

2000 Series Instruction

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Instruction - Series 2000

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2000 STUDENT LEARNING GOALS

The goal of the school district shall be to provide opportunities for all students to develop specific academic and technical skills and knowledge essential to meeting four student learning goals:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgements and solve problems; and
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

These goals will be placed within a context of a performance-based educational system in which high standards are set for all students. Parents are primary partners in the education of their children, and students take responsibility for their learning. How instruction is provided to meet these learning goals is the decision of the school board and district educators. An assessment system for determining if students have successfully learned the essential academic learning requirements based on the student learning goals shall be adopted by the district as the state board of education implements these assessments.

Cross References:

Policy 2080	Comprehensive Student Assessment System
Policy 2101	Instruction in Basic Skills and Work Skills

Legal References:

RCW 28A. 150.210	Basic Education Act--Goal
RCW 28A. 630.883	Washington commission on student learning
RCW 28A. 630.886	Academic assessments--Implementation dates--Use by educators

Adoption Date: 21 November 2000

Grapeview School District

Performance Improvement Goals

Adopting Performance Improvement Goals

Annually, the board will do the following:

1. Adopt district-wide performance improvement goals for the measures included in the Washington school improvement framework.
2. Direct each school in the district that enrolls students in grades three through eight and/or high school to establish goals to increase the measures included in the Washington school improvement framework consistent with state and district goals.

The district and each school in the district will establish English language arts and mathematics improvement goals using the federal requirements to determine the increase in requirements described above for all students and for each of the groups required under the federal requirements.

The district and each school will establish annual performance improvement goals in accordance with the following:

1. As a starting point for determining annual performance improvement goals, the district and each school will use the most recently available results of the school improvement framework.
2. The performance improvement goals for assessments administered in the spring of 2027 must be consistent with the goals outlined in the state consolidated plan. At a minimum, the district and each school must adopt the following goals:
 - a. Ninety percent of students eligible to be assessed will meet standard on the required state assessments.
 - b. The graduation rate for all students and each of the groups referenced in WAC 180-105-020(2) will not be less than ninety percent.
 - c. Performance improvement goals using the federal requirements to determine the increase in the percentage of students making progress toward English language proficiency included in the Washington school improvement framework. The language in 2.c. is only necessary if the district administers the English language proficiency assessment described in the Washington accountability plan approved by the U.S. Department of Education.
3. The district and each school must establish goals for each of the Washington school improvement framework indicators for all students and for each of the groups referenced in WAC 180-105-020(2).

Reporting Progress

Annually, the board will report the following information at a public meeting and in writing:

1. The district's performance improvement goals;
2. Student performance relative to the goals; and
3. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually, the district will report the district's progress toward meeting the district and building goals in a news release to local media.

In each school's annual performance report, the district will include school-level goals, student performance relative to the goals, and a summary of school-level plans to achieve the goals.

Cross References: 4001 - Public Information Program

Legal References: RCW 28A.655.100 Performance goals—Reporting requirements
RCW 28A.655.110 Annual school performance report—Model report form
WAC 180-105-020 Performance improvement goals
WAC 180-105-040 Definitions
WAC 180-105-060 Establishing goals

Management Resources: 2020 - May Issue
2010 - June Issue
Policy News, October 2003 A+ Commission's Revised Performance Improvement Goals
Policy News, June 1999 Accountability Bill Includes Policy Implication
Policy News, June 1998 Boards must set reading goals
Policy News, December 2005 Requirements Revised
Policy News, August 1998 CORRECTION: Reading goals policy

Adoption Date: 27 January 2004
Classification: Encouraged
Revised Dates: **08.20; 04.24**

School Improvement Plans

Each school will develop and adopt a school improvement plan or process, with annual review for progress and necessary changes. Each school will submit its plan to the board of directors by October of each year for initial approval and annual.

Each school improvement plan or process will be data driven and will promote a positive impact on student learning. A positive impact on student learning means promoting the continuous achievement of the state learning goals and essential academic learning requirements, and the achievement of nonacademic growth in areas like public speaking, leadership, interpersonal relationship skills, team work, self-confidence and resiliency. The intent is that students can meet the goals of Washington's basic education system: to become responsible citizens, to contribute to their own economic well-being and that of their families and communities, and to enjoy productive and satisfying lives.

Each school improvement plan or process will be based on a building self-review that includes the active participation and input of building staff, students, parents and community members.

Each school improvement plan or process will address the following elements:

- A. Characteristics of effective schools as identified by the Office of the Superintendent of Public Instruction and the educational service district (a plan may focus on one or several of the characteristics for up to three years);
- B. Safe and supportive learning environments;
- C. Educational equity factors including gender, race, ethnicity, culture, language and physical and mental ability;
- D. Use of technology;
- E. Parent and community involvement; and
- F. Other factors identified by the school community for inclusion in the plan or process.

Any school participation in a program of school improvement assistance through the state accountability system or the federal Elementary and Secondary Education Act will constitute sufficient compliance with this policy.

Legal References:	WAC 180-16-220 Supplemental basic education program approval requirements
Management Resources:	Policy News, October 2002 State Board Requires Annual School Plan

Adoption Date: 28 March 2017
Classification: **Essential**
Revised Dates:

2010 PROFESSIONAL DEVELOPMENT

Grapeview professional development shall be tied to the needs of the district. The board especially encourages activities that improve the quality of the educational program, empower parents and the community to make a positive difference in our schools, encourages a positive learning environment, and improves the day-to-day operations of the district.

The Board desires that all personnel share in planning activities which are pertinent to their specific areas of responsibility, and which improve overall efficiency. Grapeview staff shall have opportunities to improve job skills and prepare for more responsibility.

The Board recognizes the need to include the following critical attributes in the development of an effective professional development plan:

1. Participant involvement
2. Time to participate and practice new strategies
3. Leadership and sustained support
4. Appropriate incentives and rewards

Furthermore, the Board recognizes that staff development objectives must:

1. Use available knowledge bases
2. Build on principles of adult learning and change
3. Include training designs that support adult growth
4. Integrate individual, school and District goals
5. Integrate with organizational mission and structure
6. Include varied learning opportunities

Cross Reference:

Policy 0510	Vision Statements
Policy 0520	Beliefs
Policy 0530	Mission
Policy 0550	Goals, Target Objectives and Strategies
Policy 0560	Strategic Action Plans
Policy 0700	Strategic Plan Evaluation
Policy 5021	Applicability of Personnel Policies

Legal Reference:

RCW 28A.150.210	Basic Education Act--Goals
RCW 28A.300.130	Educational improvements and research--Center for the improvement of student learning--Clearinghouse for commission on student learning and for information regarding education restructuring and parental involvement programs
Ch. 28A.655	Academic Achievement and Accountability
RCW 70.190.040	Finding grants to improve readiness to learn
Ch. 180-18 WAC	Waivers for restructuring purposes
WAC 392-140-800 to 836	Local Enhancement Funds

Adoption Date: 25 February 2003
Grapeview School District

Course Design, Selection, and Adoption of Instructional Materials

The board recognizes its responsibility for improving and growing the schools' educational programs. To this end, course designs will be evaluated, adapted, and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

I. Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

- A. **Course Design** is the process that includes identifying and sequencing essential content to support students' skill development towards state learning standards. Course design involves providing teachers with appropriate instructional materials, professional development, and support systems as they implement the course.
- B. **Instructional Materials** are materials designed for students and their teachers as learning resources to help students acquire facts and skills, develop cognitive processes, and meet state learning standards. Instructional materials may be printed or digital and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types, from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction toward course requirements.

