a team leader for each threat assessment team(s), such as a school principal or a district administrator. If it is not feasible for all team members to be involved with the screening of initial reports referred to the team, the threat assessment team leader may designate a subset of team members to triage cases and determine their appropriateness for review and/or action by the full team. If a team implements a triage process, at least two members of the team will review initial reports and determine if the

full team should further assess and manage the situation. All triaged cases must be shared with all members of the assessment team to ensure the cases were adequately addressed. All threat assessment team members shall be trained to triage cases effectively.

Imminent

Upon notification of threatening behavior or communications, the school administrator, threat assessment team, or triage team shall first determine if an imminent threat is believed to exist. If the individual appears to pose an imminent threat of serious violence to themselves or to others in the school, the administrator or assessment team shall notify law enforcement.

Moderate or high-risk threat

If the threat assessment team cannot determine with a reasonable degree of confidence that the alleged threat is a not a threat, or is a low-risk threat, then the threat assessment team will undertake a more in-depth assessment to determine the nature and degree of any safety concerns and to develop strategies to prevent violence and reduce risk, as necessary.

The threat assessment team's review may include but is not limited to, reviews of records; interviews and consultations with staff, students, family members, community members, and others who know the individual; and interviews of the individual and the target/recipient of the threat(s). The threat assessment team will also screen for risk of self-harm and suicidal ideation, regardless of whether the alleged threat also included possible self-harm.

Upon a determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the superintendent or designee. The superintendent or designee shall immediately attempt to notify the student's parent or legal guardian. The district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

In instances where the threat is deemed moderate risk or high risk or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat. See Policy and Procedure 4314 – Notification of Threats of Violence or Harm. The district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If the threat assessment team determines that an individual poses a threat of violence, based on the information collected, the threat assessment team develops, implements, and monitors intervention strategies to address, reduce, and mitigate the threat and assistance to those involved, as needed. If these strategies include disciplinary consequences, the district will provide notice to the student and their parents or legal guardian consistent with Student Discipline Policy and Procedure 3241.

The threat assessment team may assist individual(s) within the school to access appropriate school and community-based resources for support and/or further intervention. This

includes assisting those who engaged in threatening behavior or communication, and any impacted staff or students.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team must align intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team.

No identifiable threat or low risk threat
If the threat assessment team concludes that no further assessment is necessary to determine the reported possible threat is not identifiable or constitutes a low threat of violence or harm to self or others, the threat assessment team need not intervene or take further steps.

Data Collection, Review and Reporting
The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Management Resources: December 2019 Policy & Legal News

Implementation Date: **02.20**
Classification: **Essential**
Revised Dates:

Interviews and Interrogations of Students on School Premises

Although the district values its relationships with law enforcement, the Department of Children, Youth, and Families (DCYF,) and the county health department, to minimize interruption of the instructional program, the district discourages interviews and interrogations of students on school premises. As a general rule, interviews and interrogations by any agency, including law enforcement, DSHS, and the county health department(s) should take place at the agency or the student's home, rather than school premises,.

However, there are limited circumstances when an interview of students at school is warranted, for example school-initiated investigations, child abuse investigations, and /or serious crime investigations. When an onsite interview or interrogation is warranted by the circumstances, the district will utilize the procedures and protocols associated with this policy, which were developed in cooperation with these agencies and ensure that students and parent(s)/guardian(s) are afforded all rights under law. The interviews of students as witnesses, victims, and suspects are treated differently.

In contrast to the limited circumstances noted above, the work of immigration agents does not overlap with the work or duties of the district. This is because the district's obligation to educate the children residing within its borders is not diminished by the children or parents' immigration status. The district supports the federal immigration enforcement policy that directs immigration agents to avoid questioning and arrests at sensitive locations, including schools. Therefore, staff shall not grant information or access to immigration agents unless / until the district Superintendent and /or General Counsel determine the request complies with *Plyler v. Doe* and other applicable laws according to the criteria in the associated procedure.

Cross References:

4310 - District Relationships with Law Enforcement and other Government Agencies

3414 - Infectious Diseases

3432 - Emergencies

3231 - Student Records

3124 - Removal-Release of Student During School Hours

Legal References:

RCW 28A.635.020 Willfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty.

RCW 26.44.115 Child taken into custody under court order — Information to parents.

RCW 26.44.110 Information about rights — Custody without court order — Written statement required — Contents.

RCW 26.44.050 Abuse or neglect of child — Duty of law enforcement agency or department of social and health services — Taking child into custody without court order, when.

RCW 26.44.030 Reports — Duty and authority to make — Duty of receiving agency — Duty to notify — Case planning and consultation — Penalty for unauthorized exchange of information — Filing dependency petitions — Investigations — Interviews of children — Records — Risk assessment process.

Management Resources:

2018 – December Issue
2013 - July Issue

Policy News, April 2001, Compliance Office Provides FERPA Update

Policy News, February 1998, FERPA limits student records access

Adoption Date: 26 February 2019
Classification: **Encouraged**
Revised Dates:

Procedure - Interviews and Interrogations of Students on School Premises

To minimize interruption to the instructional program, the district discourages interviews and interrogations of students on school premises. When the circumstances warrant an onsite interview/interrogation, staff will follow the protocols in this procedure.

I. **Entry to a School**
   a. A law enforcement officer (e.g., police officer, sheriff deputy, and immigration agent), child protective services worker, or health department official shall contact the principal or designee upon entering a school building and present proper identification.
   b. School building administrative personnel will cooperate as specified below, treating interviews of students as witnesses, victims, and suspects differently.

II. **Interview of Student Witness/Victim of Criminal Activity**
   a. Students of any age who are witnesses to a crime or victims of a crime may be interviewed without parent/guardian consent.
   b. Should it become apparent during a witness/victim interview that the student under the age of 12 years of age is the suspect of a crime, law enforcement shall immediately stop questioning until parental consent is obtained.
   c. The principal or designee will make a reasonable effort to notify the parent/guardian of the interview if, in the opinion of the law enforcement officer(s), the notification will not hinder the investigation. By law, the principal or designee may not prevent the interview and will so inform the parent/guardian.
   d. When prior notice has been given to the parent/guardian, the principal or designee will convey any expression of objection by the parent/guardian about the interview to the law enforcement officer(s).
   e. If the parent/guardian is not present for the interview, the principal or other school employee will be present if the student and law enforcement requests.

III. **Interview of Student Witness/Victim, Child Abuse or Neglect Investigation**
   a. Students of any age who are witness to, or victims of, abuse or neglect may be interviewed so long as the interviewer obtains the student's consent in the presence of the principal or designee. A student may not be interviewed without his or her consent unless the interviewer has a warrant or determines that exigent circumstances exist.
   b. Should it become apparent during a witness/victim interview that the student under 12 years of age is the suspect of a crime, law enforcement shall immediately stop questioning until parent/guardian consent is obtained.
   c. The principal or designee will make a reasonable effort to notify the parent/guardian about the interview if, in the opinion of the law enforcement officer(s), the notification will not hinder the investigation.
   d. When the parent/guardian has been given prior notice, the principal or designee will convey any expression of objection by the parent/guardian about the interview to the law enforcement officer(s).
   e. If the parent/guardian is not present, the principal or other school employee will be present if the student, and law enforcement, or the Department of Children, Youth, and Families (DCYF) requests.
   f. If the principal or designee believes the student is being intimidated, threatened, or coerced; that the student is unaware that he or she is free to leave the interview at any time; or that the student is in physical or emotional distress, the principal or designee may

request to take a break and make those concerns known to the interviewer. The principal or designee may then request to continue, temporarily suspend, or terminate the interview.

g. The school will document the date, time, place, interview length, student name, consent to be interviewed, the interviewer, and any additional parties present.

IV. Interview of Student Suspect of Criminal Activity

a. Student suspects under the age of 12 may be interviewed only with parent/guardian consent.

b. Washington State law permits students 12 years and older, who are suspects of a crime, to be interviewed without parent/guardian consent.

c. The principal or designee will make a reasonable effort to notify the parent/guardian of the interview if, in the opinion of the law enforcement officer(s), the notification will not hinder the investigation. By law, the principal or designee may not prevent the interview from taking place and will so inform the parent/guardian.

d. When prior notice has been given to the parent/guardian, the principal or designee will convey any expression of objection about the interview made by the parent/guardian to the law enforcement officer(s).

e. Law enforcement must provide students under the age of 18 with access to an attorney for consultation before the student waives any constitutional rights.

V. Interview of Student Sought by Health Department Officials

The principal or designee will permit a health department official to conduct a confidential interview with a student suspected of being in contact with an individual infected with a communicable disease when the interview is during school hours, and the principal will not release the student to travel to the health department.

VI. Interview of Student Sought by Immigration Agents

a. If an immigration agent requests access to a student or a school site, staff shall deny immediate access, alert the principal, and forward the request to the Superintendent and/or General Counsel for review.

b. The Superintendent and/or General Counsel shall ask for the immigration agent's credentials, ask the agent why the agent is requesting access, and ask to see a warrant.

c. To be valid, the warrant must state the purpose of the interview, identify the search location, reference a specific person, include an accurate date, and be signed by a federal or state judge.

d. Immigration agents must also provide written authority instructing them to enter district property and stating the purpose of the entry from one of the following: Immigration and Customs Enforcement (ICE), the Assistant Director of Operations, Homeland Security Investigation (HIS), the Executive Associate Director (EAD) of HIS, the Assistant Director for Field Operations, Enforcement and Removal Operations (ERO), or the EAD of ERO.

e. Upon receipt and examination of the required information, the Superintendent and/or General Counsel will determine whether immigration agents will be allowed to contact or question the individual named on the warrant and will communicate that decision to the principal or designee.

f. The Superintendent and/or General Counsel or designee will make a reasonable effort to notify the parent/guardian of the interview.

g. The Superintendent, General Counsel, principal, or designee will ask to be present during the interview and ensure the agents are not given access to information, records, or areas beyond that specified in the warrant.

VII. Access to Student Records

a. If the parent/guardian or student over 18 years of age has not filed a written objection to the release of directory information, anyone may request and be granted the directory information about students as designated in the district's student records policy and procedure (see Model Policy and Procedure 3231). The actual residential addresses of participants in Washington State's Address Confidentiality Program are not to be available for release as directory information. Social Security numbers, student identification

numbers (with authentication factors such as a secret password or personal identification number), and other personally identifiable information are not considered directory information.

b. Student records protected by the federal Family Educational Rights and Privacy Act (FERPA) may only be examined or released following written permission from a minor student's parent/guardian or an adult student, pursuant to a court order or subpoena, or in response to a health or safety emergency. Student records may also be examined by or released to DCYF or law enforcement if DCYF or law enforcement is conducting an investigation or family assessment of alleged abuse or neglect of a student, and the records are relevant to the alleged abuse or neglect.

VIII. **Taking a Student into Custody**

a. In a criminal matter, a law enforcement officer is not required to have a warrant in order for the school to release the student into law enforcement custody. The principal or designee will make immediate reasonable effort to notify the parent/guardian unless directed not to by the law enforcement officer because child abuse or neglect is alleged against the parent/guardian, or some other similar, specified reason exists for prohibiting notification.

b. School authorities may request that the law enforcement officer put his or her reasoning for denial of parent/guardian notification into writing.

c. A student may not be taken into custody at school on a truancy petition.

d. Immigration agents are required to have a subpoena or warrant signed by a judge in order for the district to release a student into their custody.

Adoption Date: 25 April 2019
Classification: **Encouraged**
Revised Dates: **02.22**

Searches of Students and Student Privacy

Searches of Students and Personal Property
Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff will take particular care to respect students' privacy.

School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent have the authority to conduct reasonable searches on school property in accordance with the law.

Any authorized school official will conduct searches according to the procedure associated with this policy.

Student Privacy

Adult Students, Emancipated Minors, and Confidential Health Information
State law provides that at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in. At age eighteen students become legal adults and must approve any disclosure of information about themselves from school records, except directory information if a request for confidentiality has not been filed. Students at age eighteen may also sign releases, authorizations, or permission slips to participate in school activities, and may sign themselves out of school and authorize their own absences.

Students between sixteen and eighteen who have been granted legal emancipation from their parents or guardians have the same rights as eighteen-year-old students.

Students over fourteen years of age have confidentiality rights in records indicating that they have been tested or treated for a sexually transmitted disease. Students thirteen years and older have confidentiality rights in records regarding drug, alcohol, or mental health treatment.

All students have confidentiality rights in family planning or abortion records.

Cross References:	3414 - Infectious Diseases 3245 - Students and Telecommunication Devices 3231 - Student Records
Legal References:	34 CFR § 99.5 What are the rights of students 42 CFR § 2.14 Minor patients RCW 9.02.100 Reproductive privacy—Public policy RCW 13.64.060 Power and capacity of emancipated minor RCW 28A.320.040 Bylaws for board and school government RCW 28A.600.020 Exclusion of student from classroom — Written disciplinary procedures — Long-term suspension or expulsion RCW 28A.600.210-240 School locker searches—Findings—No expectation of privacy—Authorization—Limitations—Notice and reasonable suspicion requirements RCW 70.02.220 Sexually transmitted diseases—Permitted and mandatory disclosures RCW 70.02.240 Mental health services—Minors—Permitted disclosures RCW 70.02.265 Adolescent behavioral health services—Disclosures of treatment information and records—Restrictions and requirements
Management Resources:	Policy News, June 1999 School safety bills impact policy

Adoption Date: 27 February 2001
Classification: **Encouraged**
Revised Dates: **02.23**

Procedure – Searches of Students and Student Privacy

Searches of Students and Their Property
A student and their property may be searched by a principal or a principal's designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff will report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation, or at school events.

A. **Establishing reasonable suspicion.**
A search may occur if the principal or a principal's designee has reasonable suspicion that the search will produce evidence of unlawful activity or a violation of a school rule. To determine whether reasonable suspicion exists, consider the following:

1. What information is the suspicion based on?
2. Is the information reliable?
3. Is the person who shared the information credible?
4. If a search were conducted what's the likelihood that evidence of unlawful activity or a violation of a school rule would be found?

B. **Conducting the search.**
If the principal or the principal's designee determines that reasonable suspicion exists to search a student's clothing, personal effects, automobile, or personal container inside of district property such as an assigned desk, locker, or storage area, the search will be conducted as follows:

1. If evidence of unlawful activity or a violation of a school rule is suspected, proceed to search by asking the student to remove all items from pockets, purses, handbags, backpacks, gym bags, etc.
2. If the student refuses to cooperate in a personal search, the student should be held until the student's parent or guardian is available to consent to the search. If a parent or guardian cannot be reached in a reasonable time, the principal may conduct the search without the student's consent.
3. The search must not be excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.
4. Do not conduct a strip search or body cavity search of the student.

Locker, Desk, and Storage Area Searches
Lockers, desks, and storage areas are the property of the school district. Accordingly, students have no expectation of privacy in the lockers, desks, and storage areas they use or are assigned.

Because students have no expectation of privacy in their lockers, desks, and storage areas, principals or principals' designees may search all student lockers, desks, or storage areas at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rule.

Administrative inspections, or health and welfare inspections, may be conducted at any time to locate misplaced library books, textbooks, or other school property or to ensure that all lockers, desks, or storage areas are kept clean and free from potential health or safety hazards. Periodic inspections of lockers will reinforce the district's ownership of lockers, desks, and storage areas and the minimal expectation of privacy students have in the contents of their lockers, desks, and storage areas.

However, to search containers within a student's locker, desk, or storage area, reasonable suspicion must exist that the search will yield evidence of a violation of the law or school rules. A "container" for the purpose of this procedure may include, but is not limited to, an article of clothing, a handbag, purse, backpack, gym bag, or any other item in which contraband material may be concealed.

Implementation **Date: 27 February 2001**
Classification: **Encouraged**
Revised Dates: **02.23**

Student Records

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

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

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

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

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

Cross References:	2100 - Educational Opportunities for Students with a Parent in the Military
	3211 - Gender-Inclusive Schools
	3520 - Student Fees, Fines, or Charges
	4020 - Confidential Communications
	4040 - Public Access to District Records
	3115 - Students Experiencing Homelessness - Enrollment Rights and Services
Legal References:	42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act
	20 U.S.C. § 1232g Family Educational Rights and Privacy Act
	CFR 34, Part 99 Family Educational Rights and Privacy Act Regulations
	RCW 28A.150.510 Transmittal of education records to DSHS—Disclosure of educational records—Data sharing agreements—Comprehensive needs requirement document—Report.
	RCW 28A.195.070 Official transcript withholding – Transmittal of information
	RCW 28A.225.151 Reports.
	RCW 28A.225.330 Enrolling students from other districts — Requests for

information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules

RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts —Notice

RCW 28A.230.180 Educational and career opportunities in the military, student access to information on, when

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

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

RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

RCW 40.24.030 Address Confidentiality Program — Application — Certification

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

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

Chapter 392-182 WAC Student Health Records

Chapter 392-415 WAC Secondary Education- standardized high school transcript

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

WAC 392-121-182 Alternative learning experience requirements

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

WAC 392-500-025 Pupil tests and records — Tests— School district policy in writing

42 CFR § 2.14 Minor patients

RCW 9.02.100—Reproductive privacy—Public policy

RCW 70.02.220 Sexually transmitted diseases—Permitted and mandatory disclosures

RCW 70.02.240 Mental health services—Minors—Permitted disclosures

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

Management Resources:

2023 – July Issue

2018 - December 2018 - December Policy Issue

Records Retention Schedule for School Districts and ESDs (updated 2014)

2014 - December Issue

2013 - February Issue

2010 - February Issue

2003 - December Issue

2001 - April Issue

Adoption Date: 27 February 2001
Classification: **Essential**
Revised Dates: **01.17; 02.19; 10.19; 09.21; 02.23; 11.23**

3231P STUDENT RECORDS PROCEDURES

Student records shall be managed by the District records custodian in the following manner:

TYPE OF RECORDS

Student records shall be divided into two categories: the cumulative folder and supplementary records.

The cumulative folder may contain all information about a student which is collected and maintained on a routine basis, such as identifying information (name, birth date, sex, year in school, address, telephone number, parent's name, ethnic classification, emergency information [parent's place of employment, family doctor, babysitter, siblings]); attendance records including date of entry and withdrawal; grades and other student progress reports; results of tests of school achievement, aptitude, interests, hearing and vision; health and immunization status reports; records of school accomplishments and participation in school activities; verified reports of misconduct, including a record of disciplinary action taken; and such other information as shall enable staff to counsel with students and plan appropriate activities. Identifying information may be limited if the student is a participant in the state Address Confidentiality Program.

Supplementary records about a student may be collected and maintained in connection with special school concerns about the student, such as confidential health information or reports connected with assessment and placement of student who is formally identified as a "focus of concern;" reports from nonschool persons and organizations such as physicians, psychologists and clinics, except for general screening purposes; reports pertaining to specific problems associated with the student; and current reports of psychological tests and progress reports related to a student's disabling condition. All such reports included in records shall be dated and signed.

For the purpose of this procedure, working notes of staff are defined as those records about students which are maintained in the sole possession of the writer and are not accessible or revealed to any other person except a substitute for that staff member. Working notes are not considered student records within the purview of this procedure.

ACCESSIBILITY OF STUDENT RECORDS

Information contained in the cumulative folder and/or supplementary records shall be provided to persons and agencies as follows:

Parents

Parents of dependent children have the right to inspect the cumulative folder and/or supplementary records of their children.

A. The parent shall be provided analysis and interpretation by qualified staff of all information in the cumulative folder and supplementary records. This action may be initiated by the parent or a staff member. The review shall occur within 5 school business days after a request is received unless a written explanation for the failure to do so is supplied by the custodian of records. In no case shall the review occur later than 45 days after the request is made.

B. Inspection and review shall be conducted during normal working hours, unless the custodian (teacher, counselor, nurse, psychologist, principal) consents to other arrangements. Custodians shall provide assistance in the interpretation and analysis of student records as needed. Although records must remain within District control, they may be copied or reproduced by or for the parent at their own expense.

The Student

Information from the cumulative folder shall be interpreted to the student upon his/her request. Information contained in supplementary records shall be interpreted to the student upon his/her request and with the consent of the parent. The right of access granted the parent includes the right to be provided a list of the types of student-related education records maintained by the school and the District. The parent shall have the right to inspect or to

be informed of the content of any record containing personally identifiable information regarding more than one student, provided that the right to access shall apply only to that portion of the record or document which relates to the student.