Alternative Core Materials are the primary instructional materials for a given course used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

Supplemental Instructional Materials are used in conjunction with the core instructional materials of a course that are not expressly required by the school or district and are instead selected at a teacher's discretion. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software, and other digital content.

Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course, depending on the nature and scope of the material.

- C. **Instructional Materials Committee** is the body that recommends core instructional materials to the board based on superintendent-established procedures.

II. Course Design

The superintendent or designee will establish procedures for course design that provide for the regular review of selected content areas and implementation of any suggested changes and for the involvement of community representatives and staff members at appropriate times.

III. Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. All instructional materials will be selected in conformance with applicable state and federal laws, goals and learning standards of the district and state, and Procedure 2020.

The board is responsible for adopting all core instructional materials used in the district.

The superintendent or designee will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent or designee will ensure that the district maintains a list of all core instructional materials used within the school curriculum and that it is available for public review in person or online.

The board intends for the superintendent to delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the district's professional staff. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests.

Cross References:	2027 - District Ownership of Staff-Created Work
Legal References:	RCW 28A.150.230 District school directors' responsibilities RCW 28A.320.230 Instructional materials—Instructional materials committee—Complaint system RCW 28A.320.170 Curricula—Tribal history and culture RCW 28A.320.233 Student materials—Denial based on protected class prohibited—Complaint procedure RCW 28A.320.235 Supplemental instructional materials—Policies and procedures—Definitions RCW 28A.345.130 Model policy and procedure for instructional materials—Diverse and inclusive curricula RCW 28A.405.060 Course of study and regulations—Enforcement—Withholding salary warrant for failure Chapter 28A.640 RCW Sexual Equality Chapter 28A.642 RCW Discrimination Prohibition WAC 392-190-055 Textbooks and instructional materials—Instructional materials policy—Elimination of bias
Management Resources:	2015 - December Issue

Last Revised: **21 November 2000**

Classification: **Essential**

Prior Revised Dates: **01.17; 06.25**

2020P SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS PROCEDURES

The curriculum of the district shall be reviewed on a regular basis.

Reading and Writing
Mathematics
Science
Social Studies
Health and Fitness
Arts and Special Programs

The administration will report annually to the board, in the spring of each year, regarding the status of each curricular area. The report will also include the age and condition of all curriculum materials, the last date of committee review and the next scheduled review date for each of the seven areas listed above.

Instructional Materials Committee (IMC): Scope and Schedule

The instructional materials committee is formed to establish and monitor such procedures as may be necessary for the selecting, adopting and discarding of instructional materials owned and used by the district. The committee will act upon requests for text approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials. The function of the committee is to insure that materials are selected in conformance to stated criteria.

Regular committee meetings will be held every other month on a schedule to be set by the committee secretary at the beginning of each school year. Special meetings may be called by the committee chairman if necessary.

Instructional Materials Committee Membership

Members shall be appointed by the superintendent/principal. The superintendent/principal shall designate committee members to serve as chairman and secretary.

Term of Office

To provide yearly continuity the chairman and the secretary shall be staggered two year members of the committee. Other members shall have at least one year terms. Temporary appointments of less than one year may be made to fill vacancies. The superintendent/principal shall provide such technical assistance as may be necessary.

Duties

The committee, with the approval of the superintendent/principal, shall establish and monitor such procedures as may be necessary for the implementation of this policy.

Citizens Participation in the Instructional Materials Process

Should a citizen wish to make a formal protest regarding specific material used in the school system, he/she must use the form for requesting reconsideration of instructional materials. These forms are available in the school office. A request to remove an item from the schools or limit its use will be acted upon by the committee. A written decision will be delivered to the complainant within two months. Any appeal of this decision must be delivered in writing to the superintendent/principal within two weeks. The board will make final decisions on appeals.

Selection of Instructional Materials: Responsibilities

The superintendent/principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirements this policy and procedure and shall provide such technical assistance as may be necessary to accomplish this.

8. Includes the contributions, inventions, or discoveries of women. _____
9. Presents minorities in a manner that promotes ethnic pride. _____
10. Facilitates an environment open to discovery and experimentation. _____

Conditions for Loan and Sale of Instructional Materials

Free textbooks and other instructional materials may be made available for loan to students when, in the judgment of the board members, the best interests of the district will be served by such a decision. The professional staff will maintain records necessary for the proper accounting of all instructional materials and will set forth conditions for student replacement of lost or badly damaged materials.

District instructional materials which students are not required to own may be made available to students who wish to purchase them. New and used materials currently utilized in the instructional program will be sold at the replacement cost of each item. Used materials no longer in basic or supplementary use will be sold at a price reflecting the depreciated value of the materials. Instructional materials that do not meet current district standards for subject content, sex balance, ethnic content or are not repairable may be declared obsolete by the superintendent/principal and disposed of per district policy.

Removal of Instructional Materials

Instructional materials may be removed from collections at any time that they no longer meet the criteria for initial selection outlined in "Criteria for Selection of Instructional Material." Any instructional materials may be removed when the administration judges such removal to be in the best interests of the district. Ordinary procedures for withdrawal of materials are outlined below:

- A. Texts shall be removed from collections by the committee based on the criteria for selection in this procedure and on the availability of suitable replacement materials.
- B. Supplementary materials shall be removed from collections by individual certificated staff holding such collections based on the criteria for selection in this procedure and on the availability of suitable replacement materials.

Citizens are invited to review any instructional materials in current use or proposed for district purchase. Such review may be accomplished at the school. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of materials should be undertaken with the knowledge of district objectives in mind. The following activities will be employed to help citizens become familiar with instructional materials:

- A. A variety of learning materials will be available for immediate perusal at any time in the school's learning resource center.
- B. Displays of learning materials may be provided in school during Grapeview Parents' Club meetings, parent-teacher conferences and public meetings during the school year.

Procedures for acting upon complaints regarding instructional materials

Complaints about printed or non-printed materials purchased for use within the school district will be directed to the Superintendent/Principal of the Grapeview School District. When a complaint is received, the teacher(s) will be notified of the complaint and its source. The Superintendent/principal shall contact the complainant and if possible, resolve any misunderstanding. If the complainant requests withdrawal of a book or other instructional materials, a copy of the Grapeview School District Citizen's Request for Reconsideration of Instructional Materials form shall be provided to the complainant with an explanation of the procedure for registering the complaint. These forms are available from the school office. The

complainant will deliver the completed request form to the Superintendent/ principal who will in turn deliver the request form to the instructional materials committee secretary, who will take the following steps to assure timely consideration of requests:

- A. Set a time and place for an open hearing of the complaint by the instructional materials committee. Such hearing shall be within 10 working days of the committee secretary's receipt of the completed request form.
- B. Notify the complainant and appropriate staff, including those using the materials, of the time and place of the meeting. Such notification shall include an invitation to present relevant information, oral or written.
- C. Assemble such data, including reviews and professional opinions of the materials, the staff member's objectives in using the materials, and the specific objections of the complainant, as may be necessary for the committee to properly judge the request for reconsideration.

Hearings of a citizen's request for reconsideration shall be open to the public. The committee shall consider all matters presented and give reasonable credit to such matters according to the weight to which they are reasonably entitled. A recommended decision shall be by majority vote of the committee. The instructional materials committee shall forward its recommendation within 20 working days to the Board for its final decision. No restrictions shall be placed upon the use of materials until final decisions of the Board. The Board shall render its judgement which judgment shall be final, and notification of this decision shall be sent to the complainant within 10 calendar days. The professional staff shall take appropriate action to implement the decision of the Board of Directors.