Parents and adult students shall be notified annually of their right to inspect and review the records of their children and their other rights under the Family Education Rights and Privacy Act through the following notice:

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

   Parents or eligible students should submit to the District records custodian a written request that identifies the record(s) they wish to inspect. The records custodian will make arrangements for access and notify the parent of the time and place where the records may be inspected.

2) The right to request the amendment of the student's education records that the parent believes are inaccurate or misleading.

   Parents may ask the District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assigning another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the District discloses educational records without consent to officials of another school District in which a student seeks or intends to enroll.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue S.W.
   Washington, D.C. 20202-4605

Staff
Staff who have a legitimate, educational interest in a student shall have access to the cumulative folder and any supplementary records.

Other Districts
Other Districts shall be provided with records upon official request from the District, unless the student has an outstanding fee or fine. In those instances, the enrolling school shall be provided with the student's academic, special placement, immunization history and discipline records within two school days, but the official transcript shall be withheld until the fee or fine is discharged. The enrolling school District shall be notified that the transcript is being withheld due to an outstanding fee or fine. At the time of transfer of the records, the parent or adult 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. Parents shall be advised through the annual Student Rights and Responsibilities Handbook that student records shall be released to another school where the student has enrolled or intends to enroll.

Other Persons and Organizations
Prospective employers may request to review the transcript of a student. Each student shall be advised at least annually that such requests shall be honored only upon a signed release of the student. Information contained in the cumulative folder and supplementary records of a student shall be released to persons and organizations other than the student, parent, staff and other Districts only with the written consent of the parent with the following exceptions:

A. Directory information may be released publicly without consent upon the condition that the parent be notified annually of the school's intention to release such information and be provided the opportunity to indicate that such information is not to be released without prior consent. Such information shall not be released for commercial reasons. Directory information is defined as the student's name, photograph, address, telephone number, date and place of birth, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received and the most recent previous school attended. The actual residential addresses of participants in the state Address Confidentiality Program will not be available for release as directory information.

B. Information may be released to authorized representatives of the comptroller general of the United States, the commissioner of education, and/or an administrative head of an education agency or state education authorities in connection with the audit and evaluation of federally supported education programs or in connection with the enforcement of the federal legal requirements for such programs.

C. Information may be released to state and local officials to whom such information is specifically required to be reported or disclosed pursuant to Washington state statute (examples: reporting child abuse or referrals to juvenile court for truancy).

D. Information may be released to organizations conducting studies for educational agencies for the purpose of developing, validating or administering predictive tests or improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than the representatives of such organizations and if such information shall be destroyed when no longer needed for the purpose for which it has been gathered.

E. Information may be released in compliance with a judicial order or lawfully issued subpoena, upon condition that a reasonable effort was made to notify the parent or adult student in advance of such compliance.

F. Information may be released to appropriate persons and agencies in connection with an emergency to protect the health or safety of the student or other persons.

When information from a student's record, other than directory information, is released to any person or organization other than staff, a record of such release shall be maintained as part of the specific record involved. Telephone requests for information about students shall not be honored unless the identity of the caller is

known, and the caller is authorized to receive the information under provisions of these procedures. A record shall be made of any such release of information and placed in the student's cumulative folder. This record of access shall include date of access, name of the party granted access and the legitimate educational interest of the party granted access.

CONFIDENTIAL HEALTH RECORDS

Confidential health records should be stored in a secure area accessible only to the school health care provider, unless an appropriately executed release under Ch. 70.02 has been obtained. Such records are also covered by the Family Education Rights and Privacy Act, unless state law provides stricter protection. There is a higher standard of confidentiality for records pertaining to HIV, sexually transmitted diseases, drug or alcohol treatment, mental health treatment, family planning or abortion. Only students may authorize release of records concerning family planning or abortion, students thirteen years or older control access to drug, alcohol or mental health treatment records and students fourteen years or older may deny or authorize access to records regarding HIV or sexually transmitted diseases. The releases for information regarding sexually transmitted diseases, HIV and drug or alcohol treatment are more restrictive than ordinary medical releases.

CHALLENGES AND HEARINGS

At the time of inspection and review the parent granted access to records may challenge the appropriateness and accuracy of any record directly related to the student and may demand correction or deletion. Custodians (teacher, counselor, nurse, psychologist) may honor such demands by correcting or deleting records which are misleading, violative of privacy or inaccurate, provided that the superintendent/principal concurs.

If the demanded correction or deletion is denied by the superintendent/principal, the parent or adult student may request in writing a hearing before the board, which hearing shall be conducted at its next regular meeting. During such hearing, which shall be closed to the public, the board shall review the facts as presented by the parent and superintendent/principal and decide whether or not to order the demanded correction or deletion. The board shall send its written decision to the parent or adult student within 10 school days of the hearing.

Parents challenging the appropriateness and accuracy of student records may insert a written explanation of their objections in such records.

MAINTENANCE OF STUDENT RECORDS

The student's principal, counselor or teacher shall be the custodian of the cumulative folder. The principal or the student's counselor shall be the custodian of the supplementary records. Duplicate copies of all guidance case study reports and reports from non-school agencies contained in a student's supplementary record may be maintained in the District office under the supervision of the superintendent.

Custodians shall:

A. Maintain only those records authorized by these procedures;

B. Safeguard student records from unauthorized use and disposition;

C. Maintain access records;

D. Honor access requests for parent or adult student;

E. Delete or correct records upon approval of the superintendent/principal or upon order of the board; and

F. Follow the records review schedule and procedures established by the senior custodian.

Senior custodians may assume the duties of custodians and shall:

A. Request student records from other schools;

B. Maintain security of student records;

C. Transfer, destroy and expunge records as permitted;

D. Supervise activities of their custodians;

E. Conduct informal hearings and grant or deny approval of corrections or deletions requested by parents or adult students;

F. Establish records review schedules and procedures for their respective schools or departments in accordance with procedures governing records disposition (Psychological test scores shall be reviewed annually to determine their relevance to the continuing educational needs of the student.);

G. Upon transfer of the student to the next level (elementary to middle school, middle school to high school) or upon graduation or transfer outside the District, remove for retention, preservation or destruction in accordance with applicable disposition procedures any records no longer pertinent to educational program placement; and

H. Certify by June 30 of each year the following:

   1. Only records pertinent to educational program placement are being maintained, unless otherwise authorized by law, and

   2. Required reviews have been accomplished.

The District records custodian shall provide overall supervision of student records management and control and shall enforce the student records policy and the administrative procedures.

DISPOSITION OF STUDENT RECORDS

The permanent student record shall serve as the record of the student's school history and academic achievement. Permanent records filed in the student's cumulative folder are to be extracted and retained before disposition of the folder.

When a student transfers to another school in the District, all records including the permanent student record shall be transmitted to the other school. When a student transfers to a school outside of the District, the senior custodian shall purge the cumulative folder of all nonofficial, extraneous information. A copy of all records will be sent to the requesting school, unless the student has an outstanding fee or fine. In those instances the enrolling school shall be provided with information regarding the student's academic, special placement, immunization history and discipline records within two school days, and the records shall be sent as soon as possible. The enrolling school District shall be notified that the transcript is being withheld due to an outstanding fee or fine. The cumulative folder for a elementary or middle school student who leaves the District shall be maintained for 3 years after discontinuance of enrollment in the District.

The student's permanent record card shall be retained in perpetuity by the District. Contents of a student's supplementary records shall be maintained for 5 years. At the time a student graduates from school or ceases to need special educational services, the parent shall be informed that record information regarding the disabling condition is no longer needed.

When informing the parent about his/her rights regarding such records, the District shall advise the parent that the information may be needed by the student or the parent to establish eligibility for certain adult benefits, e.g., social security. At the parent's request, the record information relating to the disabling condition shall be destroyed.

A parent, at his/her expense, may receive a copy of all records to be transmitted to another District.

LARGE SCALE DESTRUCTION OF STUDENT RECORDS

After exercising care in accordance with that contained in the previous section (Disposition of Student Records), the senior custodian shall bundle all records. Each bundle shall be plainly marked: "Student Records--for Destruction," dated and signed by the senior custodian. A summary sheet shall be completed and retained in the office. The sheet shall indicate: "As of this date, I have determined that the following records may be destroyed in accordance with District and state requirements and have submitted them for destruction." The summary sheet shall be dated and signed by the senior custodian.

Implementation Date: 27 February 2001
Grapeview School District

3232 PARENT AND STUDENT RIGHTS IN FEDERAL PROGRAMS

All instructional materials, including supplementary materials and teachers manuals, used with any survey, analysis or evaluation in a program or project supported by federal funds are available for inspection by parents and guardians.

No student will be required as part of any project or program supported by federal funds to submit to survey, analysis or evaluation that reveals information concerning:

1. political affiliations
2. potentially embarrassing mental or psychological problems
3. sexual behavior and attitudes
4. illegal, anti-social, self-incriminating or demeaning behavior
5. critical appraisals of close family members
6. privileged or similar relationships
7. income, other than information necessary to establish eligibility for a program

without the prior consent of adult or emancipated students, or written permission of parents.

Legal References:

20 USC 1232h	Protection of Pupil Rights (Hatch Amendment)
34 CFR Parts 75, 76, and 98 (1984)	Student rights in research, experimental activities and testing

Adoption Date: 27 February 2001
Grapeview School District

Student Discipline

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

The purposes of this policy and accompanying procedure include:

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

Rights and Responsibilities/District Commitment
The board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

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

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

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal.
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right.
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures.
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This district's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112 – Social Emotional Climate.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information and behavioral violations, is essential for effective review of this policy; therefore, the district will ensure such reporting.

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

The district will ensure that school principals confer with certificated building employees at least annually to review the district's discipline standards and review the fidelity of their implementation.

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

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

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

The district will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline.

Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e., gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

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

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure.

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

Cross References:	2121 - Substance Abuse Program
	2161 - Special Education and Related Services for Eligible Students
	2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	3122 - Excused and Unexcused Absences
	3210 - Nondiscrimination
	3244 - Prohibition of Corporal Punishment
	3520 - Student Fees, Fines, or Charges
	4210 - Regulation of Dangerous Weapons on School Premises
	4218 - Language Access
Legal References:	42 U.S.C. 2000d et seq. Civil Rights Act of 1964
	34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
	Chapter 392-400, WAC Pupils
	WAC 392-190-048 Access to course offerings—Student discipline
	Chapter 28A.320, RCW Provisions applicable to all districts
	Chapter 28A.600 RCW, Students
	RCW 28A.400.110 Principal to assure appropriate student discipline—Building discipline standards—Classes to improve classroom management skills
	RCW 28A.400.100 Principals and vice principals—Employment of—Qualifications—Duties
	Chapter 28A.225 RCW Compulsory school attendance and admission
	RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching—Scope—Responsibilities—Penalty
	RCW 9.41.280 Possessing dangerous weapons on school facilities—Penalty—Exceptions
Management Resources:	2010 - June Issue
	2014 - August Issue
	2014 - December Issue
	2016 - July Policy Issue
	2018 - August 2018 - August Policy Issue
	2019 - April Policy Alert

Adoption Date: **27 February 2001**
Classification: **Essential**
Revised Dates: **08.19; 04.21; 08.23; 12.24**

Procedure – Student Discipline

Introduction

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

Definitions

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

- **"Behavioral violation"** means a student's behavior that violates the district's discipline policies.
- **"Best practices and strategies"** refers to other forms of discipline the district identified that school personnel should administer to support students in meeting behavioral expectations.
- **"Classroom exclusion"** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include actions that result in missed instruction for a brief duration when:

  (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
  (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **"Culturally responsive"** has the same meaning as "cultural competency" in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **"Discipline"** means any action taken by a school district in response to behavioral violations.
- **"Disruption of the educational process"** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **"Emergency Removal"** means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.
- **"Expulsion"** means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480.
- **"Length of an academic term"** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **"Other forms of discipline"** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which

may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

- **"Parent"** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A-05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

- **"School board"** means the governing board of directors of the local school district.

- **"School business day"** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day.

- **"School day"** means any day or partial day that students are in attendance at school for instructional purposes.

- **"Suspension"** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removal. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.

    - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

    - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

    - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Engaging with Families & Language Assistance

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

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

accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

Supporting Students with Best Practices and Strategies

The District will implement culturally responsive discipline that provides every student with the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies. Each District school will take into consideration the skills of school personnel and needs of students when identifying a continuum of best practices and strategies school personnel should use to support students in meeting behavioral expectations.

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

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

Each school within the District will implement best practices and strategies consistent with this policy and procedure and the district's. In accordance with WAC 392-400-110(1)(e), the District has identified the following continuum of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations: See Model Form 3241F2 for possible examples.

All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. At least annually, school personnel at each District school will review the identified best practices and strategies as well as building discipline standards. The District will provide training for newly hired school personnel on implementation of the identified best practices and strategies.

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

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

Behavioral Violations

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

The District will continue to further develop and/or revise the definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In addition to these District definitions, school principals will confer with certificated building employees at least annually to develop and/or review building discipline standards as stated in the Board Policy. This development of building standards will also address differences in perceptions of subjective behaviors and reduce the effect of implicit or unconscious bias. Please see 3141F1 for possible examples.

Staff Authority and Exclusionary Discipline

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

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent designates disciplinary authority to impose in-school suspension and short-term suspension to the school principal, to impose long-term suspension to the school principal, to impose expulsion to the school principal, and to impose emergency removal to the school principal.

Exclusions from transportation or extra-curricular activities and detention

The Superintendent authorizes the school principal to administer other forms of discipline that exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 –Students Experiencing Homelessness – Enrollment Rights and Services.

Authorized staff may administer lunch or afterschool detention for not more than 30 minutes on any given day. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding the behavioral violation. At least one school personnel will directly supervise students during the duration of any detention.

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

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

Classroom exclusions

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

Except for emergency circumstances, the teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations before considering using classroom exclusion. Classroom exclusion may be administered for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency removal and must include the required notification and due process outlined in the procedures below.

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

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. Classroom exclusion under the behavioral violation category of "other" is insufficient.

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

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

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

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

Grievance procedures for classroom exclusion and other forms of discipline

Any parent/guardian or student who is aggrieved by the administration of classroom exclusion and/or other forms of discipline, including discipline that excludes a student from transportation or extra-curricular activities and detention, has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible.

At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action.

Suspension and expulsion – general conditions and limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not administer discipline, including suspension and expulsion, in any manner related to a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district

will not administer any discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements, excluding out of school suspensions or expulsions.

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

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

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

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

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:
The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480;
The change of setting is to protect victims under WAC 392-400-810; or
Other law precludes the student from returning to their regular educational setting.

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

The Superintendent designates the principal and/or the principal's designee with the authority to administer in-school and short-term suspension. Before considering administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations. Before administering in-school or short-term suspension, the district will consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted. The district will not administer in-school or short-term suspension in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

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

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

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

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

Long-term suspensions and expulsions – conditions and limitations

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

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

a. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;

b. Any of the following offenses listed in RCW 13.04.155, including:

   i. Any violent offense as defined in RCW 9.94A.030, including:
      - any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
      - manslaughter;
      - indecent liberties committed by forcible compulsion;
      - kidnapping;
      - arson;
      - assault in the second degree;
      - assault of a child in the second degree;
      - robbery;
      - drive-by shooting; and
      - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.

   ii. any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;

   iii. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280; or

   iv. unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW.

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

   - criminal gang intimidation in violation of RCW 9A.46.120:

- gang activity on school grounds in violation of RCW 28A.600.455;
- willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
- defacing or injuring school property in violation of RCW 28A.635.060; and

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

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW 28A.600.015(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion. Consistent with this policy and procedure, the district will work to develop definitions and consensus on what constitutes an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.

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

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

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

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

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

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

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

Suspensions and expulsions – initial hearing

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

their parent(s) to provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the student and parents understand.

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

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

Suspensions and expulsions – notice

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

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

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

Emergency removals – conditions and limitations

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

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

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

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

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

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

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

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

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

Emergency removals – notice

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

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

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

Optional conference with principal

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

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

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the behavioral violation and the events that led to the exclusion. The student and parent will also have the opportunity to confer with the principal or designee and school

personnel involved in the incident that led to the suspension or expulsion and discuss other forms of discipline that the district could administer.

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

Appeals

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

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

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

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

In-school and short-term suspension appeal
For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.
The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

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

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

- The time, date, and location of the appeal hearing;

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

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

Hearings

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

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

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

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

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

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

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

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

physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

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

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

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

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

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

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

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

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

Reconsideration of appeal

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

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

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

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.

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

- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

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

- Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;

- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and

- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

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

- Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.

- If the emergency removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-430 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted

Petition to extend an expulsion

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

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;

- The student's academic, attendance, and discipline history;

- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

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

Notice

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

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

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

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

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

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

Review and Reconsideration of extension of expulsion

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

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

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

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

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

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

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

Educational Services

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

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

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

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

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include, alternative classroom, one-on-one tutoring (when available), and online tutoring. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

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

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

- Course work, including any assigned homework, from all of the student's regular subjects or classes;

- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.

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

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

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

Readmission

Readmission application process

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

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

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

Reengagement

Reengagement Meeting

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

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

The reengagement meeting must occur:

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

Reengagement plan

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

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

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

Behavior agreements

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

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

Exceptions for protecting victims

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

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

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

Implementation Date: **27 April 2021**
Classification: **Essential**
Revised Dates: **11.23**

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Example District Discipline Matrix[i]

Behavioral Violation[ii] & Severity Level[iii]	Range of potential responses based on conditions, limitations, and interventions						
	Best practices[iv]	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols[v]
Type Six Firearm[vi]	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral[vii]
Type Five Assault – II[viii]	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Sexual assault[ix]	Level G	✓	✓	✓	No K–4	No K–4	Title IX Coordinator referral[x]
Illicit drug distribution[xi]	Level G	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral[xii]
Possession of a weapon[xiii]	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Robbery[xiv]	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Assault of teacher[xv]	Level G	✓	✓	✓	No K–4	No K–4	Classroom reassignment[xvi] School-based threat assessment referral
Safety – II[xvii]	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Type Four Assault – I[xviii]	Level F	✓	✓	✓	No	No	School-based threat assessment referral
Fighting with major injury[xix]	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Sexual harassment[xx]	Level F	✓	✓	✓	No	No	Title IX Coordinator referral
Discriminatory harassment[xxi]	Level F	✓	✓	✓	No	No	Civil Rights Coordinator referral[xxii]
Malicious harassment[xxiii]	Level F	✓	✓	✓	No	No	School-based threat assessment referral
Arson[xxiv]	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Marijuana distribution[xxv]	Level F	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral
Alcohol distribution[xxvi]	Level F	✓	✓	✓	No	No	Prevention/intervention referral
Gang intimidation or activity[xxvii]	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Safety – I[xxviii]	Level F	✓	✓	✓	No K–4	No	School-based threat

Behavioral Violation[ii] & Severity Level[iii]	Range of potential responses based on conditions, limitations, and interventions						
	Best practices[iv]	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols[v]
							assessment referral
Type Three Bullying[xxix]	Level E	✓	✓	✓	No	No	HIB Compliance Officer referral[xxx]
Fighting without major injury[xxxi]	Level E	✓	✓	✓	No	No	School-based threat assessment referral
Illicit drug possession or use[xxxii]	Level E	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral
Marijuana possession or use[xxxiii]	Level E	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral
Alcohol possession or use[xxxiv]	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Tobacco distribution[xxxv]	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Theft[xxxvi]	Level E	✓	✓	✓	No	No	
Other – III[xxxvii]	Level E	✓	✓	✓	No	No	
Type Two Destruction of property[xxxviii]	Level D	✓	✓	✓	No K–4	No K–4	
Physical aggression[xxxix]	Level D	✓	✓	No	No	No	
Tobacco possession or use[xl]	Level D	✓	✓	✓	No	No	Prevention/intervention referral
Failure to cooperate[xli]	Level D	✓	No	No	No	No	
Sexually inappropriate conduct[xlii]	Level D	✓	✓	✓	No	No	
Disruptive conduct – II[xliii]	Level D	✓	No	No	No	No	
Other – II[xliv]	Level D	✓	No	No	No	No	
Type One Disruptive conduct – I[xlv]	Levels A–C	No	No	No	No	No	
Dress code[xlvi]	Levels A–C	No	No	No	No	No	
Physical contact[xlvii]	Levels A–C	No	No	No	No	No	
Defiance[xlviii]	Levels A–C	No	No	No	No	No	

Behavioral Violation[ii] & Severity Level[iii]	Range of potential responses based on conditions, limitations, and interventions						
	Best practices[iv]	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols[v]
Disrespect[xlix]	Levels A–C	No	No	No	No	No	
Academic dishonesty/plagiarism[l]	Levels A–C	No	No	No	No	No	
Property misuse[li]	Levels A–C	No	No	No	No	No	
Inappropriate language[lii]	Levels A–C	No	No	No	No	No	
Other – I[liii]	Levels A–C	No	No	No	No	No	

[1] Note, this matrix represents a summary of student discipline procedures under WSSDA policy 3241P.
[1] "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC 392-400-110(1)(a), *Example District's* policies and procedures must clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW 28A.600.015(6) as well as grade-level conditions and limitations under WAC 392-400-440(4) and WAC 392-400-445(4) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW 28A.600.015(6) as well as conditions and limitations under chapter 392-400 WAC and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure the district's discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community consistent with WSSDA policy 3241 and WAC 392-400-110(2). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.
[1] Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the *Type Two* category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC 392-400-430(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.
[1] "Best practices" refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC 392-400-110(1)(e). Refer to "3241P Attachment B: Example District Continuum of Discipline Responses" for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.