Implementation Date: 21 November 2000
Revision: 28 August 2007
Grapeview School District

Library Information and Technology Programs

The district's library information and technology programs provide a broad, flexible array of services, resources, and instruction that support student mastery of state standards in all subject areas. The programs include resources that promote a positive impact on student learning, like a variety of resources for reading advocacy, student communication skills, and electronic and print information.

The district's library and technology programs are staffed by teacher-librarians.

Teacher-librarians will collaborate as instructional partners and information specialists with classroom teachers to develop students' information and technology skills, help all students meet the content goals in all subject areas, and assist high school students in completing their high school and beyond plans.

Additionally, teacher-librarians' duties may include, but are not limited to, integrating information and technology into curriculum and instruction; providing instruction to students and staff regarding the use of emerging learning technology; providing instruction to students about the appropriate use of computers and mobile devices at school; helping teachers and staff access and use information ethically; instructing students in digital citizenship; promoting a culture of reading within the school community; and providing individual support and guidance for students.

The superintendent will establish procedures for selecting library materials with the understanding that media literacy resources will consist of a balance of sources and perspectives. Parents who wish to express a concern about specific material included in the collection may do so according to the procedure outlined in Procedure 2021P, understanding that the criteria and rationale for reconsidering library resources differ from those for reconsidering classroom instructional materials.

Cross References:	2020 - Course Design, Selection, and Adoption of Instructional Materials 2020P - Procedure - Course Design, Selection, and Adoption of Instructional Materials
Legal References:	RCW 28A.320.230 - Instructional Materials — Instructional materials committee – Complaint system RCW 28A.320.235 Supplemental instructional materials—Policies and procedures—Definitions RCW 28A.320.240 - School library information and technology programs — Resources and materials — Teacher-librarians WAC 392-204-005 Purpose and authority WAC 392-204-009 Definitions WAC 392-204-020 School library information and technology program WAC 392-204-025 Services
Management Resources:	2017 - July Issue 2015 - December Issue 2011 - April Issue Policy News, October 2007 Elimination of Outdated and Obsolete Policies Policy News, April 2005 State Board of Education Revises Library Media Rules

Adoption Date: 21 November 2000

Classification: **Essential**

Revised Dates: **04.22; 06.25**

Procedure - Library Information and Technology Programs

A. Library Collection Development

This procedure guides Teacher-Librarians and informs the community about the process for selecting, acquiring, evaluating and maintaining library information and technology program materials. The objective of each program is to implement, support and enrich the educational program of the district.

To best meet the unique needs of each school, the district will strive to create a library collection based upon an assessment of student and staff needs. This will be accomplished by:

1. Providing resource materials, both curricular and personal for students and faculty;
2. Providing materials that meet the interest, vocabulary, maturity and ability levels of all students;
3. Providing a diversity of materials in the interest of achieving a balance of sources and perspectives;
4. Fostering reading as a lifelong activity through pleasurable exposure to printed and digital materials; and
5. Including materials in the collection because of their academic, literary and/or artistic value and merit.

B. Library Materials and Electronic Resources

Library materials or digital services are those items accessible through the library information and technology program that provide support for an area of the curriculum, information for independent study, or resources for enrichment and recreational interest. Electronic resources include access to electronic documents, databases and websites.

C. Suggestions for Acquisition:

Suggestions for acquisition or electronic resources may originate from students, parents, community members and teachers. Library information and technology staff will weigh requests, evaluate materials and select those which fulfill the needs of the instructional program. Teacher-Librarians in each school determine final selections.

D. Selection

1. Sources for the selection of materials include but are not limited to:
 - a. Vendor catalogs, American Historical Fiction, Basic Book Collection for Elementary Grades, the Best in Children's books, Children and Books, Children's Catalog, Elementary School Library Collection, European Historical Fiction and Biography, Guide to Sources in Educational Media, Junior High School Catalog Reference Books For School Libraries, Subject Guide To Children's Books in Print, Subject Index to Books for Intermediate Grades, Subject Index to Books for Primary Grades, and

Westinghouse Learning Directory.

b. Current review journals:

- AASA Science Books and Films
- American Film & Video Association Evaluations
- Kirkus Reviews
- Media and Methods
- School Library Journal
- Bulletin of the Center for Children's Books
- Horn Book
- KLIATT
- VOYA
- Booklist

2. All items selected for placement in the school library will:

- a. Support and be consistent with the general educational goals of the State of Washington and Grapeview School District and the aims and objectives of individual schools and specific courses;
- b. Support and be consistent with school library media and information literacy standards established by the American Association of School Librarians as well as content area standards established by the Office of the Superintendent of Public Instruction of the State of Washington;
- c. Meet high standards of quality in factual content and presentation;
- d. Contain appropriate subject matter for the age, emotional development, ability level, learning styles, and social development of the students for whom they are selected;
- e. Serve the intended purpose, in both physical format and appearance for library materials;
- f. Help students gain an awareness of our pluralistic society;
- g. Motivate students and staff to examine their own duties, responsibilities, rights, and privileges as participating citizens in our society, and to make informed judgments in their daily lives;
- h. Withstand scrutiny based on their strengths rather than be rejected for their weakness; and
- i. Clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

E. Gifts/Donations

Materials donated to the school library will be accepted or declined in accordance with the criteria applied to the purchase of materials.

F. Collection Assessment

De-selection (weeding) of outdated and damaged materials is a natural part of the library's life cycle and maintenance of the quality and integrity of the collection. The Teacher-Librarian will evaluate the library collection on a continuing basis in order to assure that the

collection meets the mission statement and goals of the Grapeview School District.

G. Considerations for De-selection

1. Currency – The subject matter is out of date or no longer relevant to the instructional program;
2. Physical Condition – Item is worn, soiled, missing pages, antiquated in appearance or unattractive;
3. Not circulating for a reasonable amount of time;
4. Superseded by newer editions;
5. Perpetuates cultural, ethnic, or sexual stereotypes;
6. Inappropriate reading level; or
7. Unneeded duplication of materials.

H. Request for Reconsideration of Library Media Materials

When a concern is expressed about library resources, the Teacher-Librarian will consider both the resident or staff member of the district's right to express an opinion and the principles of intellectual freedom.

1. Informal Reconsideration

Residents or staff members of the district wishing to make a complaint regarding library resources will be asked to direct their complaint to the Teacher-Librarian. The Teacher-Librarian will attempt to resolve the issue informally by:

- a. Discussing the request with the complainant and listening carefully to the concerns expressed;
- b. Explaining why the material was selected, and how its inclusion in the collection was guided by the district collection development policy/procedure; and
- c. Share review sources for the item in question;
- d. If the informal process does not resolve the matter, the complainant may submit a formal request for reconsideration of Library resources. Library materials in question will remain in the collection until the process is completed and a final decision is made.

2. Formal Reconsideration

The building principal will be informed whenever a resident or staff member of the district asks for a *Request for Reconsideration of Library/Media Materials* form.

The Request for Reconsideration of Materials form, together with a copy of the challenged materials process will be furnished to the complainant by the principal.

The formal process will follow the process required by Procedure 2020P for a written challenge, with the understanding that the criteria and rationale for reconsideration of library materials differs from classroom/district adopted materials. When reviewing a challenge to library materials the instructional review committee will:

- a. Examine the Request for Reconsideration form;
- b. Read and evaluate the book/material in question;
- c. Study thoroughly all materials referred and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and holdings in other schools;
- d. Discuss the book/material in the context of the educational program and the audience for which it was selected;
- e. Consider the entire work, rather than extracting passages or parts. Weighing the values and faults against each other and weighing the conflicting opinions based on the materials as a whole; and
- f. Base the final decision upon the appropriateness of the material for its intended educational use.