[1] Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.
[1] "Firearm" refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); RCW 28A.600.420(1).
[1] "School-based threat assessment referral" refers to policies and procedures under WSSDA policies 3225 and 3225P.
[1] "Assault – II" refers to behavioral violations that meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.
[1] "Sexual assault" refers to behavioral violations that meet the definition of certain sex offenses under RCW 9.94A.030(47).
[1] "Title IX Coordinator referral" refers to the school district personnel designated to coordinate the district's compliance with Title IX of the Education Amendments of 1972, as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters 28A.640 RCW and 392-190 WAC.
[1] "Illicit drug distribution" refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter 69.50 RCW.
[1] "Prevention/intervention referral" refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.
[1] "Possession of a weapon" refers to behavioral violations that meet the definition of an offense under RCW 9.41.280.
[1] "Robbery" refers to behavioral violations that meet the definition of an offense under RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210.
[1] "Assault of teacher" refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC 392-400-810(1) and RCW 28A.600.460(2)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.
[1] RCW 28A.600.460(2) provides that a student who commits an offense under that statutory provision "when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned."
[1] "Safety – II" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW 28A.600.015(6)(d) and meets the criteria for administering expulsion under WAC 392-400-445(2) but that does not constitute a *Type Five* behavioral violation under any other category.
[1] "Assault – I" refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021.
[1] "Fighting with major injury" refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.
[1] "Sexual harassment" refers to behavioral violations that meet the definition of an offense under RCW 28A.640.020(2)(f) and WAC 392-190-056.
[1] "Discriminatory harassment" refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district policy.
[1] "Civil Rights Coordinator referral" refers to the school district personnel designated to be responsible for monitoring and coordinating the district's compliance with state nondiscrimination laws under chapters 28A.640 and 28A.642 RCW, and chapter 392-190 WAC.
[1] "Malicious harassment" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.020(1).
[1] "Arson" refers to behavioral violations that meet the definition of an offense under RCW 9A.48.020 or RCW 9A.48.030.
[1] "Marijuana distribution" refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter 69.50 RCW.
[1] "Alcohol distribution" refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.

[1] "Gang intimidation or activity" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.120 or RCW 28A.600.455. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.
[1] "Safety – I" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW 28A.600.015(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC 392-400-440(2) but that cannot be categorized under any other *Type Four* behavioral violations.
[1] "Bullying" refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW 28A.600.477(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.
[1] "HIB Compliance Officer referral" refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW 29A.600.477—which may coincide with other responses such as a school-based threat assessment referral.
[1] "Fighting without major injury" refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4).
[1] "Illicit drug possession or use" refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter 69.50 RCW.
[1] "Marijuana possession or use" refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter 69.50 RCW.
[1] "Alcohol possession or use" refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.
[1] "Tobacco distribution" refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.
[1] "Theft" refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.
[1] "Other – III" refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.
[1] "Destruction of property" refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW 28A.635.060. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.
[1] "Physical aggression" refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.
[1] "Tobacco possession or use" refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.
[1] "Failure to cooperate" refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.
[1] "Sexually inappropriate conduct" refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.
[1] "Disruptive conduct – II" refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.
[1] "Other – II" refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.
[1] "Disruptive conduct – I" refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.
[1] "Dress code" refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters 28A.640 or 28A.642 RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the

situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including "protective hairstyles" such as afros, braids, locks, and twists.

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

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

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

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

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

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

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

3241F2

Example District Continuum of Discipline Responses

Administrative Level Continuum of Responses

Type Five Behavioral Violations

Level G

- Attempt lower level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of behavioral violation and confer with other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
    - Consider restorative justice practices and other forms of discipline
    - Consider behavior agreement
    - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Four Behavioral Violations

Level F

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Notify and attempt to involve the parent in the resolution
- Confer with teacher or other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
    - Follow mandatory school referrals and protocols
    - Attempt or consider restorative justice practices and other forms of discipline
    - Consider behavior agreement
    - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Three Behavioral Violations

Level E

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
    - Follow mandatory school referrals and protocols
    - Attempt restorative justice practices and other forms of discipline
    - Consider behavior agreement
    - Consider suspension as appropriate
- Document all referrals, other forms of discipline attempted, and actions

Type Two Behavioral Violations

Level D – Classroom and administrative continuum of responses

- Teacher or school personnel implements Level C continuum of responses as appropriate
- Administrator or school support staff provide classroom support
- Teacher or school personnel refers student and notifies administrator of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel and investigates evidence
- Administrator invites the student to share their perspective and explanation regarding the behavioral violation
    - Use school referrals and protocols as appropriate
    - Attempt restorative justice practices and other forms of discipline
    - Consider in-school suspension as appropriate (if allowable)
- Document all referrals, other forms of discipline attempted, and actions

Classroom Level Continuum of Responses

Type One Behavioral Violations

Level C – *Type One* behavioral violation involving unsuccessful Level B and Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Decides whether to request classroom support from school support staff
- Notifies and attempts to involve the parent in the resolution
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Modifies and implements best practices and strategies as appropriate
- Confers with other school personnel as appropriate
- Documents interventions and monitors effectiveness

Level B – *Type One* behavioral violation involving unsuccessful Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Notifies the student's parent
- Modifies and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

Level A – *Type One* behavioral violation initially occurs

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Selects and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

Closed Campus

Students will remain on school grounds from time of arrival until close of school unless officially excused.

Adoption Date: 27 February 2001
Classification: **Essential**
Revised Dates: **02.17**

3244 PROHIBITION OF CORPORAL PUNISHMENT

Corporal punishment is any act which willfully inflicts or willfully causes the infliction of physical pain on a student, and is not permitted.

Corporal punishment does not include:

1. The use of reasonable physical force by an administrator, teacher, other school employee or volunteer as necessary to maintain order to prevent a student from harming him/herself, other students, school staff and other persons, or property;

2. Physical pain or discomfort resulting from or caused by training for or participation in athletic competition or recreational activity voluntarily engaged in by a student;

3. Physical exertion shared by all students in a teacher directed class activity, which may include, but is not limited to, physical education exercises, field trips or vocational education projects; or

4. Physical restraint or the use of aversive therapy as part of a behavior management program in a student's individual education program which has been signed by the parent and is carried out according to District procedures in compliance with WAC 392-171-800(30).

Cross Reference:

Policy 3241	Corrective Actions or Punishment

Legal References:

RCW 28A.150.300	Corporal punishment prohibited-Adoption of policy
WAC 180-40-235	Discipline--Conditions and limitations

Adoption Date: 27 February 2001
Grapeview School District

Students and Telecommunication Devices

Students in possession of telecommunications devices, including, but not limited to, pagers, beepers, and cellular phones, while on school property or while attending school-sponsored or school-related activities will observe the following conditions:

A. Grapeview does not allow cell phone or any other personal communication devices from 8:15 to 3:15 pm or on the bus from pick-up to drop-off, unless an emergency situation exists that involves imminent physical danger, or a school administrator authorizes the student to use the device;
B. Students will not use telecommunication devices in a manner that poses a threat to academic integrity, disrupts the learning environment, or violates the privacy rights of others;
C. Students will not send, share, view, or possess pictures, text messages, emails, or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school-sponsored events or on school buses or vehicles provided by the district;
D. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to the student's parent or legal guardian;
E. By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;
F. Students are responsible for devices they bring to school. The district will not be responsible for loss, theft or destruction of devices brought onto school property or to school-sponsored events;
G. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices; and
H. Students who violate this policy will be subject to disciplinary action.

Cross References:	4310 - District Relationships with Law Enforcement and other Government Agencies
	3241 - Student Discipline
	3207 - Prohibition of Harassment, Intimidation, and Bullying
	2022 - Electronic Resources and Internet Safety
Management Resources:	2010 - October Issue
	2010 - June Issue
	Policy News, February 2004 Evolution of Cell Phone Use

Adoption Date: 19 December 2019
Classification: **Encouraged**
Revised Dates:

Restraint, Isolation and Other Uses of Reasonable Force

It is the policy of the Grapeview Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm as defined by RCW 71.05.020 and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

The superintendent or a designee will develop procedures to implement this policy, including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. Additionally, the superintendent will annually report to the board on incidents involving the use of force.

Cross References:	2161 - Special Education and Related Services for Eligible Students
	2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
Legal References:	RCW 9A.16.020 Use of force — When lawful
	RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable
	RCW 28A.150.300 Corporal Punishment Prohibited – Adoption of policy
	RCW 28A.155.210 Use of restraint or isolation — Requirement for procedures to notify parent or guardian — Additional procedures for compliance
	RCW 28A.600.485 - Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973—Procedures—Summary of incidents of isolation or restraint—Publishing to website
	–
	RCW 71.05.020 Definitions
	Chapter 392-172A WAC Provision of Special Education Services
Management Resources:	2016 - March Issue
	2015 - July Policy Alert
	2013 - December Issue
	2013 - July Issue
	Policy News, December 2008 Use of Reasonable Force Policy
	2021 - December Issue

Adoption Date: 16 June 2016
Classification: **Essential**
Revised Dates: **02.22; 09.24**

Procedure - Restraint, Isolation and Other Uses of Reasonable Force

This procedure is intended to apply to a broad range of circumstances whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any student that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.020, RCW 9A.16.100, RCW 28A.160.300, RCW 28A.155.210, WAC 392-400-235, and, for students with an IEP, consistent with the regulations of Chapter 392-172A, WAC.

Definitions:

- **Behavioral intervention plan:** A plan incorporated into a student's Individualized Education Program (IEP), which at a minimum describes: 1)The pattern of behavior that impedes the student's learning or the learning of others; 2)The instruction and/or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed by the IEP team; 3)The positive behavioral interventions and supports to: i) reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the student's desired prosocial behaviors: and ii) ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities); and d)The skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student.
- **Chemical spray:** Pepper spray, OC spray, or other similar chemicals that are used to control a student or limit a student's freedom of movement.
- **De-escalation:** The use of positive behavioral interventions and other district-approved strategies to defuse a student who has lost self-control, is non-compliant or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.
- **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
- **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.
- **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a student:
  - upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
  - upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
  - upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
  - after the student has threatened the physical safety of another and has a history of one or more violent acts.
- **Physical force:** The use of bodily force or physical restriction that substantially immobilizes or reduces the free movement of a student.
- **Positive behavioral interventions:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.

- **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.
- **Restraint device:** A device used to assist in controlling a student, including, but not limited to metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485 (1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.
- **School police officer:** An employee of the school district responsible for security services in the district under the direction of a school administrator, but who also is a commissioned officer.
- **School resource officer:** A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district.
- **School security officer:** A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.

General use of restraint, isolation, or other forms of reasonable force:

- Restraint, isolation, or other forms of reasonable force may be used to prevent or minimize imminent bodily harm to self or others, or if de-escalation or other positive behavioral interventions fail or are inappropriate, to protect district property, where there is an "imminent likelihood of such serious harm" occurring, as defined above.
- Restraint, isolation, or other forms of reasonable physical force may be used when a student has caused a substantial loss or damage to the property of others, and the student's behavior poses a substantial risk that such property damage will be inflicted.
- Restraint devices may be used as needed to obtain possession of a known or reasonably-suspected weapon or other dangerous object on a person or within the control of a person.
- An IEP or plan developed under Section 504 of the Rehabilitation Act of 1973 must include procedures for notification of a parent or guardian regarding the use of restraint or isolation under RCW 28A.600.485. The IEP or Section 504 plan must not include the use of restraint or isolation as a planned behavior intervention unless a student's individual needs require more specific advanced education planning and the student's parent or guardian agrees. Nothing in these procedures is intended to limit the provision of a free appropriate public education (FAPE) under Part B of the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.
- If a student is receiving special education services through placement in an authorized entity under RCW 28A.155.060, the student's IEP must also specify any additional procedures required to ensure the authorized entity fully complies with state law governing the use of restraint and isolation.
- Restraint, isolation, or other forms of reasonable physical force will not be used as a form of discipline or punishment.
- Restraint, isolation, or other forms of reasonable physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation and positive behavioral interventions fail or are inappropriate.
- Restraint, isolation, or other forms of reasonable physical force should not be used as an intervention if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of such techniques.

Practices presumed to be unreasonable when correcting or restraining any child (RCW 9A.16.100):
Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:

- throwing, kicking, burning, or cutting a child;

- striking a child with a closed fist;
- shaking a child under age three;
- interfering with a child's breathing;
- threatening a child with a deadly weapon; or
- doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

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

Conditions specific to use of isolation or restraint with students eligible for special education (consistent with WAC 392-172A-02110):

- The isolation enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.
- The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
- An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
- Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
- Any staff member or other adults using isolation, restraint, or a restraint device must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques) and the safe use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

Prohibited practices involving restraint, use of force, and discipline specifically for students eligible for special education (consistent with WAC 392-172A-02076):
The following practices are prohibited with students eligible for special education services:

- District personnel are prohibited from using aversive interventions with a student;
- District personnel are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;
- No student may be stimulated by contact with electric current, including, but not limited to, tasers;
- A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid from when the food or liquid is customarily served as a form of punishment;
- A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);
- A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
- A student must not be denied or subjected to an unreasonable delay in the provision of medication;
- A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;
- A student must not be forced to listen to noise or sound that the student finds painful;
- A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;
- A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;
- A student's head must not be partially or wholly submerged in water or any other liquid.

- A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object or against a wall or the floor, except under the conditions set forth in WAC 392-172A.02110;
- A student must not be subjected to the use of prone (lying face-down) or supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

Degree of force:

- Restraint, isolation, or other forms of reasonable physical force will be discontinued as soon as a determination is made by the staff member administering the restraint, isolation, or other forms of reasonable physical force that the likelihood of serious harm has dissipated.
- Restraint, isolation, or other forms of reasonable physical force must be administered in such a way so as to prevent or minimize physical harm to the student. If, at any time during the use of restraint, isolation, or other forms of reasonable physical force, the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, school staff must take immediate steps to seek medical assistance.

Monitoring:
An adult must continually monitor any student when restraint, isolation, or other forms of reasonable physical force is used. The monitoring must be conducted by continuous visual monitoring of the student. Monitoring must include regularly evaluating the student for signs of physical distress

Post-incident notification and review with parent/guardian:
Within twenty-four (24) hours following the use of restraint, isolation, or other forms of reasonable physical force with a student, the principal or designee must make a reasonable effort to verbally inform the student's parent or guardian of the incident. The principal or designee must also send written notification as soon as practical, but postmarked no later than five (5) business days after restraint, isolation, or other forms of reasonable physical force has been used with a student. If the school or district customarily provides the parent or guardian with school-related information in a language or mode of communication other than English, the written report must be provided to the parent or guardian in that language or mode of communication.

The principal or designee will review the incident with the student and the parent or guardian (though not necessarily at the same time) to address the behavior that precipitated the use of the technique and the appropriateness of the response. The principal or designee will review the incident with the staff person(s) who administered the restraint, isolation, or other forms of reasonable physical force to discuss whether proper procedures were followed and what staff training or support is needed to help the student avoid similar incidents.

IEPs and 504 plans will include the above procedures for notification of parents/guardians regarding the use of isolation and restraint on their student.

Incident report:
Any school employee, school resource officer or school security officer who uses restraint, isolation, or other forms of reasonable physical force, as defined in this procedure, on any student during school-sponsored instruction or activities, will inform the principal or a designee as soon as possible and within two (2) business days submit a written report of the incident to the district office. The written report will contain, at a minimum:

- The date and time of the incident;
- The name and job title of the staff member who administered the restraint, isolation, or other form of reasonable physical force;
- A description of the activity that led to the restraint, isolation, or other form of reasonable physical force;
- The type of restraint, isolation, or other forms of reasonable physical force used on the student, and the duration;

- Whether the student or staff was physically injured during incident involving restraint, isolation, or other forms of reasonable physical force;
- Any medical care provided to the student or staff; and
- Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

Resolution of concerns about the use of force incident:
A student or his/her parent or guardian who has concerns regarding a specific incident involving restraint, isolation, or other forms of reasonable physical force may seek to resolve the concern by using the district's complaint process, which is set forth in Policy 4220, Complaints Concerning Staff or Programs.

Providing parents/guardians with Restraint, Isolation, and Other Uses of Reasonable Force policy:
The district will make available to all parents/guardians of students the district's policy on Restraint, Isolation and Other Use of Reasonable Force. If the student has an IEP or 504 plan, the District will provide the parents/guardians a copy of the policy each time an initial or annual IEP or 504 plan is developed.

Staff training requirements:
All training will include instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior and safe and appropriate use of force, isolation and restraint. Annually, administrators will provide all staff with the district established policy and procedure regarding the use of reasonable force.

All staff should be informed of de-escalation strategies and proper physical intervention procedures. Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.

Only staff trained by a qualified provider and authorized to use isolation, restraint, restraint devices or chemical spray procedures will administer it to students. The appropriate personnel will include those staff members who are most likely to be called upon to use isolation, restraint, restraint devices or chemical spray to prevent or address disruptive or dangerous student behavior.

Submission of incident reports to the Office of Superintendent of Public Instruction:
Beginning January 1, 2016 and annually by January 1 thereafter, the district will summarize the written incident reports described above and submit those summaries to OSPI. The summaries will include:

- the number of individual incidents of restraint and isolation;
- the number of students involved in the incidents;
- the number of injuries to students and staff; and
- the types of restraint or isolation used.

Annual Report:
The building administrator or a designee will maintain a log of all instances of use of force as defined by this procedure, which will be presented to the superintendent annually. The superintendent will provide an annual report to the board regarding the district's use of force.

Adoption Date: 16 June 2021
Classification: **Essential**
Revised Dates: **02.22; 08.23**

Student Health

The superintendent will arrange for health services to be provided for all students. Such services will include but are not limited to:

1. The maintenance of student health records;
2. The development of procedures at each building for the isolation and temporary care of students who become ill during the school day;
3. Consulting services of a licensed healthcare provider and/or Registered Nurse;
4. Vision (both distance and near) and hearing screening; and
5. Immunization records and screening.

Cross References:	3413 - Student Immunization and Life-Threatening Health Conditions 3416 - Medication at School
Legal References:	RCW 28A.210.020 Visual and auditory screening of pupils – Rules and regulations RCW28A.210.300 School physician or school nurse may be employed RCW 28A.330.100 Additional powers of board
Management Resources:	2018 - August 2018 - August Policy Issue 2016 - July Issue 2011 - February Issue

Adoption Date: **February 27, 2001**
Classification: **Encouraged**
Revised Dates: **04.25**

Accommodating Students with Seizure Disorders or Epilepsy

The district will develop and follow an individual health plan for each student with seizure disorder or epilepsy. Each individual health care plan will include an individual emergency plan element. The health plans will be updated annually, and more frequently as needed.

The board of directors shall designate a professional person licensed under chapter 18.71, 18.57, or 18.79 RCW as it applies to registered nurses and advanced registered nurse practitioners, to consult and coordinate with the student's parents and health care provider, and train and supervise the appropriate school district personnel in proper procedures for care for students with epilepsy or other seizure disorders to ensure a safe, therapeutic learning environment. Training required may also be provided by a national organization that offers training for school nurses for managing students with seizures and seizure training for school personnel.