The decision of the Instructional Materials Committee may be appealed by a concerned party to the Board of Directors, by submitting a written request to the office of the superintendent. The purpose of the Board of Director's review will be to determine whether the committee applied the appropriate criteria and followed the proper process.

The superintendent will notify the concerned parties of the findings of the board's review.

If the correct criteria and process were followed by the Instructional Materials Committee, the decision of the committee stands. If it is determined they were not followed, the Board of Directors will determine the outcome of the challenge.

The decision regarding challenged materials will not be subject to reconsideration for a minimum of three years, unless there is a substantive change of circumstances as determined by the superintendent.

Adoption Date: 28 January 2003

Classification: **Discretionary**

Revised Dates: 04.22

Electronic Resources and Internet Safety

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

Electronic Resources

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

The superintendent or designee will: 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to use of district electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on district property and related to district activities.

Internet Safety

To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The superintendent or designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of district Internet safety measures, all district-owned electronic resources, including computer networks and Wi-Fi, in all district facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful, or violent material. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, district staff will make a reasonable effort to supervise student access and use of the internet. If material is accessed that violates district policies, procedures, or student guidelines for electronic resources or acceptable use, district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

4040 - Public Access to District Records
4400 - Election Activities
3241 - Student Discipline
3231 - Student Records
3207 - Prohibition of Harassment, Intimidation, and Bullying of Students
2025 - Copyright Compliance
2023 - Digital Citizenship and Media Literacy
2020 - Course Design, Selection and Adoption of Instructional Materials

Legal References: 18 USC §§ 2510-2522 Electronic Communication Privacy Act
Pub. L. No. 110-385 Protecting Children in the 21st Century Act

Management Resources: 2024 – March Issue
[Human-Centered AI Guidance for K-12 Public Schools.pdf](#)
2015 - June Policy Issue
2012 - October Issue
2012 - February Issue
Policy News, June 2008 Electronic Resources
Policy News, June 2001 Congress Requires Internet Blocking at School
Policy News, August 1998 Permission required to review e-mail

Adoption Date: 21 November 2000
Classification: **Encouraged**
Revised Dates: **07.24**

Procedure - Electronic Resources and Internet Safety

K-20 Network Acceptable Use Guidelines/Internet Safety Requirements

These procedures are written to support the Electronic Resources Policy of the board of directors and to promote positive and effective digital citizenship among students and staff. Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use. Successful, technologically fluent digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. They cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. Expectations for student and staff behavior online are no different from face-to-face interactions.

Use of Personal Electronic Devices

In accordance with all district policies and procedures, students and staff may use personal electronic devices (e.g. laptops, mobile devices and e-readers) to further the educational and research mission of the district. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day. Absent a specific and articulated need (e.g., assistive technology), students do not have an absolute right to possess or use personal electronic devices at school.

Network

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

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

Acceptable network use by district students and staff include:

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

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

- A. Personal gain, commercial solicitation, and compensation of any kind;
- B. Actions that result in liability or cost incurred by the district;
- C. Downloading, installing and use of games, audio files, video files, games, or other applications (including shareware or freeware) without permission or approval from the [*insert title of position*];
- D. Support for or opposition to ballot measures, candidates, and any other political activity;
- E. Hacking, cracking, vandalizing, the introduction of malware, including viruses, worms, Trojan horses, time bombs, and changes to hardware, software, and monitoring tools;
- F. Unauthorized access to other district computers, networks, and information systems;
- G. Action constituting harassment, intimidation or bullying, including cyberbullying, hate mail, defamation, discriminatory jokes, and remarks. This may also include the manufacture, distribution, or possession of inappropriate digital images;
- H. Information posted, sent, or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- I. Accessing, uploading, downloading, storage and distribution of obscene, pornographic, or sexually explicit material
- J. Attaching unauthorized devices to the district network. Any such device will be confiscated, and additional disciplinary action may be taken; or
- K. Any unlawful use of the district network, including but not limited to stalking, blackmail, violation of copyright laws, and fraud.

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

Internet Safety

Personal Information and Inappropriate Content:

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

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the [Children's Internet Protection Act \(CIPA\)](#). Other objectionable

material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

- A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- B. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings, and any other techniques designed to evade filtering or enable the publication of inappropriate content);
- C. E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district e-mail boxes;
- D. The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;
- E. Staff members who supervise students, control electronic equipment, or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district
- F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct, and assist effectively;
- G. The district may monitor student use of the district network, including when accessed on students' personal electronic devices and devices provided by the district, such as laptops, netbooks, and tablets; and
- H. The district will provide a procedure for students and staff members to anonymously request access to internet websites blocked by the district's filtering software. The procedure will indicate a timeframe for a designated school official to respond to the request. The requirements of the Children's Internet Protection Act (CIPA) will be considered in evaluation of the request. The district will provide an appeal process for requests that are denied.

Internet Safety Instruction

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

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

Copyright

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

Ownership of Work

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

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

Network Security and Privacy

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

The following procedures are designed to safeguard network user accounts:

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

Student Data is Confidential

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

No Expectation of Privacy

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

- A. The district network, including when accessed on students' personal electronic devices and on devices provided by the district, such as laptops, netbooks, and tablets;
- B. User files and disk space utilization;
- C. User applications and bandwidth utilization;
- D. User document files, folders and electronic communications;
- E. E-mail;
- F. Internet access; and
- G. Any and all information transmitted or received in connection with network and e-mail use.

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

Educational Applications and Programs

District staff may request students to download or sign up for applications or programs on the students' personal electronic devices. Such applications and programs are designed to help facilitate lectures, student assessment, communication, and teacher-student feedback, among other things. Prior to requesting students to download or sign up for educational applications or programs, staff will review "terms of use," "terms of service," and/or "privacy policy" of each application or program to ensure that it will not compromise students' personally identifiable information, safety, and privacy. Staff will also provide notice in writing of potential use of any educational application or program to *[insert title and position]*, including the anticipated purpose of such application or program. Specific expectations of use will be reviewed with students. Staff should also, as appropriate, provide notice to students' parents/guardians that the staff person has requested that students download or sign up for an application or program, including a brief statement on the purpose of application or program.

Archive and Backup

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

Disciplinary Action

All users of the district's electronic resources are required to comply with the district's policy and procedures (and agree to abide by the provisions set forth in the district's user agreement). Violation of any of the conditions of use explained in the (district's user agreement), Electronic Resources policy, or in these procedures could be cause for disciplinary action, including suspension, expulsion, or emergency removal from school and suspension or revocation of network and computer access privileges.

Accessibility of Electronic Resources

Federal law prohibits people, on the basis of disability (such as seeing and hearing impairments), from being excluded from participation in, being denied the benefits of, or otherwise being subjected to discrimination by the district. To ensure that individuals with disabilities have equal access to district programs, activities, and services, the content and functionality of websites associated with the district should be accessible. Such websites may include, but are not limited to, the district's homepage, teacher websites, district-operated social media pages, and online class lectures.

District staff with authority to create or modify website content or functionality associated with the district will take reasonable measures to ensure that such content or functionality is accessible to individuals with disabilities. Any such staff member with questions about how to comply with this requirement should consult with the superintendent or designee.

Implementation Date: 21 November 2000

Classification: **Essential**

Revised Dates: **08.23**

Digital Citizenship and Media Literacy

PURPOSE

In recognition of the fact that students use technology to play, learn, and communicate while at home and at school, it is important that they learn how to use that technology responsibly. The District is committed to educating every student on how to use technology in ways that augment their learning experience, leading to analysis, evaluation, reflection, and enhanced skills of expression. As the District's educators guide exploration of the digital landscape, they will encourage students to be critical and creative thinkers. Students, in turn, are expected to actively engage with and express their voices in the digital landscape.