In addition to adhering to the requirements of each individual health care plan, for the general care of students with seizure disorder or epilepsy, the district will:

A. Acquire necessary parent requests and instructions for treatment;

B. Acquire monitoring and treatment orders from licensed health care providers prescribing within the scope of their licensed authority;

C. Provide sufficient and secure storage for medical equipment and medication provided by the parent;

D. Establish school policy exceptions necessary to accommodate students' needs related to epilepsy or other seizure disorders, as described in the individual health plan;

E. Ensure the development of individual emergency plans;

F. Ensure the possession of legal documents for parent-designated adults to provide care, if needed;

G. Ensure each individual health plan at least annually; and

H. Ensure each student’s individual health care plan will be distributed to appropriate staff based on the student’s needs and the staff member’s contact with the student.

Parents of students with seizure disorders or epilepsy may designate an adult to provide care for their student consistent with the student’s individual health care plan. However, a parent designated adult must be **mutually** agreed to by the school district. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate.

"Parent-designated adult" means a parent-designated adult who is not licensed under chapter 18.79 and: (A) Volunteers for the designation; (B) receives additional training from a health care professional or expert in care for epilepsy or other seizure disorders selected by the parents; and (C) provides care for the child consistent with the individual health plan.

A parent-designated adult may be a school district employee. Parent-designated adults who are school employees will file a voluntary, written, current, and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with seizures from the (insert title of appropriate staff member) or from a

parent-selected health care professional or appropriate personnel from a national epilepsy organization that offers seizure training and education for school nurses and other school personnel. If a school district employee who is not licensed under chapter 18.79 RCW chooses not to file a letter under this section, the employee may not be subject to any employer reprisal or disciplinary action for refusing to file a letter.

Parent-designated adults who are not school employees are required to show evidence of comparable training and meet school district requirements for volunteers. Parent-designated adults must receive additional training from a parent-selected health care professional or expert in seizure care to provide the care requested by the parent. The (insert appropriate staff member) is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

The district, its employees, agents, or parent-designated adults who act in good faith and in substantial compliance with a student's individual health care plan and the instructions of the student's health care provider will not be criminally or civilly liable for services provided under RCW 28A.210.330.

Cross References:	5630 - Volunteers
	3416 - Medication at School
	2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
Legal References:	42 U.S.C. §§ 12101et seq. Americans with Disabilities Act
	RCW 28A.210.350 – Students with diabetes or epilepsy or other seizure disorders

Adoption Date: 14 Dec 2021
Classification: **Essential**
Revised Dates:

Automated External Defibrillators

The Grapeview School Board of Directors recognizes that equipping schools with automated external defibrillators (AEDs) and training employees and students in their use increases the potential to save lives in the event of a health emergency, including cardiac arrest. The board authorizes the district to place AEDs at designated school sites. The Washington State Department of Health (DOH) requires that any person using an AED receives training. Therefore, schools and district facilities with an AED on site will designate and train selected staff in the use of AEDs according to the DOH guidelines.

This policy does not create any implied or express guarantee, or obligation to use an AED, nor does it create an expectation that an AED or a trained employee or student will be present and able to use an AED, even if a condition arose that made the use of an AED beneficial.

A person who uses an AED at the scene of an emergency and all other persons and entities providing services are immune from civil liability for any personal injury that results from any act or omission in the use of the AED in an emergency setting, unless the acts or omissions amount to gross negligence or willful or wanton misconduct.

The superintendent will develop procedures for the placement, maintenance, and use of AEDs in schools.

Cross References:	2410 - High School Graduation Requirements
Legal References:	Chapter 28A.230 RCW COMPULSORY COURSEWORK AND ACTIVITIES RCW 4.24. 300 Immunity from liability for certain types of medical care RCW 70.54.310 Semiautomatic external defibrillator – Duty of acquirer - Immunity from civil liability
Management Resources:	2018 - August 2018 - August Policy Issue 2013 - September Issue 2011 - April Issue

Adoption Date: **23 April 2025**
Classification: **Encouraged**
Revised Dates:

Student Immunization and Life-Threatening Health Conditions

Immunizations
In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the board requires a student to present evidence of his/her having been immunized against diseases as required by 28A.210 RCW and the Washington State Board of Health 246-105 WAC.

Exemptions from Immunization
The district will allow for exemptions from immunization requirements only as allowed for by RCW 28A.210.090 and WAC 246-105-050.

Meningococcal Disease, Human Papilloma Virus Disease and Vaccine Information Distribution
At the beginning of every school year, the district will provide parents/guardians of sixth through twelfth grade students, information provided by the Washington State Department of Health about meningococcal disease, human papilloma virus (HPV) disease and their vaccines.

The information will include the causes and symptoms of meningococcal disease, human papilloma virus, how the diseases are spread, the places where parents/guardians may obtain additional information and vaccinations for their children, and current recommendations from the United States Centers for Disease Control Prevention regarding the vaccines.

Life-Threatening Health Conditions
Prior to attendance at school, each child with a life-threatening health condition will present a medication and treatment order from a Licensed Healthcare Provider (LHP) addressing the condition. A life threatening health condition means a condition that will put the child in danger of death during the school day if a medication and treatment order, providing authority to a registered nurse, and a nursing care plan are not in place. Following submission of the medication and treatment order, the registered nurse will develop the nursing care plan.

Students who have a life-threatening health condition and no medication or treatment order presented to the school will be excluded from school, to the extent that the district can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, and according to the due process requirements in School District Procedure 3413P.

Exclusion from School
The district will exclude students as required in RCW 28A.210.120 from further presence at the school who are out of compliance with the immunization requirements and students with a life-threatening health condition as required in WAC 392-380-045 WAC who do not have a medication or treatment order in place. The superintendent will adopt procedures necessary to implement this policy.

Cross References:
- 2100 - Educational Opportunities for Students with a Parent in the Military
- 2161 - Special Education and Related Services for Eligible Students
- 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

3115 – Students Experiencing Homelessness – Enrollment Rights and Services

3241 - Student Discipline

3416 - Medication at School

Legal References: Chapter 28A.210 RCW Health — Screening and requirements

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

WAC 392-182 Student — Health records

WAC 392-380 Public school pupils — Immunization requirement and life-threatening health condition

Management Resources: 2020 – May Issue

2018 - August Issue

2012 - August Issue

2011 - August Issue

2011 - June Issue

Policy News, August 2007 Human Papilloma Virus Disease Notification

Policy News, April 2006 Chickenpox Immunization Required

Policy News, June 2005 Distribution of Information on Meningococcal Disease

Policy News, October 2002 Legislature Addresses "Life-Threatening Conditions"

Adoption Date: 27 February 2001
Classification: **Essential**
Revised Dates: **07.04; 03.17; 08.20**

Procedure - Student Immunization and Life-Threatening Health Conditions

Immediately upon enrollment in the district, the student's parent or legal guardian must provide proof of the required immunizations as specified by the Washington Department of Health with a completed Certificate of Immunization Status (CIS) form approved by the Department of Health, and/or an exemption with a completed Certificate of Exemption (COE) form approved by the Washington Department of Health. The student cannot start attending school until the completed CIS and/or COE is on file at the school or the Conditional Immunization Status conditions have been met. Students experiencing homelessness, including migratory and refugee children and children in out-of-home (foster) care, who have not provided the required documentation will be allowed to enroll, attend classes, and participate fully, despite being out of compliance with immunization requirements.

The CIS and/or COE will be a part of the student's permanent record. The district will provide access to immunization records of each student enrolled to agents of the state or local health department. The district will return the CIS and/or COE or a legible copy to the parent or legal guardian if the child is withdrawn or transferred from the district. The district may not withhold the CIS and/or COE for any reasons, including nonpayment of school fees.

Certificate of Immunization
Language if the district is actively using the IIS School Module:
School staff may verify that the student's immunizations are complete in the WA Immunization Information System (IIS), in this situation a CIS is not required to be on file. School staff will document this verification in the student's cumulative school record. If the immunizations are not complete in the IIS the immunization status of students must be documented on a completed CIS form.
Language if the district is not actively using the IIS School Module:
The immunization status of all students must be documented on a completed CIS form.

All immunization information documented on a CIS by new enrollees starting school on or after August 1, 2020 must be medically verified. A CIS printed from the Washington Immunization Information System (IIS) with immunization information prepopulated is considered medically verified by the IIS. A hardcopy CIS completed by the parent or legal guardian must be verified as accurate by either a health care provider signature or by a school administrator, school nurse or designee's signature after verifying that the information on the CIS is accurate when compared to medical immunization records attached to the CIS.

For currently enrolled students all new immunization documentation submitted on or after August 1, 2020 must be on a medical immunization record. School staff may use the information on the medical immunization record to update the student's existing CIS on file. (add the following language if the district is using the IIS School Module: A district school nurse or their delegate, with parent or legal guardian permission, may use the information on the medical immunization record to update the student's immunization information in the IIS.)

Conditional Immunization Status Attendance

If by a student's first day of attendance the student does not have documentation of all of the required immunizations the student may be permitted to start school in a temporary "conditional immunization status" provided that the student has received all of the immunizations that he/she is eligible to receive and is waiting for the recommended date of the next vaccine dose according to the national immunization catch-up schedule. The parent or legal guardian must sign the CIS acknowledging the conditional status rules and times lines that follow. Once the next dose comes due the student can remain in conditional status for thirty (30) calendar days to have time to turn in the required documentation. If additional vaccines are needed conditional status continues in a similar manner until all of the vaccine series are complete. If the thirty (30) calendar day period expires and documentation has not been given to the school the student will be

excluded from further attendance. Valid documentation includes medical records showing vaccination, evidence of immunity to the disease in question, or a completed Certificate of Exemption (COE) form.

Exemptions from Immunization
Any and all exemptions will be processed and recorded on a Certificate of Exemption (COE) form approved by the Washington Department of Health (DOH). All exemptions requested on a COE must be signed by the parent or legal guardian. Additionally, with the exception of a religious membership exemption, all COE forms presented on or after July 22, 2011, must also have the signature of a health care practitioner (HCP) saying they have given the parent or guardian information about the benefits and risks of immunizations. The form may be signed by a HCP at any time prior to the enrollment of the child in a school. Photocopies of the signed form or a letter from the HCP referencing the child's name shall be accepted in lieu of the original form. Such a letter should be attached to the COE signed by the parent or legal guardian. Only a health care practitioner who is a physician (MD), physician assistant (PA), osteopath (DO), naturopath (ND), or advanced registered nurse practitioner (ARNP) licensed in Washington State may sign the COE.

The district will grant medical exemptions from one or more of the required immunizations if the HCP indicates on the COE that in their opinion the vaccine is not advisable for the student. If the HCP indicates the medical exemption is temporary an expiration date must be documented on the COE.
When a temporary medical exemption expires the student can attend school in "conditional immunization status" for thirty (30) calendar days to get the missing immunization or another exemption. If the thirty (30) calendar day period expires and documentation has not been given to the school, the student will be excluded from further attendance. Valid documentation includes medical records showing vaccination, evidence of immunity to the disease in question, or a completed Certificate of Exemption (COE) form.

The district will grant religious exemptions from one or more of the required immunizations if the parent or legal guardian completes the religious exemption section of the COE

The district will grant religious membership exemptions from one or more of the required immunizations if the parent or legal guardian completes the religious membership section of the COE and signs affirming they are a member in a religious body or church with beliefs or teachings that preclude a child from receiving medical treatment from a HCP. The HCP signature is not required for a religious membership exemption.

The district will grant personal/philosophical exemptions from one or more of the required immunizations, except measles, mumps or rubella, if the parent completes the personal/philosophical exemption section on the COE. The district will not grant an exemption for philosophical or personal reasons from the measles, mumps, or rubella immunization requirements.

Exclusion from School
The school principal will exclude students from further attendance who are out of compliance with the immunization requirements as required in RCW 28A.210.120.
When excluding students, the school will provide written notification as required in WAC 392-380-050. Written notification will:

- Order that the student is excluded immediately, and
- Be delivered in person or by certified mail, and
- Be in the parent's native language if possible, and
- Include a copy of the applicable laws and rules (RCW 28A.210.010-160, 246-105 WAC, and 392-182 WAC sections 005, 020, 045, 050, 080), and
- Provide information regarding immunization services available through local health or other public agencies, and
- Include notice that the parent/legal guardian and student has a right to a hearing provided they notify the school within three (3) days after receiving the exclusion order from the school principal, and
- Describe the hearing process, and
- Explain that the exclusion continues until either the required immunization documentation, or a completed Certificate of Exemption form is turned in to the school, or a hearing officer determines that the student is no longer excluded from school.

If the parent requests a hearing, the district will notify, in writing, the parent or guardian and school principal of the time and place for the hearing and will present the case to a hearing officer appointed by the superintendent

List of Students Not Fully Immunized
The district will keep or be able to produce within twenty-four hours a current list of children who are not fully immunized. This list must be transmitted to the local health department upon request. The local health officer may use this list for easy identification of students to be excluded from school temporarily during a disease outbreak.

Implementation Date: 12 June 2020
Classification: **Essential**
Revised Dates:

Infectious Diseases

In order to safeguard the school community from the spread of certain communicable diseases the superintendent will implement procedures assuring that all school buildings are in compliance with State Board of Health rules and regulations regarding the presence of persons who have or have been exposed to infectious diseases deemed dangerous to the public health. Such procedures will also prescribe the steps to remove the danger to others.

The district will require that the parent/guardian complete a medical history form at the beginning of each school year. The school nurse may use this information to advise the parent (as defined by WAC --) of the need for further medical attention and to plan for potential health problems in school.

The board authorizes the school principal to exclude a student who has been diagnosed by a licensed health care provider (LHP) or is suspected of having an infectious disease in accordance with the regulations within the most current, *Infectious Disease Control Guide for School Staff*, provided by the Office of the Superintendent of Public Instruction. The principal and/or school nurse will report the presence of suspected case or cases of reportable communicable disease to the appropriate local health authority as required by the State Board of Health. The district and its staff will treat all information concerning a student's present and past health condition as confidential. The principal will cooperate with the local health officials in the investigation of the source of the disease.

The fact that a student has been tested for a sexually transmitted disease, the test result, any information relating to the diagnosis or treatment of a sexually transmitted disease, and any information regarding drug or alcohol treatment for a student must be kept strictly confidential. If the district receives authorization to release information, the district may disclose information pursuant to the restrictions in the release.

A school principal or designee has the authority to send an ill student home without the concurrence of the local health officer, but if the disease is reportable, the district must notify the local health officer. The local health officer is the primary resource in the identification and control of infectious disease in the community and school. The local health officer, in consultation with the superintendent can take whatever action deemed necessary to control or eliminate the spread of disease, including closing a school.

Legal References:	Chapter 70.02 RCW Medical records — Health care information access and disclosure RCW 70.24.290 – Public school employees – Rules for blood-borne pathogens education and training. RCW 28A.210.010 Contagious diseases, limiting contact — Rules Chapter 246-110 WAC Contagious disease --School districts and day care centers
Management Resources:	2020 – September – Policy Alert 2018 - August 2018 - Policy Issue 2013 - February Issue

Adoption Date: 27 February 2001
Classification: **Encouraged**
Revised Dates: **10.20**

Procedure - Infectious Diseases

Certain microorganisms in the body cause infectious disease. Infectious diseases may or may not be communicable or in a contagious state.

The district may control diseases in a contagious state by excluding the student from the classroom or by referring the student for medical attention. Staff members must advise the school nurse and principal or designee when a student exhibits symptoms of an infectious disease based on the criteria outlined in this procedure. Staff should provide the school nurse, principal, or designee with as much health information as is known about the case in a timely manner so that appropriate action can be initiated. (See OSPI's *Infectious Disease Control Guide for School Staff*) (IDCGSS).

List of Reportable Diseases
In consultation with the school nurse, the district will report suspected disease or disease with known diagnosis, to the local health department as indicated on the Notifiable Conditions page of the Washington State Department of Health's website.

Cluster of Cases
The occurrence of any generalized (covering greater than 75% of the body) rash with or without fever, cough, runny nose, and reddened eyes in a school MUST be reported IMMEDIATELY to the school nurse who will in turn report as necessary to the local health department. Localized rash cases diagnosed as unrelated to a contagious disease, such as diaper rash, poison oak, etc. need not be reported. In addition to rash illnesses, any unusual cluster of infectious disease must be reported to the school nurse, who will report to the local health jurisdiction as necessary.

Identification and Follow-Up

1. The length of absence from school for a student ill from a contagious disease is determined by the directions given in the *Infectious Disease Control Guide for School Staff* or instructions provided by the student's licensed health care provider, and/or the local health officer.
2. The principal has the final responsibility for enforcing all exclusions.
3. Follow-up of suspected communicable disease cases should be carried out in order to determine any action necessary to prevent the spread of the disease to additional children.
4. Staff should follow the directions of the local health officer and WA DOH guidelines for mitigation measures.

Reporting At Building Level
A student with a diagnosed reportable disease will be reported by the school principal or designee, to the local health officer (or state health officer if local health officer is not available) as per schedule.

When symptoms of communicable disease are detected in a student who is at school, the regular procedure for the disposition of an ill or injured student will be followed. In all instances, the school nurse, principal, or designee will:

1. Notify the parent or emergency contact to advise him/her of the signs and symptoms.
2. Arrange for parent to pick up the student as soon as possible; recommend follow-up with licensed health care provider.
3. Notify the school nurse to ensure appropriate health-related interventions are in place;
4. Keep the student isolated but observed until the parent arrives;

Note: When the student is fourteen years or older and the symptoms are of a sexually transmitted disease, the student has confidentiality rights that prohibit notification of anyone but the health department.

First Aid Procedures

1. Students should be asked to wash their own minor wound areas with soap and water under staff guidance when practicable. If performed by staff, wound cleansing should be conducted in the following manner:
    a. Soap and water are recommended for washing wounds.
    b. Gloves must be worn when cleansing wounds which may put the staff member in contact with wound secretions or when contact with any bodily fluids is possible;
    c. Gloves and any cleansing materials will be discarded in a lined trash container that is disposed of daily according to WAC 296-823 – Occupational exposure to bloodborne pathogens and included in OSPI's most recent Infectious Disease Control Guide for School Staff;
    d. Hands must be washed before and after treating the student and after removing the gloves; and
    e. Treatment must be documented in a school health record.
2. Thermometers will be handled in the following manner:
    a. Only disposable thermometers or non-mercury thermometers with disposable sheath covers and/or temporal scan thermometers should be used when taking student~~'s~~ temperatures; and
    b. Disposable sheath covers will be discarded in a lined trash container that is secured and disposed of daily. Temporal scan thermometers will be disinfected after each use.

Handling of Body Fluids

1. Body fluids of all persons should be considered to contain potentially infectious agents (germs). Body fluids include blood, drainage from scrapes and cuts, feces, urine, vomitus, saliva, respiratory secretions, semen, and vaginal secretions;
2. Gloves must be worn when direct hand contact with body fluids is anticipated (e.g., treating nosebleeds, bleeding abrasions), when handling clothes soiled by body fluids (e.g., urine and/or feces), when diapering children and when sanitizing space~~d~~ used for diapering. Hand washing is the most important intervention for preventing the spread of disease and must take place after gloves are removed and between care of multiple students;
3. Used gloves must be discarded in a secured lined trash container and disposed of daily according to WAC 296-823 - Bloodborne Pathogens and included in OSPI's most recent OSPI Infectious Disease Control Guide for school staff. Hands must then be washed thoroughly;
4. Self-treatment of minor injury, when reasonable, will be encouraged;
5. Sharps will be disposed in an approved container. Sharps containers must be maintained upright throughout use, be tamper-proof and safely out of students' reach, be replaced routinely and not be allowed to overfill; and
6. For cleaning and disinfection, follow CDC and EPA recommendation. In addition, the district will comply with WAC 296-823- Bloodborne Pathogens and the infectious Disease Control Guidelines Infectious Disease Control Guideline for School Staff.

Treatment of Students with Chronic Medical Conditions (e.g., HIV; AIDS; Hepatitis)

On the disclosure that a student has been identified as having acquired Human Immunodeficiency Virus (HIV) or Acquired Immunodeficiency Syndrome (AIDS) or infectious Hepatitis, the superintendent, principal, parent, local health officer, school nurse and the student's licensed healthcare provider will confer as necessary and determine the appropriate placement of the student. The student will be accommodated in a least restrictive manner, free of discrimination, without endangering the other students or staff. The student may only be excluded from school on the written concurrence of the public health officer and the student's licensed healthcare provider, that remaining or returning to school would constitute a risk either to the student or to employees or other students.