DEFINITIONS

The District is dedicated to promoting and instilling principles of digital citizenship and media literacy in each of its students.

Digital Citizenship

Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use, including artificial intelligence, digital and media literacy, ethics, etiquette, and security. Digital citizenship includes the ability to access, analyze, evaluate, develop, produce, and interpret media, as well as Internet safety and cyberbullying prevention and response.

Digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they engage in safe, legal, and ethical behaviors. Digital citizens cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. They advocate for themselves and others in their behavior, action, and choices.

Media Literacy

Media literacy is the ability to access, analyze, evaluate, create, and act using a variety of forms of communication, including communications developed with artificial intelligence. Media literacy includes the ability to understand how and why media messages and images are constructed and for what purposes they are used.

Media literate citizens examine how individuals interpret messages differently based on their skills, beliefs, backgrounds, and experiences. They also consider how values and points of view are included or excluded in various media. Media literate citizens remain continually aware of the ways in which media can influence beliefs and behavior. In addition, media literate citizens are effective communicators, able to demonstrate critical and creative thinking as they utilize appropriate media creation tools. Further, they understand the conventions and characteristics of the tools they have selected.

Media literate citizens are able to adapt to changing technologies and develop the new skills required as they continue to engage in life-long learning. Media literacy empowers individuals to participate as informed and active citizens in a democracy.

ELEMENTS OF SUCCESSFUL IMPLEMENTATION

The District aspires to implement the following practices to promote digital citizenship and media literacy for all students.

Student instruction

All students will be educated regarding appropriate digital citizenship, including appropriate use of artificial intelligence, interacting with other individuals online. Students will receive digital citizenship training throughout the school year.

In recognition of the fact that students are consumers and creators of information and ideas, the District promotes cross-curricular integration of digital citizenship and media literacy and leadership instruction at all levels. The District recognizes the importance of students as active participants, role models, and peer mentors in addressing the following topics:

Online safety, responsibility, and security

Students will learn how to be safe and responsible digital citizens, and they will be encouraged to teach others about issues such as cyberbullying, social networking, online predators, and risky communications. Lessons on online safety issues, including cyberbullying awareness/response will be provided according to 2022/2022P – Electronic Resources and Internet Safety.

Media literacy

Students will learn how to produce their own media; how to examine the ways in which people experience or interact with media differently; how to identify embedded values and stereotypes; how to analyze words and images critically; and how to evaluate the various sources of information with which they are presented.

Law, fair use, copyright, and intellectual property

Students will learn about the importance of navigating the digital landscape in ways that are legal, including access to and use of copyrighted materials. Students will also learn how to access and create intellectual property legally.

Online identify and personal brand

Students will learn about their “digital footprint” and the persistence of their digital information, including on social media. Students will also learn about the creation and maintenance of their self-image, reputation, and online identity.

Ethics, digital communications, and collaboration

Students will learn about fairness and civil discourse in the digital environment, including the appropriate uses of artificial intelligence and the importance of collaborating and ethically interacting with others online.

Professional Development

The District endeavors to support teachers and instructional leaders in developing leadership skills and proficiency in the principles of digital citizenship and media literacy, both as an instructional imperative and as dynamic District policy and practice.

Policy and Practices

The District acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The District annually reviews its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy. The District authorizes the Superintendent to develop further procedures and guidelines if appropriate.

Communications and Engagement

The District acknowledges that parents and community stakeholders are partners in developing students as digital citizens and life-long learners. The District encourages parents’ active engagement in the process of educating students to become media-literate digital citizens.

Cross References:

2020 - Course Design, Selection and Adoption of Instructional Materials

2022 – Electronic Resources and Internet Safety

2025 - Copyright Compliance

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

3231 - Student Records
3241 - Student Discipline
4040 - Public Access to District Records
4217 - Effective Communication
4400 - Election Activities
5281 - Disciplinary Action and Discharge

Legal References:

RCW 28A.650.045 Digital citizenship, internet safety, and media literacy
RCW 28A.650.010 Definitions

Management Resources:

2017 - December Policy Issue
2024 – March Issue
[Human-Centered AI Guidance for K-12 Public Schools.pdf](#)

Adoption Date: 23 July 2024
Classification: **Encouraged**
Revised Dates:

Online Learning

School Districts are not required to offer online options. This policy is null and void if the Grapeview School District does not provide on-line program(s).

The Board currently supports online learning opportunities that are equally accessible to all students in the school district. The Board directs the superintendent to provide information to parents, students and staff regarding online learning options and the guidelines for participation.

The superintendent or designee will develop procedures to implement this policy. The procedures will include, but not be limited to, a description of student access to online learning courses/grade level coursework, student eligibility criteria, the types of online courses available to students, methods the district will use to support student success, payment of course fees and other costs, granting of course credit, and conditions under which no credit will be awarded.

Cross References:	2022 - Electronic Resources 2255 - Alternative Learning Experience Programs 2410 - High School Graduation Requirements
Legal References:	RCW 28A.150.220 Basic Education – Minimum instructional requirements – Program accessibility – Rules Chapter 28A.225 RCW Compulsory School Attendance and Admission RCW 28A.230.090 High School graduation requirements or equivalencies – Reevaluation of graduation requirements – Review and authorization of proposed changes – Credit for courses taken before attending high school – Postsecondary credit equivalencies Chapter 28A.250 RCW Online Learning RCW 28A.320.035 Contracting out – Board’s powers and duties – Goods and services Chapter 180-51, WAC High School Graduation Requirements WAC 392-121-182 Alternative learning experience requirements WAC 392-121-188 Instruction provided under contract WAC 392-410-310 Equivalency course of study – Credit for correspondence courses, electronically mediated courses, and college courses Chapter 392-502, WAC Online learning — Approval of multidistrict on-line providers
Management Resources:	2017 - April Issue 2014 - February Issue 2009 - December Issue

Adoption Date: 23 January 2018
Classification: **Essential**
Revised Dates: **09.21**

2025 COPYRIGHT COMPLIANCE

The board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio visual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

A. THE PURPOSE AND CHARACTER OF THE USE. The use must be for such purposes as teaching or scholarship and must be nonprofit.

B. THE NATURE OF THE COPYRIGHTED WORK. Staff may make single copies of: book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.

C. THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED. Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.

D. THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK. If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the district's procedures or is permissible under the law should contact the superintendent/principal or the person designated as the copyright compliance officer. The latter will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required.

Legal References:

17 USC 101 et seq. Federal Copyright Law of 1976

Adoption Date: 21 November 2000
Grapeview School District

2025P COPYRIGHT COMPLIANCE PROCEDURES

Staff may make copies of copyrighted school district materials that fall within the following guidelines. Where there is reason to believe the material to be copied does not fall within these guidelines, prior permission shall be obtained from the principal. Staff members who fail to follow this procedure may be held personally liable for copyright infringement.

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of:

- A. A chapter from a book;
- B. An article from a newspaper or periodical;
- C. A short story, short essay or short poem; or
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

A teacher may make multiple copies not exceeding more than one per pupil, for classroom use or discussion if the copying meets the tests of "brevity, spontaneity and cumulative effect" set by the following guidelines. Each copy must include a notice of copyright.

A. Brevity

- 1. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
- 2. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less may be copied; in any event, the minimum is 500 words;
- 3. Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;
- 4. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. "Special" works cannot be reproduced in full; this includes children's books combining poetry, prose or poetic prose.