All discussions and records will be treated as confidential, consistent with RCW 70.24.105.

Release of information regarding the testing, test result, diagnosis, or treatment of a student for a sexually transmitted disease, BBP illness, drug, alcohol, mental health treatment, family planning, or abortion may be made only as pursuant to an effective release and only to the degree permitted by the release. To be effective, a release must be signed, dated, must specify to whom the release may be made, and the time period for which the release is effective. Students fourteen and older must authorize disclosure regarding BBP illness, sexually transmitted diseases, or reproductive healthcare issues. Students thirteen and older must authorize disclosure regarding drug, alcohol, or mental health treatment. Students of any age must authorize disclosure regarding family planning or abortion. Parents~~/guardians~~ must authorize disclosure pertaining to younger students.

Any disclosure made pursuant to a release regarding reproductive healthcare, including sexually transmitted diseases, blood-borne pathogens, drug treatment, or alcohol treatment must be accompanied by the following statement:

> "This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by state law. A general authorization for the release of medical or other information is not sufficient for this purpose."

The district will ensure that newly hired school district employees receive the **blood-borne pathogens** training regarding:

1. History and epidemiology of blood-borne pathogens.;
2. Methods of transmission of blood-borne pathogens;
3. Prevention of exposure to blood-borne pathogens, including universal precautions for handling of body fluids;
4. Current treatment for symptoms of blood-borne pathogens and prognosis of disease progression;
5. State and federal laws governing discrimination of persons with a blood-borne pathogens; and
6. State and federal laws regulating confidentiality of a person's blood-borne pathogens.

The district will ensure that new employees receive training within six months from the first day of employment in the district.

Continuing employees will receive information, within one year of district receipt from OSPI, on new discoveries or changes in accepted knowledge of transmission, prevention, and treatment for blood-borne pathogens.

Implementation Date: 10 April 2001
Classification: **Encouraged**
Revised Dates: **09.20**

Accommodating Students with Diabetes

The School Nurse is appointed to:

A. Consult and coordinate with the parents and health care providers of students with diabetes; and

B. Train and supervise the appropriate staff in the care of students with diabetes.

The District will develop and follow an individual health plan for each student with diabetes. Each individual health care plan will include an individual emergency plan element. The health plans will be updated annually, and more frequently as needed.

Parents of students with diabetes may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school District employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate.

Parent-designated adults who are school employees will file a voluntary, written, current and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with diabetes from the school nurse or from a nationally certified diabetes educator.

Parent-designated adults who are not school employees are required to show evidence of comparable training and meet school District requirements for volunteers. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in diabetic care to provide the care requested by the parent. The school nurse is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.
In addition to adhering to the requirements of each individual health care plan, for the general care of students with diabetes, the District will:

A. Acquire necessary parent requests and instructions for treatment;

B. Acquire monitoring and treatment orders from licensed health care providers prescribing within the scope of their licensed authority;

C. Provide sufficient and secure storage for medical equipment and medication provided by the parent;

D. Permit students with diabetes to perform blood glucose tests, administer insulin, and treat hypoglycemia and hyperglycemia by providing easy access to the necessary supplies, equipment and medication necessary under their individual health care plan. This includes the option for students to carry the necessary supplies, equipment and medication on their person and perform monitoring and treatment functions wherever they are on school grounds or at school-sponsored events;

E. Permit students with diabetes unrestricted access to necessary food and water on schedule and as needed and unrestricted access to bathroom facilities. When food is served at school events, provision will be made for appropriate food to be available to students with diabetes;

F. School meals will not be withheld from any student for disciplinary reasons. Students with diabetes will not miss meals because they are not able to pay for them. The charge for the meal will be billed

to the parent or adult student and collected consistent with District policies;

G. Parents and health care providers of students with diabetes will be provided with a description of their student's school schedule to facilitate the timing of monitoring, treatment and food consumption; and

H. Each student's individual health care plan will be distributed to appropriate staff based on the student's needs and the staff member's contact with the student.

The District, its employees, agents or parent-designated adults who act in good faith and in substantial compliance with a student's individual health care plan and the instructions of the student's health care provider will not be criminally or civilly liable for services provided under RCW 28A.210.330.

Cross References:	5630 - Volunteers
	3520 - Student Fees, Fines, or Charges
	3416 - Medication at School
	2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
Legal References:	42 U.S.C. 12101et seq. Americans with Disabilities Act
	RCW 28A.210.330 Students with diabetes -- Individual health plans -- Designation of professional to consult and coordinate with parents and health care provider -- Training and supervision of school District personnel

Adoption Date: 22 July 2004
Classification: **Essential**
Revised Dates: **03.17**
Grapeview School District

Medication at School

General Statement
Under normal circumstances, all student medications, both prescription and over-the-counter (OTC) medications, should be administered before and/or after school hours under supervision of the parent/ guardian. When it is necessary for a student to receive prescription or OTC oral medication, topical medication, eye drops, ear drops, or nasal spray at school or at school-sponsored events, the parent/guardian must submit a written parental request and a written authorization form from a licensed healthcare practitioner (LHP), prescribing within the scope of his or her prescriptive authority. If the medication will be administered for more than fifteen consecutive days, the LHP must also provide written, current, and unexpired instructions for the administration of the medication.

The superintendent or designee will establish procedures for required and proper:

A. Designating staff members who may administer medication to students;
B. Training, delegation, and supervision of staff members in the administration of medication to students by a registered nurse (RN), including oral medication, topical medication, eye drops, ear drops, and/or nasal spray;
C. Obtaining signed and dated parent/guardian and LHP request and authorization for the administration of medications, including instructions from the LHP if the medication is to be given for more than fifteen (15) days;
D. Transporting medications to and from school;
E. Storing medication in a locked or limited access area;
F. Labeling medication;
G. Administering of medication, including identification of student and medication;
H. Documenting administration of medication, including errors, reactions, or side effects;
I. Disposing of medications;
J. Maintaining records pertaining to the administration of medication;
K. Maintaining student confidentiality
L. Permitting, as appropriate, possession and self-administration of medications necessary for student school attendance;
M. Permitting possession and self-administration of over-the-counter topical sunscreen products (see Sunscreen Section below); and
N. Reviewing and evaluating of medication practices and documentation

School District Policy and Procedure 3419 - Self-Administration of Asthma and Anaphylaxis Medication and School District Policy and Procedure 3420 - Anaphylaxis Prevention and Response govern the use of injectable medication for the treatment of anaphylaxis.

Except for limited situations, no school staff other than a RN or licensed practical nurse (LPN) may administer suppositories, rectal gels, or injections (except for emergency injections for students with anaphylaxis, as stated in School District Policy and Procedure 3419 - Self-Administration of Asthma and Anaphylaxis Medication and School District Policy and Procedure 3420 - Anaphylaxis Prevention and Response). In some situations, a parent designated adult (PDA) may administer certain injections.

If the school decides to discontinue administering a student's medication, the superintendent or designee must provide notice to the student's parent/ guardian orally and in writing prior to the discontinuance. There must be a valid reason for the discontinuance that does not compromise the health of the student or violate legal protections for the disabled.

Sunscreen

Over-the-counter topical sunscreen products may be possessed and used by students, parent/guardians, and school staff without a written prescription or note from a licensed health care provider if the following conditions are met:

A. The product is regulated by the US Food and Drug administration as an over-the-counter sunscreen product; and

B. If possessed by a student, the product is provided to the student by a parent/guardian.

Medical Marijuana:
Washington State law (RCW 69.51A.060) permits the use of medical marijuana, however, federal law (Title IV-Part A—Safe and Drug Free Schools and Communities and the Controlled Substances Act (CSA) (21 U.S.C. § 811) prohibits the possession and use of marijuana on the premises of recipients of federal funds including educational institutions. School nurses may not administer medical marijuana. See 3423 – Parental Administration of Marijuana for Medical Purposes, regarding parental administration of medical marijuana on school grounds, school bus, and school-sponsored activities.

Cross References: 3420 - Anaphylaxis Prevention and Response
3419 - Self-Administration of Asthma and Anaphylaxis Medications
3423 – Parental Administration of Marijuana for Medical Purposes

Legal References: RCW 28A.210.260 Public and private schools - Administration of medication — Conditions
RCW 28A.210.270 Public and private schools —Administration of medication — Immunity from liability — Discontinuance, procedure

Management Resources: 2019 – July Issue
2018 - August 2018
2017 - July Policy Issue
2014 - February Issue
2012 - August Issue
Policy News, February 2001 Oral Medication Definition Expanded

Adoption Date: 27 February 2001
Classification: **Essential**
Revised Dates: **03.17; 10.17;10.19**

Procedure - Medication at School

Each school principal, in consultation with the school Registered Nurse (RN), will authorize two staff members to administer all medications including over the counter medications. These designated staff members will receive RN delegation and training prior to the opening of school each year.

For purposes of this procedure, "medication" means oral medication, topical medication, eye or ear drops and nasal spray. This definition DOES NOT include over-the-counter topical sunscreen products regulated by the US Food and Drug Administration (see Sunscreen section below). Oral medications are administered by mouth either by swallowing or by inhaling and may include administration by mask if the mask covers the mouth or mouth and nose.

Medication may be dispensed to students on a scheduled basis upon written authorization from a parent with a written request by a licensed health professional prescribing within the scope of their prescriptive authority. If the medication is to be administered more than fifteen consecutive days, the written request must be accompanied by written instructions from a licensed health professional. Requests will be valid for not more than the current school year. All new orders for medication or medication order changes must be approved by the supervising RN prior to school staff administering the first dose.

All medications must be properly labeled and be contained in the original container. Individuals administering medications will:

A. Collect the medication directly from the parent/guardian (students should not transport medication to and from school except for medications needed for the treatment of medical emergencies). Collect a medication request and authorization form properly signed by the parent/guardian and by the LHP including instructions from the LHP if the medication is to be administered for more than fifteen consecutive days.
B. Count the medication and record the number pills or amount of liquid medication received, with initials and date received, on the medication log. It is preferable to have two people count and initial; Counting of controlled substances at least weekly as recommended by the Board of Pharmacy. On weekly medication counts, the nurse must have assistance and a witness to the actual count of the medications.
C. Store the prescription or OTC medication (not more than a twenty (20) day supply) in a locked, substantially constructed cabinet or limited access area (for emergency medications);
D. Maintain a current record which indicates that the medication was administered. If a dose is missed, note the reason, e.g. "absent." This record must be kept for 8 years;
E. Medications may not be given after the date specified on the authorization form or expiration date on the label.
F. Report medication errors to the school nurse immediately.

Provide for supervision by a physician or registered nurse. A copy of the medication policy will be provided to the parent upon request.

Oral or topical medications, eye drops, ear drops, or nasal spray may be administered by a registered nurse, a licensed practical nurse, or designated staff who are delegated to, trained, and supervised by the RN.

Nasal sprays containing controlled substances may only be administered by a school nurse if a school nurse is in the building. If a school nurse is not in the building, the task may be delegated to an authorized school employee. A parent-designated adult with training as required by RCW 28A.210.260[AH1] may also administer the medication when a nurse is not in the building. After a school employee who is not a school nurse administers a nasal spray that is a controlled substance, the employee must summon emergency

medical assistance as soon as practicable except in instances when the administration of the nasal spray occurs routinely as documented in emergency care plan signed by parent or guardian and LHP.

No medication will be administered by injection by unlicensed school staff except when a student is susceptible to a life-threatening anaphylactic condition consistent with Policy and Procedure 3419 – Self-Administration of Asthma and Anaphylaxis Medications and Policy and Procedure 3420 - Anaphylaxis Prevention and Response when acting as a parent designated adult for students with diabetes, or when acting as designated trained responder for opioid overdose reversal medication administration consistent with Policy and Procedure 3424 – Opioid Related Overdose Reversal.

The parent will submit a written authorization to act according to the specific written orders and supporting directions provided by licensed health professional prescribing within his or her prescriptive authority (e.g., medication administered to counteract a reaction to an insect sting). Such medication will be administered by staff trained by the supervising registered nurse to administer such an injection.

Written orders for emergency medication, signed and dated, from the licensed health professional prescribing within his or her prescriptive authority will:

A. State that the student suffers from a health condition which may result in an emergency;

B. Identify the drug, the mode of administration, and the dose;

C. Indicate when the medication will be administered based on anticipated or actual symptoms;

D. Recommend follow-up after administration, administration of additional medications, transport to hospital; and

E. Specify how to report to the health professional prescribing within his or her prescriptive authority and any record keeping recommendations.

If a health professional and a student's parent request that a student be permitted to carry his/or her own medication and/or be permitted to self-administer the medication, the principal may grant permission after consulting with the school nurse. The process for requesting and providing instructions will be the same as established for oral medications. The principal and nurse will take into account the age, maturity and capability of the student; the nature of the medication; the circumstances under which the student will or may have to self-administer the medication and other issues relevant in the specific case before authorizing a student to carry and/or self-administer medication at school. Except in the case of multi-dose devices (like asthma inhalers), students will only carry one day's supply of medication at a time. Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own medication may result in termination of that permission, as well as the imposition of discipline when appropriate.

Sunscreen

Over-the-counter topical sunscreen products may be possessed and used by students, parents, and school staff, without a written prescription or note from a licensed health care provider, if the following conditions are met:

A. The product is regulated by the US Food and Drug Administration as an over-the-counter sunscreen product; and
B. If possessed by a student, the product is provided to the student by their parent or guardian.

Students who possess over-the-counter topical sunscreen products that meet the above criteria may carry up to 8 ounces at a time, preferably with the container in a plastic bag.

Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own sunscreen products may result in confiscation and termination of that permission, as well as the imposition of discipline when appropriate.

School staff may assist students in application of sunscreen products in certain circumstances and in the presence of another staff member. The appropriate staff member will take into account the age, maturity, and capability of the student, the need for the application of the sunscreen, and other issues relevant in the specific case, before assisting students in application of sunscreen products at school or during school-sponsored events. However, staff members are not required to assist students in applying sunscreen.

Parent-Designated Adult Care of Students with Epilepsy or Diabetes
The policy and procedure for parent designated adults caring for students with epilepsy or students with diabetes are:

- 3411 – Accommodating Students with Seizure Disorders or Epilepsy
- 3415 – Accommodating Students with Diabetes

Adoption Date: 27 February 2001
Classification: **Essential**
Revised Dates: **12.21; 04.22**

Catheterization

The Board authorizes qualified staff to provide clean, intermittent bladder catheterization (CIC) of students or assisted self-catheterization according to rules adopted by the State Board of Nursing.

Catheterization is authorized under the following conditions:

A. A parent, legal guardian or other person having legal control over the student files a written, current and unexpired request that the District provide for the catheterization of the student;

B. A licensed physician of the student files a written, current and unexpired request that catheterization of the student be provided for during the hours when school is in session or the hours when the student is under the supervision of school officials;

C. A registered nurse provides written, current and unexpired instructions regarding catheterization that states which staff members are designated to provide for catheterization and a description of the nature and extent of any supervision that is required; and

D. Any staff member who is authorized to provide for catheterization must receive training from a registered nurse consistent with the rules of the State Board of Nursing. Licensed practical nurses (LPNs) are trained to provide catheterization as part of their professional preparation and are not subject to this training requirement.

Employees (excepting licensed nurses) who have not previously agreed in writing to perform clean, intermittent bladder catheterization as a specific part of their job description may file a written letter of refusal to perform catheterization. The employee's refusal may not serve as grounds for discharge, nonrenewal or any other action adversely affecting the employee's contract status.

The District and its staff and the staff member who provides for catheterization in substantial compliance with this policy and the rules of the state Board of nursing will not be liable in any criminal action or for civil damages arising from providing catheterization. The District may discontinue catheterization service for a student without being liable so long as the affected parents/guardians are given advance oral/written notice.

Cross References:	2161 - Special Education and Related Services for Eligible Students
Legal References:	RCW 28A.210.255 Provision of health services in public and private schools — Employee job description
	RCW 28A.210.280 Catheterization of public and private school students
	RCW 28A.210.290 Catheterization of Public and Private School Students — Immunity from liability
	WAC 246-840-820 Provision for clean, intermittent catheterization in schools
Management Resources:	2014 - December Issue
	2003 - December Issue
	2003 - June Issue

Adoption Date: 28 March 2017
Classification: **Essential**
Revised Dates:

Response to Student Injury or Illness

The board recognizes that schools are responsible for providing first aid or emergency treatment in case of injury or illness of a student. To that end, staff designated to provide student health support should be certified in First Aid/CPR/AED. The board encourages all school staff to become certified in first aid. School staff will refer to the joint Department of Health and Office of the Superintendent document How to Respond: Illness and Injury at School for guidance. Further medical attention in non-emergency cases is the responsibility of the parent or guardian. Schools will notify the parent or guardian of students who suffer injuries, illness, or physical trauma at school or at any school-sponsored activity as soon as practicable.

The superintendent will establish procedures to be followed consistent with this policy.

Cross References:	3124 - Removal-Release of Student During School Hours
	3422 - Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest
Management Resources:	2020 – September Alert 2014 - June Issue

Adoption Date: 10 April 2001
Classification: **Encouraged**
Revised Dates: **10.20**

Procedure - Response to Student Injury or Illness

EVALUATION

When a student is injured or ill at school or during any school-sponsored activity to any degree, it is the responsibility of staff to see that immediate care and attention is provided to the student unless or until the staff member is relieved by a staff member certified in first aid, a nurse, a doctor, or emergency personnel.

Except in cases of very minor injuries (e.g., cuts, scrapes, rug burns) that, in the judgment of the school nurse, staff member certified in first aid or principal designee do not pose a serious health risk to the student and will not worsen if the student remains at school, the principal or designee and school nurse (if not already notified) will be promptly notified of any student's: 1) injury; 2) illness; or 3) physical trauma that could have caused injuries as yet unobservable.

The school nurse or staff member certified in first aid will determine whether the injury, illness or trauma is serious enough to warrant calling 911. Upon finding that it is not, either individual will provide appropriate first aid to the student consistent with their training.

EMERGENCY TREATMENT

Upon recommendation of the school nurse or a staff member certified in first aid, Emergency Medical Services (EMS) will be called immediately and the student will be transported to the hospital by EMS. Students with uncontrolled bleeding and those who have suffered temporary suffocation, cardiac arrest, fractures or head, neck, eye, ear, or spinal injuries will only be moved and transported by EMS.

PARENT OR EMERGENCY CONTACT NOTIFICATION

Except in cases of very minor injuries as described above, the principal or designee will notify the parent (or, if the parent cannot be reached, the emergency contact), to advise them of the student's condition as soon as practicable.

The student's parent or emergency contact will decide, in non-emergency cases, whether: 1) the parent or emergency contact will transport the student to the hospital; 2) the parent or emergency contact will pick up the student or 3) the student will remain at school.

ADVANCED DIRECTIVES

The district will consult with its legal counsel prior to accepting any advance directives to physicians to limit medical treatment.

Implementation Date: 10 April 2001
Classification: **Encouraged**
Revised Dates: **09.20**

Self-Administration of Asthma and Anaphylaxis Medications

Asthma is an inflammatory disease of the respiratory tract. Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by an allergist/immunologist.

It is the policy of the Board of directors that students with asthma or anaphylaxis are afforded the opportunity to self-administer prescribed medications. The student's parent or guardian will submit a written request and other documentation required by the school. The student's prescribing health care provider must provide a written treatment plan.

The student must demonstrate to the school's professional registered nurse that the student is competent to possess and self-administer prescribed medications during school and at school sponsored events.

The superintendent or designee will establish procedures that implement this policy and follow emergency rescue procedures outlined in the most recent edition of *AMES: Asthma Management in Educational Settings*, in cases of suspected asthma and the emergency rescue procedures outlined in the Office of the Superintendent of Public Instruction's *Guidelines for the Care of Students with Anaphylaxis (2009)* in cases of suspected anaphylaxis.

Cross References:	3420 - Anaphylaxis Prevention and Response
	3416 - Medication at School
	2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	2161 - Special Education and Related Services for Eligible Students
Legal References:	42 U.S.C. 280 Public Health Service Act
	42 U.S.C. 12212 Section 512 Americans with Disabilities Act of 1990
	34 CFR Part 104 Section 504 of Rehabilitation Act of 1973
	RCW 28A.210.370 Students with Asthma
	RCW 28A.210.310 Anaphylaxis-Policy guidelines-Procedures-Reports
Management Resources:	OSPI, March 2009, Guidelines for the Care of Students with Anaphylaxis
	2012 - August Issue
	2009 - February Issue

Adoption Date: 28 April 2009
Classification: **Essential**
Revised Dates: **08.05; 03.17**

Anaphylaxis Prevention and Response

Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and may require follow-up care by an allergist/immunologist.

The Grapeview School District Board of Directors expects school administrators, teachers, and support staff to be informed and aware of life-threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life-threatening allergens are peanuts, tree nuts, fish, dairy, bee or other insect stings, latex, and some medications. Affected students require planned care and support during the school day and during school sponsored activities. Additionally, any student could potentially have a life-threatening allergic reaction even without a history of such.

Parents/guardians are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. The district will take reasonable measures to avoid allergens for affected students. The district will also train all staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, student specific training will be provided for appropriate personnel. The plan shall be distributed to appropriate staff based on the students' needs and the staffs' level of interaction with the student as determined in the health plan.

Even with the district's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, the district will take reasonable precautions to reduce the risk of exposure to allergens for students with history of anaphylaxis.

***Insert the following language if stocking undesignated epinephrine auto injectors**:*

The district may maintain at designated school locations a supply of epinephrine or nasal spray based on the number of students enrolled at the school. Undesignated epinephrine or nasal spray must be obtained with a prescription in the name of the school by a licensed health professional within the scope of their prescribing authority and must be accompanied by a standing order protocol for their administration. Prescriptions and standing orders may be obtained from a community Licensed Health Care Provider or through a statewide standing order from the Secretary of Health or designee.

In the event a student with a current prescription for epinephrine on file at the school experiences an anaphylactic event, the school nurse or designated trained school personnel may use the school supply of epinephrine to respond if the student's supply is not immediately available. In the event a student without a current prescription for epinephrine on file with the school or a student with undiagnosed anaphylaxis experiences an anaphylactic event, the school nurse may utilize the school supply of epinephrine to respond under the standing order protocol according to RCW 28A.210.380 and RCW 28A.210.383.

The school's supply of epinephrine auto injectors or nasal spray does not negate parent/guardian responsibility to ensure that they provide the school with appropriate

medication and treatment orders pursuant to RCW 28A.210.320 if their student is identified with a life-threatening allergy.

The superintendent will establish procedures to support this policy and to ensure:

1. Rescue protocol in cases of suspected anaphylaxis will follow OSPI's current Guidelines for the Care of Students with Anaphylaxis
2. A simple and standardized format for emergency care plans is utilized;
3. A protocol is in place to ensure emergency care plans are current and completed and distributed to appropriate staff;
4. Medication orders are clear and unambiguous;
5. Training and documentation is a priority**;**
6. **If the school stocks epinephrine,** each school's supply of epinephrine, if any, is maintained pursuant to manufacturer's instructions and district medication policy and procedures.

Cross References:	3419 - Self-Administration of Asthma and Anaphylaxis Medications 3418 - Response to Student Injury or Illness 3416 - Medication at School
Legal References:	WAC 392-380 PUBLIC SCHOOL PUPILS—IMMUNIZATION REQUIREMENT AND LIFE-THREATENING HEALTH CONDITION RCW 28A.210.380Anaphylaxis — Policy guidelines — Procedures — Reports. RCW 28A.210.383 Epinephrine and epinephrine autoinjectors (EPI pens)—School supply—Use.
Management Resources:	2018 - August 2018 - August Policy Issue 2013 - December Issue 2012 - August Issue 2009 - February Issue OSPI, Guidelines for the Care of Students with Anaphylaxis

Adoption Date: 28 April 2009
Classification: **Essential**
Revised Dates: **03.17; 12.24**

Child Abuse and Neglect

Child abuse or neglect, including exploitation are violations of children's human rights and an obstacle to their educational development. The board directs that staff will be alert for any evidence of child abuse or neglect, including exploitation.

For purposes of this policy, the term "child" means anyone under the age of 18.

"Child abuse or neglect" means:

A. Injury of a child by any person under circumstances which cause harm to the child's health, welfare, or safety;

B. Sexual abuse or sexual exploitation by any person under circumstances which cause harm to the child's health, welfare, or safety; or

C. The negligent treatment or maltreatment of a child by a person responsible for or providing care to the child.

Physical discipline of a child, including the reasonable use of corporal punishment, is not considered abuse when it is reasonable and moderate and is inflicted by a parent or guardian for the purposes of restraining or correcting the child.

Children (including other students), family members, and any other adult can engage in child abuse or neglect. This may include incidents of student-on-student misconduct. Staff should report all incidents of suspected child abuse or neglect regardless of the age of the person who engages in it.

Staff should not focus on a person's mental status to determine if they have committed child abuse or neglect. The law governing mandated reporting does not allow for exceptions for people with medical conditions that may mitigate the intent for committing child abuse or neglect.

When feasible, the district will provide community education programs for prospective parents, foster parents, and adoptive parents on parenting skills and on the problems of child abuse or neglect and methods to avoid child abuse or neglect situations. The district will also encourage staff to participate in in-service programs that address the issues surrounding child abuse or neglect.

The superintendent will develop reporting procedures and provide them to all staff on an annual basis. The purpose is to identify and timely report all evidence of child abuse or neglect to the proper authorities. Staff will receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

All staff are responsible for reporting all suspected cases of child abuse or neglect to the proper authorities and/or the appropriate school administrator. Under state law, staff are free from liability for reporting a reasonable suspicion of child abuse or neglect. However, failing to report the incident may result in criminal liability regardless of whether the authorities determine the incident is provable in a subsequent legal proceeding.

Staff need not verify a report that a child has been abused or neglected. Legal authorities have the responsibility for investigating each case and taking appropriate action under the circumstances.

Cross References: 3226 - Interviews and Interrogations of Students on School Premises

4265 - Community Education Program

4310 - District Relationships with Law Enforcement and other Government Agencies

5253 – Maintaining Professional Staff/Student Boundaries

Legal References:

RCW 13.34.300 Relevance of failure to cause juvenile to attend school as evidence to neglect petition

RCW 26.44.020 Definitions

RCW 26.44.030 Reports — Duty and authority to make — Duty of receiving agency — Duty to notify — Case planning and consultation — Penalty for unauthorized exchange of information — Filing dependency petitions — Investigations — Interviews of children — Records — Risk assessment process

RCW 28A.320.160 Alleged sexual misconduct by school employee — Parental notification — Information on public records act

RCW 28A.400.317 Physical abuse or sexual misconduct by school employees — Duty to report — Training

RCW 28A.620.010 Purposes

RCW28A.620.020 Restrictions — Classes on parenting skills and child abuse prevention encouraged

RCW 43.43.830 Background checks — Access to children or vulnerable persons - Definitions

WAC 110-30-0030 What is child abuse or neglect?

AGO 1987, No. 9 Children — Child Abuse — Reporting by School Officials — Alleged Abuse by Student

Management Resources:

2015 - June Policy Issue

2010 - April Issue

Policy News, February 2007 Physical Abuse and Sexual Misconduct Notice Requirements

Policy News, June 1999 23% of districts out-of-compliance on child abuse policies

Department of Children, Youth & Family (https://www.dcyf.wa.gov/safety/what-is-abuse)

Adoption Date: 10 April 2001
Classification: **Encouraged**
Revised Dates: **02.23**

Procedure - Child Abuse and Neglect

Each school principal will develop and implement an instructional program that will teach students:

1. How to recognize the factors that may cause people to abuse or neglect children;
2. How one may protect oneself from experiencing abuse or neglect; and
3. What resources are available to assist an individual who does or may encounter an abusive or neglectful situation.

To facilitate such a program, staff will receive training regarding reporting obligations during their initial orientation and every three years after initial employment. Training may include such topics as:

1. Child growth and development;
2. Identification of child abuse or neglect;
3. Effects of abuse or neglect on child growth and development;
4. Personal safety as it relates to potential child abuse or neglect;
5. Parenting and supervision skills;
6. Life situations/stressors which may lead to child abuse or neglect t; and
7. Substance abuse.

Reporting Responsibilities

Staff are required to report every instance of suspected child abuse or neglect.

The following procedures are required when reporting instances of suspected child abuse or neglect:

A. When there is reasonable cause to believe that a child has suffered abuse or neglect, staff or the principal will orally report it to the nearest office of Child Protective Services (CPS) of the Department of Children, Youth and Families (DCYF)or the local law enforcement agency. This report must be made at the first opportunity, but in no case longer than forty-eight (48) hours after there is reasonable cause to believe that the child has suffered abuse or neglect.

   Staff will also advise the principal regarding instances of suspected abuse or neglect as well as reports that have been made to CPS or law enforcement. In the principal's absence, staff will advise the nurse or counselor.

   A staff member may contact CPS to determine if a report should be made. Any doubt about the legal necessity of making a report will be resolved in favor of making the report.

B. A written report will be submitted promptly to the agency to which the oral report was made. The report will include the following information, if known:

1. The name, address, and age of the child;

2. The name and address of the child's parents, stepparents, guardians, or other persons having custody of the child;

3. The nature and extent of the suspected abuse or neglect;

4. Any evidence of previous abuse or neglect, including the nature and extent;

5. Any other information that may relate to the cause or extent of the abuse or neglect; and

6. The identity of the person accused of inflicting the abuse.

C. When the district receives a report that a school employee has committed an act of sexual misconduct, it will notify the parents of the alleged victim at the first opportunity but in all cases within forty-eight (48) hours of receiving the report. The notice will include information regarding their rights under the public records act, chapter 42.56 RCW, to request the public records regarding school employee discipline. This information shall be provided to all parents on an annual basis.

D. Child abuse as defined by the statutes can be inflicted "by any person" and may include student-on-student abuse. These cases also require reporting to CPS or law enforcement.

Defining Child Abuse and Neglect

Child abuse or neglect means:

D. Injury of a child by any person under circumstances which cause harm to the child's health, welfare, or safety;

E. Sexual abuse or sexual exploitation by any person under circumstances which cause harm to the child's health, welfare, or safety; or

F. The negligent treatment or maltreatment of a child by a person responsible for or providing care to the child.

Physical abuse means the nonaccidental infliction of physical injury or physical mistreatment on a child that harms the child's health, welfare, or safety. It may include, but is not limited to, such actions as:

(a) Throwing, kicking, burning, or cutting a child;
(b) Striking a child with a closed fist;
(c) Shaking a child under age three;
(d) Interfering with a child's breathing;
(e) Threatening a child with a deadly weapon; or
(f) Doing any other act that is likely to cause and that does cause bodily harm greater than transient pain or minor temporary marks or that is injurious to the child's health, welfare or safety.

Physical discipline of a child, including the reasonable use of corporal punishment, is not considered abuse when it is reasonable and moderate and is inflicted by a parent or guardian for the purposes of restraining or correcting the child.

Sexual abuse means committing or allowing to be committed any sexual offense against a child as defined in the criminal code. The intentional touching, either directly or through the clothing, of the sexual or other intimate parts of a child or allowing, permitting, compelling, encouraging, aiding, or otherwise causing a child to engage in touching the sexual or other intimate parts of another for the purpose of gratifying the sexual desire of the person touching the child, the child, or a third party.

A parent or guardian of a child, a person authorized by the parent or guardian to provide childcare for the child, or a person providing medically recognized services for the child, may touch a child in the sexual or other intimate parts for the purposes of providing hygiene, child care, and medical treatment or diagnosis.

Sexual exploitation includes, but is not limited to, sex trafficking and commercial sexual exploitation and includes such actions as allowing, compelling, encouraging, aiding, or otherwise causing a child to participate in one or more of the following:

a) Any sex act when anything of value is given to or received by any person for the sex act;
b) Sexually explicit, obscene, or pornographic activity to be photographed, filmed, or electronically reproduced or transmitted;
c) Sexually explicit, obscene, or pornographic activity as part of a live performance or for the benefit or sexual gratification of another person.

Negligent treatment or maltreatment means an act or a failure to act, or the cumulative effects of a pattern of conduct, behavior, or inaction, on the part of a child's parent, legal custodian, guardian, or caregiver that shows a serious disregard of the consequences to the child and creates a clear and present danger to the child's health, welfare, or safety.

These signs may signal the presence of child abuse or neglect:

The child:

- Shows sudden changes in behavior or school performance.
- Has not received help for physical or medical problems brought to the parents' attention.
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes.
- Is always watchful, as though preparing for something bad to happen.
- Lacks adult supervision.
- Is overly compliant, passive, or withdrawn.
- Comes to school or other activities early, stays late, and does not want to go home.

The parent or other adult caregiver and the child:

- Shows little concern for the child.
- Denies the existence of-or blames the child for-the child's problems in school or at home.
- Asks teachers or other caretakers to use harsh physical discipline if the child misbehaves.
- Sees the child as entirely bad, worthless, or burdensome.
- Demands a level of physical or academic performance the child cannot achieve.
- Looks primarily to the child for care, attention, and satisfaction of emotional needs.

The Parent or other adult caregiver and child:

- Rarely touch or look at each other.
- Consider their relationship entirely negative.
- State that they do not like each other.

Common Indicators of Physical Abuse:

Consider the possibility of physical abuse when the **child**:

- Has unexplained burns, bites, bruises, broken bones, or black eyes.
- Has fading bruises or other marks noticeable after an absence from school.
- Is frightened of the parents and protests or cries when it is time to go home.
- Shrinks at the approach of adults.
- Reports injury by a parent or another adult caregiver.

Consider the possibility of physical abuse when the **parent or other adult caregiver**:

- Offers conflicting, unconvincing, or no explanation for the child's injury.
- Describes the child as "evil," or in some other very negative way.
- Uses harsh physical discipline with the child.
- Has a history of abuse as a child.

Common Indicators of Emotional Abuse:

Consider the possibility of emotional maltreatment when the **child**:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression.
- Is either inappropriately adult-like (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example).
- Is delayed in physical or emotional development.
- Has attempted suicide.
- Reports a lack of attachment to the parent.

Consider the possibility of emotional maltreatment when the **parent or other adult caregiver**:

- Constantly blames, belittles, or berates the child.
- Is unconcerned about the child and refuses to consider offers of help for the child's problems.
- Overtly rejects the child.

Common Indicators of Sexual Abuse:

Consider the possibility of sexual abuse when the **child**:

- Has difficulty walking or sitting.
- Suddenly refuses to change for gym or participate in physical activities.
- Reports nightmares or bedwetting.
- Experiences a sudden change in appetite.
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior.
- Becomes pregnant or contracts a venereal disease, particularly if under age 14.

- Runs away.
- Reports sexual abuse by a parent or another adult caregiver.

Consider the possibility of sexual abuse when the **parent or other adult caregiver**:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex.
- Is secretive and isolated.
- Is jealous or controlling with family members.

Common Indicators of Neglect:

Consider the possibility of neglect when the **child**:

- Is frequently absent from school.
- Begs or steals food or money.
- Lacks needed medical or dental care, immunizations, or glasses.
- Is consistently dirty and has severe body odor.
- Lacks sufficient clothing for the weather.
- Abuses alcohol or other drugs.
- States that there is no one at home to provide care.

Consider the possibility of neglect when the **parent or other adult caregiver**:

- Appears to be indifferent to the child.
- Seems apathetic or depressed.
- Behaves irrationally or in a bizarre manner.
- Is abusing alcohol or other drugs.

NOTE: Indicators in and of themselves do not necessarily prove that abuse, neglect, or exploitation has occurred. However, they still may warrant a referral to CPS or law enforcement. When in doubt, staff should consult with CPS about making a report.

Implementation Date: 10 April 2001
Classification: Encouraged
Revised Dates: **03.23**

Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest

Concussion and Head Injury
The Grapeview School District Board of Directors recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges that the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed.

Therefore, all competitive sport activities in the District will be identified by the administration and all appropriate District staff, coaches and team volunteers will complete training as required in Procedure 3422 to recognize warning signs and symptoms of concussion and head injury. Additionally, all coaches will comply with Washington Interscholastic Activities Association (WIAA) guidelines for the management of concussions and head injuries.

Consistent with Washington law, the District will utilize guidelines developed with the WIAA and other pertinent information to inform and educate coaches, youth athletes, and their parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury. Annually, the District will distribute a head injury and concussion information sheet to all parents/guardians of student participants in competitive sport activities.

Prior to their first use of school facilities, all private nonprofit youth programs must provide a written statement of compliance with this policy in regard to concussion and head injury with proof of insurance as required by RCW 4.24.660.

Sudden Cardiac Arrest
The Board of Directors further recognizes that sudden cardiac arrest is reported to be the leading cause of death in young athletes. The Board will work with the WIAA and the University of Washington medicine center for sports cardiology to make available an online pamphlet that provides student athletes, their parents/guardians and coaches with information about sudden cardiac arrest. To this end, the District will maintain a link on its website to the OSPI website where the online pamphlet will be posted.

Annually, prior to participating in an interscholastic athletic activity, students and their parent/guardian must review the online pamphlet and return a signed statement to the school documenting their review. This form may be combined with the annually distributed head injury and concussion information sheet referenced above.

The Board will also work with the WIAA and the University of Washington medicine center for sports cardiology to make available an existing online sudden cardiac arrest prevention program for coaches. Every three years, prior to coaching an interscholastic athletic activity, all coaches will complete the online program and provide a certificate of completion to the District.

All coaches, including volunteers, will complete training as required in the District procedure. Additionally, all coaches will comply with Washington Interscholastic Activities Association (WIAA) guidelines for the management of sudden cardiac arrest.

Prior to their first use of school facilities, all private nonprofit youth programs must provide a written statement of compliance with this policy in regard to sudden cardiac arrest with proof of insurance as required by RCW 4.24.660.

Cross References:	3412 - Automated External Defibrillators 3418 - Response to Student Injury or Illness 4260 - Use of School Facilities
Legal References:	RCW 4.24.660 Liability of school Districts under contract with youth programs Chapter 28A.600 RCW Students
Management Resources:	2015 - June Policy Issue 2014 - August Issue 2009 - August Issue

Adoption Date: 27 April 2010
Classification: **Essential**
Revised Dates: **03.17**

3422P Student Sports Concussion and Head Injuries

Concussion and Head Injury Management in Student Sports

Athletic Director or Administrator in Charge of Athletics Duties:

Updating: Each spring, the athletic director, or the administrator in charge of athletics if there is no athletic director, shall review any changes that have been made in forms required for concussion and head injury management by consulting with the WIAA or the WIAA Web site. If there are any updated forms, they will be adopted and used for the upcoming school year.

Identifying Sports: By June 30 of each year, the athletic director or administrator in charge will identify competitive sport activities in the District for which compliance with the concussion and head injury policy is required. A list of competitive sports activities and the District's policy and procedure (*insert policy and procedure number*) will be distributed to all coaching staff and volunteers.

Coach Training: All coaches shall undergo training in head injury and concussion management at least once every two years by one of the following means: (1) through attendance at a WIAA or similar clock hour presentation which uses WIAA guidelines; or (2) by completing WIAA online training.

Parent Information Sheet: On a yearly basis, a concussion and head injury information sheet shall be signed and returned by the youth athlete and the athlete's parent and/or guardian prior to the youth athlete's initiating practice or competition. This information sheet may be incorporated into the parent permission sheet which allows students to participate in extracurricular athletics.

Coach's Responsibility: A youth athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be immediately removed from play.

Return to Play After Concussion or Head Injury: A student athlete who has been removed from play may not return to play until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and receives written clearance to return to play from that health care provider. The health care provider may be a volunteer.

Adoption Date: April 27, 2010
Grapeview School District

Parental Administration of Marijuana for Medical Purposes

The district will permit a student who meets Washington's statutory requirements for medical marijuana to consume marijuana-infused products for medical purposes on school grounds, or while attending a school-sponsored event in accordance with this policy. The district will first verify that the student and parent or guardian meet the statutory requirements by requiring presentation of valid Washington recognition cards for medical marijuana under RCW 69.51A.220.

The district will not store or administer marijuana-infused products for any purpose. Although the school nurse may oversee the process of compliance with this policy, the school nurse will not provide, administer, or assist the student with the consumption of the marijuana-infused product. The parents or guardian of such a student are the only persons who may provide, administer, or assist students with the consumption of the marijuana-infused product. Students will not self-carry or self-administer marijuana for medical purposes or for any other purpose. Administration of a marijuana-infused product by smoking is strictly prohibited.