B. Spontaneity - Should be at the "instance and inspiration" of the individual teacher.

C. Cumulative Effect - Teachers are limited to using copied material for only one course in the school in which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. "Consumable" works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers'

reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority", students cannot be charged more than actual cost of photocopying.

Teachers may use copyrighted material in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of:

- A. An unpublished work which is in its collection;
- B. A published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided that unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print."

Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.

A teacher may make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal.

A teacher may make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions.

A teacher may edit or simplify purchased copies of music provided that the fundamental character of the music is not distorted. Lyrics shall not be altered or added if none exist.

Performance by teachers or students of copyrighted musical works is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.

Performances of nondramatic musical works which are copyrighted are permitted without the authorization of the copyright owner, provided that:

- A. The performance is not for a commercial purpose;
- B. None of the performers, promoters or organizers are compensated; and
- C. Admission fees are used for educational or charitable purposes only.

All other musical performances require permission from the copyright owner.

Off-Air Recording of Copyrighted Programs

Television programs, excluding news programs, transmitted by commercial and non-commercial television stations for reception by the general public without charge may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a school for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of this retention period, all off-air recordings must be erased or destroyed immediately.

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary within a building, during the first ten (10) consecutive school days, excluding scheduled interruptions, in the forty-five (45) calendar day retention period.

Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. Permission must be secured from the publisher before the recording can be used for instructional purposes after the ten (10) day period.

Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

Authorized Reproduction and Use of Copyrighted Computer Software

Schools have a valid need for high quality software at reasonable prices. To assure a fair return to the authors of software programs, the school district shall support the legal and ethical issues involved in copyright laws and any usage agreements that are incorporated into the acquisition of software programs.

To this end, the following guidelines shall be in effect:

- A. All copyright laws and publisher license agreements between the vendor and the district shall be observed;
- B. Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment;
- C. A back-up copy shall be purchased, at least, for use as a replacement when a program is lost or damaged. If the vendor is not able to supply such, the district, in accordance with P.L. 96-517, Section 7(b), shall make a back-up program and attest that the program will be used for replacement purposes only;
- D. The superintendent/principal is authorized to sign a software license agreement on behalf of the school. A copy of said agreement shall be retained by the superintendent/principal.

Copying Limitations

Circumstances will arise when staff are uncertain whether or not copying is prohibited. In those circumstances, the superintendent/principal should be contacted. The following prohibitions have been

expressly stated in federal guidelines:

- A. Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
- B. Unless expressly permitted by agreement with the publisher and authorized by district action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like.
- C. Staff shall not:
 - 1. Use copies to substitute for the purchase of books, periodicals, music recordings, computer software or other copyrighted material except as permitted by district procedure;
 - 2. Copy or use the same item from term to term without the copyright owner's permission;
 - 3. Copy or use more than nine instances of multiple copying of protected material in any one term;
 - 4. Copy or use more than one short work or two excerpts from works of the same author in any one term; or
 - 5. Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.

Staff shall not reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner.

Implementation Date: 21 November 2000
Grapeview School District

Service Animals in Schools

The Grapeview School District Board of Directors acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" as required by federal laws and Washington State's law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses and at school activities.

A "service animal" means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the service animal must be directly related to the individual's disability.

Examples of work or tasks include, but are not limited to the following:

- Assisting individuals who are blind or have low vision with navigation and other tasks,
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- Providing nonviolent protection or rescue work,
- Pulling a wheelchair,
- Assisting an individual during a seizure,
- Alerting an individual to the presence of allergens,
- Retrieving items, such as medicine or the telephone,
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks.

It is a civil infraction to misrepresent an animal as a service animal. A student's parent/guardian who believes their student needs to bring a service animal to school or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 coordinator or director of special services, as appropriate, will determine whether to permit the service animal in school. The principal shall not ask about the nature or extent of a person's disability but may make two inquiries to determine whether an animal qualifies as a service animal. The principal may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The principal shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, or require that the service animal demonstrate its task. The principal may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for a person with a disability.

The superintendent will develop procedures to implement the policy.

Cross References:

5010 - Nondiscrimination and Affirmative Action
3210 - Nondiscrimination
2162 - Education of Students With Disabilities Under
Section 504 of the Rehabilitation Act of 1973
2161 - Special Education and Related Services for

Eligible Students

2029 - Animals as Part of the Instructional Program

Legal References:

American Disabilities Act (ADA), Revised Title II Regulations, 35 Service animals

Section 504 of the Rehabilitation Act of 1973

RCW 28A.642 Discrimination Prohibition

RCW 49.60.040 Definitions

WAC 162-26 Public accommodations, disability discrimination

WAC 392-145-021(3) General operating requirements

WAC 392-172A-01035 Child with a disability or student eligible for special education

WAC 392-172A-01155 (3) Related services

WAC 392-190 Equal education opportunity - Unlawful discrimination prohibited

Adoption Date: 26 Feb 2018

Classification: **Encouraged**

Revised Dates:

2080 COMPREHENSIVE STUDENT ASSESSMENT SYSTEM

The school district's comprehensive student assessment system will focus on measuring student learning, specifically student achievement of the academic and technical skills and knowledge essential to meeting four student learning goals:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgements and solve problems; and
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

The district will utilize a variety of assessment procedures and measures to assess student performance including norm-referenced tests, district-level and classroom -based performance assessments. The district believes that a variety of measures will give the most accurate picture of student performance. Teachers will be trained in the administration of assessments, including tests required by the Washington State Assessment Program. The district will adopt performance assessments as the state board of education implements these assessments.

Cross Reference:

Policy 2090	Program Evaluation
Policy 2421	Promotion/Retention

Legal Reference:

RCW 28A. 630.883	Washington commission on student learning
RCW 28A. 630.886	Academic assessments--Implementation dates - Use by educators

Adoption Date: 21 November 2000
Grapeview School District

Program Evaluation

The superintendent or designee will prepare an annual report that reflects the degree to which district goals and objectives related to the instructional program have been accomplished. The district will annually review the assessment processes and procedures to determine if the purposes of the evaluation program are being accomplished. Specifically, the district will adjust its curriculum if student performance indicates the district's students need assistance in identified areas.

The board requires efficiency and effectiveness in all facets of the district's instructional programs. In order to achieve this goal, the board will provide:

- A. A clear statement of expectations and/or standards for the district's instructional programs;
- B. Staff, resources, and support to achieve these stated expectations and/or standards; and
- C. A plan for evaluating instructional programs and services to determine how well expectations and/or standards are being met.

The district will utilize a variety of assessment processes to:

- A. Determine the effectiveness of the instructional programs;
- B. Assess the progress of individual students in attaining student learning goals or standards;
- C. Identify the needs of individual students who are not progressing at their expected rates; and
- D. Identify students who are in need of specialized programs.

Parents who wish to examine any assessment materials may do so by contacting the superintendent or designee. Parent approval is necessary before administering a diagnostic personality test. Parents will be notified of their child's performance on any Washington state test or assessment. No tests or measurement devices containing any questions about a student's personal beliefs and practices or his/her family's personal beliefs and practices in family life, morality, and religion will be administered unless the parent or guardian gives written permission for the student to take such a test, questionnaire or examination.