The superintendent will consult building principals to identify a location on school grounds where the parent or guardian can administer a marijuana-infused product to the student, considering feasibility and the needs for privacy. Specifically, a location that does not create risk of disruption to the educational environment or exposure to other students. The district does not allow parental administration of marijuana-infused products on board a school bus. When a school-sponsored event occurs at another Washington public school, the location identified by that school will serve as the location for parental administration of a marijuana-infused product. The superintendent will establish procedures to address circumstances where a school-sponsored event occurs in a place of public accommodation in Washington. However, school-sponsored events that occur outside the state of Washington or on federal property are not subject to Washington law and cannot be included in the scope of this policy.

After administering the permissible form of medical marijuana to the qualified student, the parents or guardian will remove any remaining marijuana from school or district grounds, or school-sponsored event. The district may limit or revoke permission for the parents or guardian of a qualifying student to administer marijuana for medical purposes if the parents or guardian or qualified student violates this policy or demonstrates an inability to follow this policy's parameters responsibly.

Nothing in this policy requires an accommodation for medical marijuana in the place of employment or diminishes the district's ability to enforce its drug-free schools policy. Student possession, use, distribution, sale or being under the influence of marijuana inconsistent with this policy may be considered a violation of the district's drug-free schools and subject to district action.

Cross References:	3416 - Medication at School 5201 - Drug-Free Schools, Community, and Workplace
Legal References:	Chapter 69.51A RCW Medical Cannabis RCW 28A.210.260 Public and private schools - Administration of medication Conditions

Adoption Date: **28 May 2025**
Classification: **Encouraged**
Revised Dates:

Opioid Related Overdose Reversal

The board recognizes that the opioid epidemic is a public health crisis and access to opioid-related overdose reversal medication can be lifesaving. To assist a person at risk of experiencing an opioid-related overdose, the district will seek to obtain and maintain at least one set of opioid overdose reversal medication doses in each of its schools.

SSB 5804 amended RCW 28A.210.390, The district must obtain and maintain opioid overdose reversal medication either through a standing order, prescribed and dispensed according to RCW 69.41.095(5), or through one or more donation sources. The district will seek at least one set of opioid reversal medication doses for each of its schools. However, if the district documents a good faith effort to obtain and maintain opioid overdose reversal medication through a donation source, and is unable to do so, the district is exempt from the obligation to have a set of opioid reversal medication doses for each school. Documentation of good faith effort must be kept on file.

The following personnel may distribute or administer the school-owned opioid overdose reversal medication to respond to symptoms of an opioid-related overdose:

- A school nurse,
- School personnel who become designated trained responders, or
- A health care professional or trained staff person located at a health care clinic on public school property or under contract with the school district.
  Training for school personnel to become designated trained responders and distribute or administer opioid overdose reversal medication must meet the requirements for training described in the statute and any rules or guidelines for such training adopted by the Office of Superintendent Public Instruction. The district shall identify at least one member of each school's personnel to become a designated trained responder who can distribute and administer opioid overdose reversal medication.

Opioid overdose reversal medication may be used on school property, including the school building, playground, and school bus, as well as during field trips or sanctioned excursions away from school property. A school nurse or a designated trained responder may carry an appropriate supply of school-owned opioid overdose reversal medication on in-state field trips and sanctioned in-state excursions.

Individuals who have been directly prescribed opioid overdose reversal medication according to RCW 69.41.095 lawfully possess and administer opioid overdose reversal medication, based on their personal prescription. However, such "self-carrying" individuals and those who obtain opioid overdose reversal medication over-the-counter, must show proof of training as verified by a licensed registered professional nurse employed or contracted by the district or participate in district training as specified in the accompanying procedure.

Administration of the district's opioid overdose reversal medication will be performed by designated, trained, district personnel as needed. However, "RCW 69.41.095 allows for "any person" (including students) to lawfully possess, store, deliver, distribute, and administer an opioid overdose reversal medication that has been properly prescribed and/or authorized. The board further recognizes that:

- incidences of opioid overdoses are increasing in communities and schools,
- naloxone is highly unlikely to cause harm if administered when not needed,
- students may carry naloxone at school in order to have access to it outside of school, and
- delay in administering naloxone for suspected overdose or delay activating emergency medical services could cause severe harm.

Therefore, neither the district nor its schools will pursue disciplinary action for students or personnel solely for possession or good faith administration of naloxone. Naloxone will not be confiscated from students.

Students who exhibit concern for the risk of overdose for themselves or others shall be counseled on the availability of behavioral health supports and instructed of the district policy and procedure for opioid overdose response, and the importance of summoning adult help and emergency services for any suspected overdose.

If any type of overdose is suspected, including an opioid related overdose, district staff will call 9-1-1 and alert emergency services. The school nurse, designated trained responder, or trained staff person located at a health care clinic on public school property or under contract with the school district will follow the Washington Department of Health steps for administering naloxone for a suspected opioid related overdose.

Cross References:	3416 - Medication at School 3418 - Response to Student Injury or Illness
Legal References:	Chapter 69.50.315 RCW – Drug-related overdose Chapter 69.50.315 RCW – Health Screening and Requirements Chapter 28A.210 RCW – Health Screening and Requirements
Management Resources:	OSPI, January 2020, Opioid Related Overdose Policy Guidelines and Training in the School Setting

Adoption Date: **24 March 2020**
Classification: **Essential**
Revised Dates:**12.24**

Emergencies

The district is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The district and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Address emergency mitigation, preparedness, response, and recovery;
- Include provisions for assisting and communicating with students and staff, including those with special needs or disabilities;
- Include a family-student reunification plan, including procedures for communicating the reunification plan to staff, students, families, and emergency responders;
- Use the training guidance provided by the Washington emergency management division of the state military department in collaboration with the state school safety center in the office of the superintendent of public instruction, established under RCW 28A.300.630, and the school safety and student well-being advisory committee, established under RCW 28A.300.635;
- Require the building principal to be certified on the incident command system;
- Consider how school facilities may be used as a community asset in the event of a community-wide emergency;
- Set guidelines for requesting city or county law enforcement agencies, local fire departments, emergency service providers, and county emergency management agencies to meet with the district and participate in safety-related drills; and
- Include how substitute teachers and other temporary employees receive necessary information about safe school plans, including school safety policies and procedures and the basic functional drill responses described below.

To the extent that funds are available, the district will to the following annually:

- Review and update the safe school plans in collaboration with emergency response agencies;
- Conduct an inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system, trained on the incident command system, or are certified on the incident command system;
- Identify school transportation procedures for evacuation, to include bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements; and
- Provide information to all staff on the use of emergency supplies and alert procedures.

Drills
Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

Basic Functional Drills
The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold on):

Shelter-in-Place
Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to remain inside and take the steps necessary to eliminate or minimize the health and safety hazard.

Lockdowns
Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures. Lockdown drills will not include live simulations of or reenactments of active shooter scenarios that are not trauma-informed and age and developmentally appropriate.

Evacuations
When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or district needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc. They will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site.

Schools in mapped tsunami or mapped lahar hazard zones, will plan and participate in one pedestrian evacuation drill annually.

Earthquakes: Drop-Cover-Hold on
The board recognizes the importance of protecting staff, students, and facilities in the event of an earthquake. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

"Drop–cover–hold on" is the basic functional earthquake response. The superintendent or designee will establish guidelines and the action for building principals to take should an earthquake occur while school is in session.

Additional Drills
In addition to the above four functional response drills, the district shall, at a minimum, also develop response plans for the following:

Pandemic/Epidemic
The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Bomb Threats
The superintendent or designee will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally, or by other means.

Emergency School Closure or Evacuation (Modified Shelter-in-Place)
When weather conditions or other circumstances make it unsafe to operate schools the superintendent or designee is directed to determine whether schools should be started late, closed for the day, or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

The superintendent or designee will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office.

Cross References:	4310 - District Relationships with Law Enforcement and other Government Agencies
Legal References:	RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations — Fees
	RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts and schools — Drills — Rules — First responder agencies
Management Resources:	2022 - June Issue
	2017 - July Issue
	2013 - June Issue
	June 2008 OSPI School Safety Planning Manual
	Policy News, August 2008 School Safety Plans
	Policy News, October 2006 Pandemic Flu Planning for School Districts
	Policy News, February 1999 Fire drills Required Monthly

Adoption Date: 10 April 2001
Classification: **Essential**
Revised Dates: **03.17; 10.17; 04.21; 08.22; 9.24**

Procedure - Emergencies

Overview
The District and its schools will develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies. Plans will be revisited annually and revised if necessary.

In the event of an emergency:

- The report of an emergency will be directed to the superintendent's office;
- If the nature of the emergency calls for immediate action on the part of a principal, he/she will take necessary action and report such action to the superintendent's office;
- The superintendent's office will contact those departments and/or schools who must assist in the emergency action, and
- When appropriate the superintendent's office will contact the local police department and the county department of emergency services.

Drills
Drills are essential and are held to familiarize the occupants of a building with the signals, process, and procedures so that in case of emergency there will be no hesitation or confusion. Each school in the District will hold at least one safety-related drill per month to teach students and staff the basic functional responses to potential threats and hazards: evacuation, lockdown, shelter-in-place, and drop-cover-hold on. All persons in the building must take part in the drills. District schools may hold unplanned drills.

Schools will identify those drills that they intend to practice more than one time. The basic functional responses are adaptable and can be applied to a variety of situations. In responding to real threats or hazards, more than one response may be required. (An earthquake, for example, may require both a drop-cover-hold-on response followed by an evacuation.)

The sounding of an alarm for the purpose of a drill is an authority possessed solely by the principal or authorized designee. The principal will designate an alternate to act in the principal's absence. In the event of a real emergency, the person witnessing the situation may sound the alarm; the school office must be immediately notified of the emergency.

Each school in the District will document the date, time, and type of drill, and maintain the documentation in the school office. In addition to required monthly drills, schools are encouraged to conduct one tabletop exercise, one functional exercise, and two full-scale exercises within a four-year period.

Each school in the District is distinct. It is incumbent upon the principal of each school to develop, adapt, and modify safety planning requirements, processes, and drills to the particular needs of the school. The school principal will ensure that all staff and students are trained and prepared for a wide range of potential emergency situations. Principals are encouraged to use a variety of options and opportunities to facilitate the training process. Each school will develop plans to teach students crisis response strategies and ensure that adults, including First Responders, are trained to follow established protocols.

The District is committed to supporting the needs of all students in the event of an emergency, including those with special needs and disabilities, and those whose first language is other than English. School emergency planning will consider the needs of these students throughout the four

phases of crisis management and work to identify students' needs for accommodations and modifications related to safety planning.

Basic Responses and Drills

Evacuation:
In an emergency, it may be necessary to evacuate students from a school. An evacuation is a functional response taken to move students and staff from one place to another quickly. The primary objective of an evacuation is to ensure that all staff, students, and visitors can quickly move away from the threat. Evacuation examples include responding to fire, bomb threat, after an earthquake, or internal gas leak.

Principals must prepare an evacuation plan for their school and carry out a practical evacuation exercise at least once a year. The needs for each school will be different; no common plan can be used to prepare all schools. Principals are encouraged to collaborate with local fire and law enforcement when making plans to evacuate their schools.

In preparing for possible evacuations, principals should identify three types of evacuation locations:

- On-site evacuation locations within the school (auditorium, gym, cafeteria, etc.);
- On-site evacuation locations outside of the building (playground, football field, parking lot, etc.);
- Off-site evacuation locations at a separate facility, as well as a possible alternate location.

When planning for an evacuation, principals should consider:

- The safe movement of students, staff, and visitors to designated assembly areas;
- The evacuation of students who are not with a teacher or staff member;
- Alternate evacuation routes and assembly locations in the event that the primary route or assembly area is unsafe;
- The evacuation of individuals with disabilities and others with access and functional needs, such as language, transportation, or medical needs.

The principal will instruct staff including teachers, secretaries, cooks, custodians, aides, and bus drivers as to their respective responsibilities in an evacuation exercise.

The principal will be responsible for organizing and conducting such emergency evacuation drills as are necessary and will objectively evaluate the activity following each such drill. In the absence of the principal, staff should be able to conduct all aspects of the evacuation procedure.

Lockdown/Lockout:
A Lockdown is a functional response taken to secure interior portions of school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective is to ensure all school students, staff, and visitors are quickly secured away from the immediate danger, such as armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or nearby police activity. Lockdown drills will not include live simulations of or reenactments of active shooter scenarios that are not trauma-informed and age and developmentally appropriate.

A Full Lockdown is initiated when hallways need to be cleared. Movement throughout building is stopped until an all-clear signal is given.

A Modified Lockdown is typically used when events in the vicinity of the school may pose a threat. Movement within the building may continue as normal or may be adapted based on the situation.

A Lockout is initiated to secure school buildings and grounds during incidents that pose a threat or hazard outside of the school building. Lockout uses the security of the physical facility to act as protection; it brings students inside the school when that is deemed safer than being outside.

Shelter-in-Place/Sheltering:
Shelter-in-place means to take immediate shelter where you are and isolate your inside environment from the outside environment. Generally, shelter-in-place lasts for just a few hours. Shelter-in-place is initiated because it is safer inside the building or a room than outside. It is used to protect students and staff from chemical, radiological, or biological contaminants that have been released into the environment.

Sheltering is similar to shelter-in-place, in that it is initiated because it is safer inside the building than outside. When sheltering, action is taken to move students, staff, and visitors indoors quickly. Sheltering may last for an *extended period* of time. For severe weather, depending on the type and/or threat level, staff may need to move the affected individuals to rooms without windows or to rooms that can be sealed as a weather shelter.

In planning for both shelter-in-place and for sheltering, the school planning team should consider:

- Supplies needed to seal a room against hazardous materials;
- Supplies needed to provide for the basic needs of students and staff (e.g., water; sanitary needs);
- The needs of individuals with disabilities and others who have access or functional needs, such as students needing regular administration of medication, durable medical equipment, or personal assistant services; and
- The possible need for and integration of "safe rooms" for protection against extreme weather hazards in order to provide immediate life-safety protection when evacuation is not an option.

Earthquake/Drop – Cover – Hold-on:
The threat of an earthquake in Washington is ever-present. The standard functional response to an earthquake is: Drop – Cover – Hold-on. When an earthquake occurs, the danger can persist for some time.

Each school principal in consultation with staff is required to prepare a plan and conduct an emergency drop-cover-hold-on earthquake drill annually. Building staff are encouraged to contact the District office and the county emergency service department for technical assistance.

Preparation
The principal and building staff will be responsible for conducting an annual inspection of the building early in the school year for the purpose of identifying potential hazards in the event of an earthquake, *e.g.*, securing all bookcases to walls to prevent collapse. Those hazards that cannot be corrected by building level personnel will be corrected by District maintenance personnel as soon as resources permit.

Information to Families
Families should be advised that if there is an earthquake while children are on their way to school, they should "duck and cover away from power lines, buildings, and trees." Once the earthquake has stopped, they should proceed to school. If the quake occurs on their way home, after protecting themselves until the quake stops, they should proceed to their home.

Families should also be advised not to remove a child from the school grounds unless they have first checked with school officials, as building staff might think the student is missing and needs help.

Families should further be advised to avoid calling the school, as school staff will need to use the phones, if the phones are functioning. Staff will notify parents of injured children first. Schools will train staff to help injured children, as possible, until other medical assistance arrives.

Following an earthquake drill or actual event, staff members will account for all students and staff before re-entry. The principal must determine, on the basis of thorough inspection of both structures and utility conduits, that the facility is safe. No students or staff will be dismissed until procedures have been approved by the superintendent's office if district-wide communications are in operation.

Instructions – During Drill or Earthquake
In classrooms: All persons, including the teacher, other staff, and students should get under a desk or table, face away from windows, face away from bookshelves, face away from heavy objects that may fall, crouch on knees close to ground, place head close to knees, cover side of head with elbows and clasp hands firmly behind neck, close eyes tightly, and remain in place until instructed otherwise or until the "all clear" signal is given.

In gymnasiums or assembly areas: all persons should exit such facilities as expeditiously as possible and move to designated areas.

On stairways: all persons should move to the interior wall and "duck and cover." If the stairway is exterior to the building, all persons should evacuate to designated areas.

If outdoors: all persons should move to designated areas, as far away as possible from buildings, poles, wires, and other elevated objects. All persons should lie down or crouch low to the ground, covering their heads. All persons should be aware of encroaching danger that may demand further movement.

After the Shaking Stops:
Expect aftershocks.
The principal and custodian should inspect facilities as soon as it appears safe to do so, and before instructing staff and students to evacuate. Classes should be evacuated through exits to a safe area. Students should move away from buildings and remain there until given further instructions. One or more responsible staff members or students may be posted to prevent re-entry.

Following the evacuation, the principal should:

- Check for injuries among students and staff (do not attempt to move seriously injured persons unless they are in immediate danger of further injury);
- Check for fires or fire hazards;
- Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valves and shut off electrical power if there is damage to the wiring (do not use matches, lighters, or open flame appliances until you are sure no gas leaks exist, and do not operate electrical switches or appliances if gas leaks are suspected);
- Instruct students not to touch power lines or objects touched by the wires (all wires should be treated as live);
- Clean up spilled medicines, drugs, chemicals, and other potentially harmful materials immediately;
- Do not eat or drink anything from open containers near shattered glass (liquids may be strained through a clean handkerchief or cloth if danger of glass contamination exists);
- Check the chimney over its entire length for cracks and damage, particularly in the attic and at the roof line (unnoticed damage could lead to a fire);
- Check closets and storage shelf areas (open closet and cupboard doors carefully and watch for objects falling from shelves);
- Keep the streets clear for emergency vehicles;
- Be prepared for "after-shocks;"

- Respond to requests for help from police, fire department and civil defense, but do not go into damaged areas unless your help has been requested; and
- Plan for student/staff needs during the time that may elapse before assistance arrives (e.g. four to eight hours).

The four basic functional responses are adaptable and can be applied to a variety of situations. Some threats or hazards may require the use of more than one basic functional response.

Preparation and Response to Specific Emergencies

Fire:
Fire drills are evacuation drills held to familiarize the occupants of a building with the signals, evacuation routine, and exits so that in case of a fire emergency there will be no hesitation or confusion in leaving the building. These drills are for the safety of all persons involved, and each person must realize that the success of the drill is dependent upon his/her actions and cooperation.

Therefore:

- All persons in the building must take part in the fire drill;
- Every fire alarm should be considered as a warning of an actual fire;
- An accidental or otherwise unplanned fire alarm will be considered a real event and not counted as a drill.

Instructions should be given to all students during the first week of school in September. It is particularly important that kindergarten children, representing the one large group of children new to the schools, be given instructions in fire evacuation drill procedures for the building.

Pandemic/Epidemic
If anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic that person will be immediately quarantined pending further medical examination. Local health officials will be notified immediately.

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by the individual's primary care physician or other medical personnel indicating that the risk of that individual transmitting the disease no longer exists.

In the event of prolonged school closings and/or extended absences by staff or students as the result of a pandemic (or other catastrophes) the superintendent or designee will develop a pandemic/epidemic emergency plan that includes at a minimum:

- The chain of command for the emergency plan, and the individuals responsible for specific duties such as quarantine;
- The specific steps the district will take to stop the spread of the disease;
- The process for identifying sick students;
- The transportation plan for sick students;
- Disease containment measures for the district, including possible required use of personal protective equipment and of social distancing;
- A continuing education plan for students, such a plan for remote learning including but not limited to teaching via the internet, providing students with learning packets, assignments via mail, the school district's web resources, etc.;
- Procedures for dealing with student online safety and privacy;

- A continuity of operations plan (COOP) for central office functions including employee leave, pay, and benefits during a pandemic; and
- An ongoing communication plan for staff, students, and families.

Bomb Threats:
Most bomb threat messages are very brief. When possible, every effort should be made to obtain detailed information from the caller such as: exact location of the bomb, time set for detonation, description of the bomb, and type of explosive used. Details such as: time of call, exact words used, sex, estimated age, identifiable accent, voice description of caller and identifiable background noise should also be noted.

Evacuation Decision
The principal should notify the District office immediately. The principal should be ready to provide specific information regarding the "threatening call" and indicate if the building(s) will be evacuated and/or searched.

The decision of whether or not to evacuate and the manner of evacuation depends on the circumstances of each call. Every call should be handled individually and evaluated separately. If there is doubt as to what action to take, the safety of students and staff must be paramount.