Cross References: 4001 - Public Information Program

Legal References: RCW 28A.230.095 Essential academic learning requirements and assessments—Verification Reports
RCW 28A.655.100 Performance goals - Reporting requirements
WAC 392-500-020 Pupil tests and records — Tests — School district policy in writing
WAC 392-500-030 Pupil tests and records — Certain tests, questionnaires, etc. — Limitations
WAC 392-500-035 Pupil tests and records — Diagnostic personality tests — Parental permission required

Management Resources: November 2023 Issue
Policy News, December 2000 Portions of HB 1209 Take Effect

Adoption Date: 28 January 2003
Classification: Encouraged
Revised Dates: **01.17; 04.24**

2090P PROGRAM EVALUATION PROCEDURES

TESTING PROGRAM

A district program evaluation committee, representative of the staff, will meet at least once per year to review the district assessment program. The committee shall submit its recommendation to the superintendent/principal for the following year's assessment program by May 15. The recommendation shall include a schedule for all assessment activities to be conducted during the year. In its review, the committee shall consider such factors as:

- A. Validity. Do the proposed assessment materials measure the district's objectives? Are the items compatible with the district scope and sequence?
- B. Administration. Are directions clear for the teacher? For the student? Is the format attractive?
- C. Interpretation of Results. Are results reported in a form that is meaningful to the teacher, the student, the district, the parent?

The proposed schedule shall be approved by the superintendent/principal and distributed by August 15. The superintendent/principal shall be responsible for ordering tests, distributing materials and scoring sheets, and distributing administration instructions. After tests have been scored, the superintendent/principal shall be responsible for:

- A. Preparing reports on test results for board, instructional staff, parents/guardians and the general public.
- B. Interpreting scores for staff and interested persons.
- C. Disseminating individual scores to staff responsible for counseling, screening and special placement of individuals.
- D. Preparing reports to evaluate curriculum and assist staff in implementing changes and improvements in curriculum.

SELF-STUDY

The self-study cycle shall be as follows:

- A. Initial study cycle shall be considered to have been completed and the current cycle will be considered to be completed by the 2000-01 school year.
- B. Subsequent cycles will begin and end in five-year time frames.

An annual report shall be submitted to the SPI by May 31 of each year, which reflects the implementation of the self-study activities.

Implementation Date: 21 November 2000
Grapeview School District

Educational Opportunities for Students with a Parent in the Military

The board recognizes that the children with a parent in the military encounter unique educational and emotional challenges related to enrollment, course placement, and graduation because of frequent moves and deployment of their parents. To facilitate the placement, enrollment, graduation, and provision of special services for students transferring into or out of the district because of their parents being on full-time active duty in the uniformed services of the United States, including members of the National Guard and Reserve on active duty orders, the district supports and will implement its responsibilities outlined in the *Interstate Compact on Educational Opportunity for Military Children (Compact)*, as adopted by the state of Washington. Uniformed services includes the Army, Navy, Air Force, Marine Corps and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and public health services.

Eligible students are those enrolled in kindergarten through 12th grade who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged and active duty personnel who die on active duty or as a result of injuries sustained on active duty for a period of one year after death. Students are not eligible for the provisions of the *Compact* if they are children of inactive National Guard or military reserves, retired personnel and veterans not included above, or U.S. Department of Defense personnel and other Federal civilian service employees and contract employees.

The superintendent or designee will establish procedures to ensure full compliance with the law and to facilitate communication and coordination between sending/receiving schools in Washington and other *Compact*-member states.

In addition to the Compact, Washington's Compulsory School Attendance and Admission law specifically addresses residency requirements for student with a parent in the military. The district will conditionally accept applications for enrollment and course registration, including electronic applications, when a family serving in the military is transferred to, or is pending transfer to, a military installation within the state while on active duty pursuant to official military orders.

Within fourteen days of the arrival date stated on official military documentation, the parent must provide the district with proof of residence in the district. Any of the following constitutes proof of residence in the school district: A temporary on-base billeting facility; A purchased or leased residence, or a signed purchase and sale agreement or lease agreement for a residence; or Any federal government housing or off-base military housing, including off-base military housing provided through a public-private venture.

Legal References:	Chapter 28A.705 RCW Interstate compact on educational opportunity for military children
	Chapter 28A.225 RCW Compulsory School Attendance and Admission

Adoption Date: 22 October 2019

Classification: **Encouraged**

Revised Dates: **10.19**

Policy 2100 - was previously titled Instructional Program Offering - Adopted 21 November 2000

2101 INSTRUCTION IN BASIC SKILLS AND WORK SKILLS

In order to assure compliance with the basic skills, work skills, and course requirements of WAC 180-16-200, the superintendent/principal shall implement procedures for verifying compliance at the outset of each school year as well as monitoring continuing compliance throughout the year. The procedures shall provide for:

- A. Examining the proposed schedule and course offerings available to middle school students prior to each grading period for compliance with the state requirements;
- B. Reviewing any subsequent changes to the schedule of middle school course offerings to assure continued compliance;
- C. Reviewing the schedule of middle school courses after the beginning of each grading period to verify compliance;
- D. Reviewing the elementary curriculum and hours of attendance annually to assure its continued compliance with the state requirements; and
- E. Maintaining a record of the schedule of middle school course offerings for each grading period and the schedule of hours of instruction offered to elementary and middle school students which will verify compliance with the requirements.

Legal References:

RCW 28A.150.220	Basic Education Act of 1977--Definitions--Program requirements--Program accessibility--Rules and regulations
WAC 180-16-200(7)	Total program hour offering--Basic skills and work skills requirements

Adoption Date: 21 November 2000
Grapeview School District

2101P INSTRUCTION IN BASIC SKILLS AND WORK SKILLS PROCEDURES

To ensure continuing compliance with the state minimum requirements for teaching of basic skills and work skills and for the total instructional hours at each school,

A. The superintendent/principal shall:

1. Analyze any proposed course schedule to assure compliance with the minimum requirements of WAC 180-16-200 for basic skills, work skills and total hours of instructional offering;
2. Review any change in the schedule to assure continued compliance;
3. Retain as a permanent record the final printed schedule of course offerings to verify compliance with the requirements for both the mix of work skills and basic skills instruction and the total hours of instruction made available to students; and

B. The superintendent/principal shall:

1. Maintain a record of the total hours of instruction scheduled for each elementary grade. The record shall identify any instructional activities that do not constitute basic skills.
2. Insure that the total instructional time made available to students meets the minimum required and that 90 percent of the instructional program in grades 1-3 and 85 percent in grades 4-6 are in the basic skills.

Implementation Date: 21 November 2000
Grapeview School District

2104 FEDERAL AND/OR STATE FUNDED SPECIAL INSTRUCTIONAL PROGRAMS

The district shall participate in those special programs which are funded by state or federal government for which a local need can be defined and for which a local program would be developed if funds were available. Board approval shall be required before submission of an application for such a program.

The superintendent/principal shall adopt procedures in order that planning, implementation and evaluation phases of a special program are in compliance with the rules and regulations of the funding agency. Applications may include, but not be limited to, programs for gifted, remedial and minorities.

Legal References:

RCW 28A.300.070

Receipt of federal funds for school purposes--Superintendent of Public
Instruction to administer

Adoption Date: 21 November 2000
Grapeview School District

2104P FEDERAL AND/OR STATE FUNDED SPECIAL INSTRUCTIONAL PROGRAMS PROCEDURES

Applications for special funds or categorical grants shall be based upon the needs of the students, staff, or facilities within the district. Such applications may be related to the program needs of a grade level(s) or the district as a whole. Each proposal for special funding must address the following points:

- A. Needs. The proposal should succinctly identify and/or document the specific needs that are to be addressed. Hard data should be supplied.
- B. Objectives. The stated needs should be converted into objectives. What does the project hope to accomplish?
- C. Procedures. The action plan should be presented. How will the objectives be accomplished?
- D. Evaluation. What kind of data will be collected? Who will collect it?

The proposal should also include a tentative budget which identifies proposed expenditures and revenues. A timeline should also be included which shows the submission date deadline, funding agency approval date, and the project status report dates. The proposal writer must identify any district obligations that will occur as a result of securing a grant award.