If the principal determines the threat is a hoax**,** he/she will conduct a quiet search of the building. No classes will be dismissed. A written report should be submitted to the superintendent.

If the principal determines that the message is a dangerous threat, law enforcement officers and the District office should be contacted. Immediate evacuation of the facility should be initiated as delineated in the site-specific comprehensive safety plan. Evacuation procedures should be modified as needed to ensure the safest possible routes are identified and followed.

Students and staff to be evacuated from the area should be moved to a minimum safe distance as determined by law enforcement personnel. Teaching staff should remain with their classes until such time as the danger of explosion is past. Search procedures should be conducted under the direction of law enforcement officers. A written report should be submitted to the superintendent.

Those evacuated from the area should be moved to a minimum of 300 feet from the point of possible explosion. Power, gas, and fuel lines leading to a danger area should be shut off as soon as practical. All flammable liquids and materials should be removed from the surrounding area as well as any portable materials of value.

Search without Evacuation
If the preliminary decision is to search the building without evacuating the students, the principal should enlist the voluntary aid of the staff to conduct a cursory search of the building. Particular attention should be paid to those areas that are accessible to the public, such as hallways, stairways and stairwells, restrooms, unlocked lockers, unlocked unused classrooms, closets, and the like. A search should also be made on the outside of the building on low window ledges, window wells, and the base of all outside walls.

Search with Evacuation
If the decision is to evacuate staff and students, the principal should have the team conduct a more thorough search of the entire building. When a threat appears to be "dangerous," the principal should enlist the aid of the local police and fire department in conducting the search. All searchers should vacate the building for a short period of time when the alleged bomb is to detonate. After the search has been made and the danger period is over, the students may then return to their classrooms for resumption of normal activities.

Search with Evacuation during Valid Bomb Threats
When the bomb threat is judged to be valid, the building should be cleared immediately of all

personnel so that the police can assume the responsibility of conducting the search. A staff member should be stationed at each entrance to prevent unauthorized persons from returning to the building until the area is declared safe.

What to Look for
All unidentified packages found during bomb searches should be considered dangerous and left untouched, to be examined and identified by a qualified bomb expert. Bombs come in many shapes and sizes. Some are disguised, while others may be as crude as sticks of dynamite held together with twine or tape. One must be suspicious of any package that cannot be identified. Example: a brown paper package found ticking in an unlocked locker should always be considered dangerous.

Disposition of Suspected Bombs
In the event of the discovery of a suspected bomb, the following steps will be taken:

- Do not touch or attempt to move the package in any manner.
- Avoid moving any article or articles that seem to be connected with the bomb in any way that could be a triggering mechanism. Bombs have been set off by turning on a light switch or lifting a telephone receiver;
- Clear the danger area of all occupants; and
- Assign staff at entrances to prevent others from entering.

Additional Emergency and Drill Planning Considerations
Communications:

The delivery of timely and accurate information before, during, and after an incident is a critical component of crisis and emergency management. Ensuring that students, staff members, parents, local response agencies, the media, and the community have information is the joint responsibility of the school and the District Chief Information officer.

Planning for communication and coordination will consider both internal communication and external communication with stakeholders during emergencies and disasters. Planning will also consider the communication of emergency protocols before an emergency and communication after an emergency. If possible, District and school communications system will work to integrate into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff). The goal of integrated communications is to:

- Ensure relevant staff members can operate communications equipment;
- Communicate with students, families, and the broader community before, during, and after an emergency;
- Account for technology barriers faced by students, staff, parents, and guardians;
- Effectively address language access barriers faced by students, staff, parents, and guardians;
- Allow the Chief Information Officer to respond in a timely manner to media inquiries;
- Communicate to the community; and
- Ensure effective communication with individuals with disabilities and others with access and functional needs (*e.g.*, coordinating with First Responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing only accessible documents, ensuring information on websites is accessible).

Accounting for All Persons:
The planning team should consider the following when developing plans to account for all persons, including students, staff, and visitors:

- Who is in attendance at the school site;
- Who is in attendance at the assembly area;
- Actions to be taken when a student, staff member, or guest cannot be located;
- The process for reporting to the assembly supervisor; and

- How and when students will be dismissed or released.

Reunification and Student Release:
Planning how students will be reunited with their families or guardians is a critical component of emergency planning. Reunification is part of the Incident Command System. A comprehensive emergency plan needs to include procedures to accomplish the main priority of safety planning, which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/parent reunification. Reunification may be needed if the school is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

As feasible, the planning team will consider the following when developing goals, objectives, and courses of action:

- The location of the reunification site;
- The methods used to inform families and guardians about the reunification process in advance;
- Verification that an adult is authorized to take custody of a student;
- The check-in process between the authorized adult and student at the reunion areas;
- Assurances that students do not leave on their own;
- Privacy protection of students and parents from the media;
- Methods to reduce confusion during the reunification process;
- Frequent updates for families;
- Recognition of technology barriers faced by students, staff, parents, and guardians; and
- Effective resources to address language access barriers faced by students, staff, parents, and guardians.

Implementation Date: 10 April 2001
Classification: Essential
Revised Dates: **04.21; 09.21; 09.22**

Associated Student Bodies

An associated student body (ASB) will be formed in each school within the district whenever one or more students in that school engage in money-raising activities with the approval and at the direction or under the supervision of the district.

An ASB will be a formal organization of students, including sub-components or affiliated student groups. Each ASB will submit a constitution and bylaws to the board for approval. The constitution and bylaws will identify how student activities become approved as student body activities and establish standards for their supervision, governance, and financing. Subject to such approval process, any lawful activity that promotes the educational, recreational, or cultural growth of students as an optional extracurricular or co-curricular activity may be considered for recognition as an ASB activity. Any lawful fundraising practices that are consistent with the goals of the district and that do not bring disrespect to the district or its students may be acceptable methods and means for raising funds for student body activities. The board may act or delegate the authority to a staff member to act as the ASB for any school that contains no grade higher than grade six.

The school principal will designate a staff member as the primary advisor to the ASB and assure that all groups affiliated with the ASB have an advisor assigned to assist them. Advisors will have the authority and responsibility to intervene in any activities that are inconsistent with district policy, ASB standards, student safety, or ordinarily accepted standards of behavior in the community. When in doubt, advisors will consult with the school principal regarding the propriety of proposed student activities. Student activities cannot include support or opposition to any political candidate or ballot measure.

Each ASB will prepare and submit annually a budget for the support of the ASB program to the board for approval. All property and money acquired by ASBs, except private non-associated student body funds, will be district funds and will be deposited and disbursed from the district's ASB program fund.

Money acquired by ASB groups through fundraising and donations for scholarships, student exchanges, and charitable purposes will be private non-associated student body fund moneys.

Solicitation of funds for non-associated student body fund purposes must be voluntary and must be accompanied by notice of the intended use of the proceeds and the fact that the district will hold the funds in trust for their intended purpose. Non-associated student body fund moneys will be disbursed as determined by the group raising the money. Private non-associated student body funds will be held in trust by the district for the purposes indicated during the fundraising activities until the student group doing the fund-raising requests disbursement of the funds and the accounts of the fundraising are complete and reconciled.

The board may establish and collect a fee from students and nonstudents as a condition to their attendance at, or participation in, any optional noncredit extracurricular district event of a cultural, social, recreational, or athletic nature. If the board establishes such a fee or fees, the superintendent or designee will establish a procedure for waiving fees for students who are eligible to participate in the federal free or reduced-price meals program and for reducing fees for students' family members and other nonstudents sixty-five or older who, by reason of their low income, would have difficulty in paying the entire amount of such fees. Fees collected pursuant to this paragraph shall be deposited in the ASB program fund of the district.

Classification: Essential (Required if students raise money for school activities)

Cross References: 2150 - Co-Curricular Program

3515 - Student Incentives

4200 - Safe and Orderly Learning Environment

6020 - System of Funds and Accounts

Legal References:

RCW 28A.325.010 Fees for optional noncredit extracurricular events—Disposition

RCW 28A.325.020 Associated student bodies — Powers and responsibilities affecting

RCW 28A.325.030 Associated student body program fund — Fund-raising activities — Non-associated student body program fund moneys
RCW 28A.325.050 Associated student body program fund — Publication of information on school district web site

Chapter 392-138 WAC Finance — Associated student body moneys

Management Resources:

2020 – August Issue
2014 - December Issue

Adoption Date: 10 April 2001
Classification: **Essential**
Revised Dates: **03.17;03.20; 10.20**

Procedure - Associated Student Bodies

The associated student bodies (ASBs) in the schools of the district will operate within the following guidelines:

Structure

A. ASBs are mandatory whenever one or more students engage in money raising activities with the approval and at the direction or under the supervision of the district. The school principal is designated to act as the ASB for K-6 school buildings.
B. The board has authority over ASBs. ASBs are subject to the same laws as the district, including accounting procedures, budgets, and warrants.

Financial Operations

A. The district will have an ASB program fund budget approved by the board.
B. All ASB money is accounted for, spent, invested, and budgeted the same way as other public money.
C. Disbursements may be made either by warrant, imprest bank accounts, procurement card, or petty cash funds.
D. ASB purchases will comply with state bid procedure as outlined in the law and district bid requirements policy and procedure. Purchases of the same goods or services for more than one school will be considered together when establishing the purchase amount and applicability of bid requirements.
E. All property acquired with ASB moneys becomes property of the district.
F. ASB groups may raise private non-associated student body fund moneys through fundraising and donations for scholarships, student exchanges, and charitable purposes. Such fundraising and donation solicitation will meet the requirements for other ASB fundraising and those requirements specific to non-associated student body funds, including clear notice to all donors of the purpose of the fundraising. Students wishing to use district facilities to raise private non-associated student body funds will comply with district policy and procedures regarding community use of school facilities. For handling the accounting for complex fundraising programs for private non-associated student body fund money, the district will withhold or otherwise be compensated an amount adequate to reimburse the district for its direct costs.
G. Purposes that directly further or support the school district's program — both co-curricular and extracurricular — are suitable uses for ASB funds, if the activities are optional for students.
H. ASB funds may not be used for gifts or recognition to individuals for private benefit. Private non-associated student body funds may be raised for scholarships, student exchanges, and charitable purposes, pursuant to district policy and procedure.

Waiver or Reduction of Fees

Each student who is eligible to participate in the federal free and reduced-price meals program will have fees associated with attending or participating in optional noncredit extracurricular activities waived.

Students' family members and other nonstudents who are sixty-five or older may have any fee to attend an optional noncredit extracurricular activity reduced if they would have difficulty paying the entire amount of the fee because of their low income. Any students' family members and other nonstudents who are sixty-five or older who believe he or she should have a fee reduced must contact the appropriate school and ask for a reduction. The school principal will determine whether a reduction is appropriate after obtaining relevant information from the person seeking the reduction.

Website Publication of Program Fund Information

The district will publish the following ASB program fund information on its website:

A. The fund balance at the beginning of the school year;
B. Summary data about expenditures and revenues occurring over the course of the school year;
C. The fund balance at the end of the school year;

The information will be published for each ASB of the district and each account within the ASB program fund. If the district website contains separate websites for schools in the district, the information will be published on the website of the applicable school of the ASB. The district will add updated annual information to its website by each August 31st, except that the district is only required to maintain the information on its website from the previous five years.

Implementation Date: 10 April 2001
Classification: **Essential**
Revised Dates: **09.20**

Student Fees, Fines, or Charges

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

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

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

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

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

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

Cross References:	3241 - Student Discipline
	2020 - Course Design, Selection and Adoption of Instructional Materials
	3115 - Students Experiencing Homelessness - Enrollment Rights and Services
	3231 - Student Records
Legal References:	42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act
	RCW 28A.220.040 Fiscal support — Reimbursement to school districts — Enrollment fees — Deposit
	RCW 28A.225.330 Enrolling students from other districts — Requests for

information and permanent records — Immunity from liability — Rules

RCW 28A.320.230(f) Instructional materials — Instructional materials committee

RCW 28A.330.100 Additional powers of board

RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding diplomas — Suspension and restitution — Community service program as alternative — Publication of information on withheld diplomas — Student rights protected

AGO 1966,No. 113 Districts - Schools - Fees — Tuition - Supplies — Authority of school districts to charge tuition fees or textbook fees

AGO 1973, No. 11 Districts - Schools - Tuition and Fees — Authority of school districts to charge various fees

Management Resources:

2023 – July Issue

2019 - July Issue

2018 - May Issue

Policy News, June 1999 School Safety Bills Impact Policy

Adoption Date: 10 April 2001
Classification: **Encouraged**
Revised Dates: **10.19; 09.21; 11.23**

3520P STUDENT FEES, FINES, CHARGES PROCEDURES

Student fee schedules for individual buildings must be approved on an annual basis. Each building shall submit an annual report which includes a report indicating the fees collected by each department. In establishing fees for classes, the following guidelines shall be used:

A. Class registration literature shall describe fees for each class or activity and the process for obtaining a waiver or fee reduction.

B. A fee may be collected for any program in which the resultant product is in excess of minimum requirements and, at the student's option, becomes the personal property of the student. Fees may not exceed the cost of the materials. The District shall furnish materials for those introductory units of instruction where a student is acquiring the fundamental skills for the course. A student must be able to obtain the highest grade offered for the course without being required to purchase extra materials.

C. A fee may be collected for personal physical education and athletic equipment, apparel and towels or towel service. However, any student may provide his/her own if it meets reasonable requirements and standards relating to health and safety.

D. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the District may be collected.

E. Students may be required to furnish personal or consumable items including pencils, paper, erasers, notebooks.

F. Security deposits for the return of materials or equipment may be collected. Provisions shall be made to return the deposit when the student returns the item at the conclusion of the school term.

G. A fee may be collected for a unit of instruction where the activity necessitates the use of facilities not available on the school premises, and participation in the course is optional on the part of the student. A waiver or fee reduction need not be offered for such activities.

Fees shall not be levied for:

A. Field trips required as part of a basic educational program or course.

B. Textbooks (non-consumable) which are designated as basic instructional material for a course of study.

C. Instructional costs for necessary staff employed in any course or educational program.

Fee waivers and reductions shall be granted to students whose families would have difficulty paying by reason of their low income. The USDA Child Nutrition Program guidelines shall be used to determine qualification for a fee waiver or reduction.

Fines or damage charges may be levied for lost textbooks, library books or equipment. In the event the student does not make proper restitution, grades, transcripts and/or diplomas will be withheld. A student may make restitution through a voluntary work program. If a student has transferred to another school that has requested the student's records without paying an outstanding fine or fee, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions shall be sent to the enrolling school. This information shall be communicated to the enrolling District within two school days and the confirming records shall be sent as soon as possible. The official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school shall be notified that the official transcript is being withheld due to an unpaid fee or fine.

A charge for lost or damaged materials or equipment may be appealed to the superintendent. The superintendent's

decision may be appealed to the board. Care shall be exercised by advising students and their parents, in writing, regarding the nature of the damages, how restitution may be made, and how a student or his/her parents may request a hearing. When damages are $100 or less, a parent and/or student has a right to appeal the imposition of a fine in a manner similar to that specified for a short-term suspension (Policy #3241). When damages exceed $100, the parent and/or student may request a hearing in the manner provided for in a long-term suspension (Policy #3241).

All fees shall be deposited with the business office on a regular basis. The respective departments and schools shall be credited by the amount of their deposit.

Implementation Date: 10 April 2001
Grapeview School District

3530 FUND RAISING ACTIVITIES INVOLVING STUDENTS

The board acknowledges that the solicitation of funds from students, staff and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose including the collection of money in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization may be permitted by the superintendent providing that the instructional program is not adversely affected.

The superintendent shall establish rules and regulations for the solicitation of funds by approved school organizations, official school-parent groups and by outside organizations. The principal shall distribute these rules and regulations to each student organization granted permission to solicit funds.

Cross Reference:

Policy 3510	Associated Student Bodies

Legal References:

WAC 392-138-030 (2)	Powers--Authority and policy of board of directors

Adoption Date: 10 April 2001
Grapeview School District

3530P FUND RAISING ACTIVITIES INVOLVING STUDENTS PROCEDURES

Student Fund Raising Activities

Guidelines for student fund raising activities are as follows:

A. Student participation must be voluntary.

B. The fund-raising activity must be such that it is not likely to create a poor public relations image.

C. Fund raising activity efforts must not interfere with the educational program.

D. Fund raising activities conducted by associated student bodies or sub-groups thereof must conform to the District ASB accounting requirements. Expenditures of all ASB funds must be approved by the ASB.

E. Fund raising activities conducted by outside groups (including parent groups) must not involve the official student body organizations and must not utilize District materials, supplies, facilities or staff unless reimbursement is made.

D. Sponsorship of fund-raising activities by schools' official parent groups, even where moneys realized shall be donated to associated student bodies, is encouraged to minimize accounting difficulties. If fund raising activities are co-sponsored by a student body organization and a parent group, an arrangement for the proportional sharing of expenses and profits or losses should be made prior to initiation of fund raising.

Implementation Date: 10 April 2001
Grapeview School District

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[i] Note, this matrix represents a summary of student discipline procedures under WSSDA policy 3241P.
[ii] "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC 392-400-110(1)(a), *Example District's* policies and procedures must clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW 28A.600.015(6) as well as grade-level conditions and limitations under WAC 392-400-440(4) and WAC 392-400-445(4) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW 28A.600.015(6) as well as conditions and limitations under chapter 392-400 WAC and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure the district's discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community consistent with WSSDA policy 3241 and WAC 392-400-110(2). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.
[iii] Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the *Type Two* category provides examples of some behavioral violations that may be office-managed

without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC 392-400-430(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

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

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

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

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

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

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

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

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

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

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

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

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

[xvi] RCW 28A.600.460(2) provides that a student who commits an offense under that statutory provision "when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned."

[xvii] "Safety – II" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW 28A.600.015(6)(d) and meets the criteria for administering expulsion under WAC 392-400-445(2) but that does not constitute a *Type Five* behavioral violation under any other category.

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

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

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

[xxi] "Discriminatory harassment" refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district policy.
[xxii] "Civil Rights Coordinator referral" refers to the school district personnel designated to be responsible for monitoring and coordinating the district's compliance with state nondiscrimination laws under chapters 28A.640 and 28A.642 RCW, and chapter 392-190 WAC.
[xxiii] "Malicious harassment" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.020(1).
[xxiv] "Arson" refers to behavioral violations that meet the definition of an offense under RCW 9A.48.020 or RCW 9A.48.030.
[xxv] "Marijuana distribution" refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter 69.50 RCW.
[xxvi] "Alcohol distribution" refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.
[xxvii] "Gang intimidation or activity" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.120 or RCW 28A.600.455. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.
[xxviii] "Safety – I" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW 28A.600.015(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC 392-400-440(2) but that cannot be categorized under any other *Type Four* behavioral violations.
[xxix] "Bullying" refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW 28A.600.477(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.
[xxx] "HIB Compliance Officer referral" refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW 29A.600.477—which may coincide with other responses such as a school-based threat assessment referral.
[xxxi] "Fighting without major injury" refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4).
[xxxii] "Illicit drug possession or use" refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter 69.50 RCW.
[xxxiii] "Marijuana possession or use" refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter 69.50 RCW.
[xxxiv] "Alcohol possession or use" refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.
[xxxv] "Tobacco distribution" refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.
[xxxvi] "Theft" refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.
[xxxvii] "Other – III" refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.
[xxxviii] "Destruction of property" refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW 28A.635.060. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

[xxxix] "Physical aggression" refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.
[xl] "Tobacco possession or use" refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.
[xli] "Failure to cooperate" refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.
[xlii] "Sexually inappropriate conduct" refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.
[xliii] "Disruptive conduct – II" refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.
[xliv] "Other – II" refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.
[xlv] "Disruptive conduct – I" refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.
[xlvi] "Dress code" refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters 28A.640 or 28A.642 RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including "protective hairstyles" such as afros, braids, locks, and twists.
[xlvii] "Physical contact" refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.
[xlviii] "Defiance" refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.
[xlix] "Disrespect" refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.
[l] "Academic dishonesty/plagiarism" refers to behavioral violations involving knowingly submitting the work of others as one's own or assisting another student in doing so or using unauthorized sources in violation of district policy.
[li] "Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.
[lii] "Inappropriate language" refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.
[liii] "Other – I" refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.