Proposals must be submitted to the superintendent/principal at least two weeks prior to submission to the board.

When a project is approved, the business office will be given a copy of the grant award notice and shall establish the appropriate accounting procedures for operating the special program.

Implementation Date: 21 November 2000
Grapeview School District

Program Compliance

Annually, on or before October 1, the superintendent or designee will determine if the District is in compliance with the following program requirements:

- A. Appropriate measures are taken to safeguard all student and school district permanent records against loss or damage;
- B. Provision is made for the supervision of instructional practices and procedures;
- C. Current basic instructional materials are available for required courses of study;
- D. A program of guidance, counseling and testing services is maintained for students in all grades offered by the school District;
- E. A learning resources program is maintained;
- F. The physical facilities of each building are adequate and appropriate for the educational program offered;
- G. There is adequate provision for the health and safety of all students within the custody of the school District;
- H. A current policy statement pertaining to the administration and operation of the school District is available online or in each building's administrative office including, but not limited to, policies governing the school building and classroom visitation rights of non-students;
- I. The District is in compliance with the statutes which prohibit unequal treatment of individuals on the basis of race, sex, creed, color, honorably discharged veteran, sexual orientation, presence of any sensory, mental or physical disability or the use of a trained guide dog or service animal by a person with a disability and national origin in activities supported by common schools and which require equal access to Boy Scouts of America and other designated youth groups;
- J. Within each school, the school principal has determined that appropriate student discipline is established and enforced. The school principal has conferred with the certificated employees in the school building in order to develop and/or review building disciplinary standards and the uniform enforcement of those standards;
- K. Equivalence among schools in teachers, administrators and auxiliary personnel and equivalence in the provision of curriculum materials and supplies among schools who receive Title 1 funds.

Cross References: 6800 - Safety Operations and Maintenance of School Property
5240 - Evaluation of Staff
4040 - Public Access to District Records
4000 - Public Information Program
3410 - Student Health

3231 - Student Records
3210 - Nondiscrimination
3200 - Rights and Responsibilities
2410 - High School Graduation Requirements
2140 - Guidance and Counseling
2104 - Federal and/or State Funded Special Instructional Programs
2090 - Program Evaluation
2020 - Course Design, Selection and Adoption of Instructional Materials
1310 - Policy Adoption, Manuals and Administrative Procedures

Adoption Date: November 21, 2000

Classification: **Essential**

Revised Dates: **01.17**

Learning Assistance Program

The district will implement a learning assistance program designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who are not meeting academic standards by providing supplemental instruction and services to those students. "Students who are not meeting academic standards" means students with the greatest academic deficits in basic skills as identified by statewide, school, or district assessments or other performance measurement tools.

Students' Affected by COVID-19 Pandemic

Until the expiration or termination of Proclamation 20-05 declaring a state of emergency for all counties in Washington due to COVID-19 or until September 1, 2025—whichever is later—the district will budget and expend learning assistance program funds to identify and address the academic and nonacademic needs of students resulting from and exacerbated by the COVID-19 pandemic.

Washington Integrated Student Supports Protocol

The district will budget and expend learning assistance program funds using the framework of the Washington integrated student supports protocol, established under RCW 28A.300.139.

The district may use up to 15% of its learning assistance program allocation to deliver academic, nonacademic, and social-emotional supports and services to students through partnerships with community-based or other out-of-school organizations in accordance with RCW 28A.300.139.

If the district enters into an agreement with a community partner in accordance with RCW 28A.300.139, the agreement must do the following:

- A. Specify that learning assistance program funds may be used only to provide direct supports and services to students;
- B. Clearly identify the academic, nonacademic, or social-emotional supports and services that will be made available to students by the community partner and how those supports and services align to the needs of the students as identified in the student-level needs assessment required by RCW 28A.300.139; and
- C. Identify the in-school supports that will be reinforced by the supports and services provided by the community partner to promote student progress towards meeting academic standards.

Coordination with Other Programs

The district may coordinate federal, state, and local programs in order to serve the maximum number of students who are below grade level in basic skills. Students receiving assistance in another special needs program may also be served in the learning assistance program if they meet student eligibility and selection requirements.

Annual Report to OSPI

The district will submit an annual report on September 30th to the Office of Superintendent of Public Instruction detailing the following:

- A. The amount of academic growth gained by students participating in the learning assistance program;
- B. The number of students who gain at least one year of academic growth;
- C. The specific practices, activities, and programs used by each school building that received learning assistance funds;
- D. The percentage of learning assistance program funding used to engage community partners, the number of students receiving direct supports and services from those community partners, and the types of supports and services that are being provided; and
- E. The number of students served by the learning assistance program during the school year who were able to exit the program because student academic growth resulted in meeting the academic standard for grade level.

Cross References: 6100 - Revenues From Local, State and Federal Sources
 4130 - Title I Parental Involvement
 2161 - Special Education and Related Services for Eligible Students
 2104 - Federal and/or State Funded Special Instructional Programs

Legal References: Chapter 28A.165 RCW Learning assistance program
 Chapter 392-162 WAC Special service program - Learning assistance
 SHB 1208, Chapter 111, Laws of 2021 Learning Assistance Program – Various Provisions

Management Resources: Policy News, June 2005 Learning Assistance Policy Updated
 2018 - February Policy Issue

Adoption Date: 28 November 2000
Classification: **Essential**
Revised Dates: **01.17; 09.21**

2108P REMEDIATION PROGRAMS PROCEDURES

To receive services from federal remediation, learning assistance (LAP) or special education programs, a student must meet the qualifying criteria for that program:

- A. Students with any handicapping condition may receive both special education and federal remediation services, if eligible for both services. A student may receive federal remediation services only in academic areas in which the student does not have a qualifying deficit for special education services.
- B. Students whose special education is limited to services provided by a communication disorders specialist, physical therapist or occupational therapist may receive LAP services. Such students may receive any type of LAP services for which they are eligible.
- C. A student may receive either federal remediation or LAP service in an academic area for which the student qualifies, but not both services. A student may receive federal remediation services in any one eligibility area and LAP services in another eligibility area.
- D. A student eligible for special education may receive federal remediation or LAP services only if the student has the capacity to make substantial progress toward functioning at a level appropriate to the student's chronological age without substantially modifying the level or intensity of the federal remediation or LAP instruction.

Program Alternatives

Special education, federal remediation and LAP services may be combined to benefit the special needs student:

- A. Separate programs. The student may be served separately by more than one special needs program.
- B. Cooperative programs. Staff members from special education, federal remediation and/or LAP programs may work together to serve more than one group of special needs students in a school. A special education teacher and a federal remediation instructional assistant may provide services for students who are eligible for special education and/or federal remediation services. Staff time and other expenditures should be documented separately for each program for financial purposes.
- C. Unified program. One teacher certified to teach special education may provide services to all students in the school who are eligible for special education, federal remediation and LAP. The teacher may be assisted by a teacher aide or instructional assistant. The salary and nonsalary costs may be prorated to special education, federal remediation and LAP budget accounts according to the proportion of services provided for students eligible for each of the types of service.

Implementation Date: 28 November 2000
Grapeview School District

Transitional Bilingual Instruction Program

The Grapeview Board of Directors is highly committed to ensuring an equal educational opportunity for every student. While English is the basic language of instruction in the district's schools, the district will provide a transitional bilingual instruction program for children whose primary language is not English, and whose English skills are sufficiently deficient or absent to impair learning. The district's transitional bilingual instruction program is designed to enable students to achieve competency in English. Annually, the board of directors will approve the district's transitional bilingual instruction program.

The district and its staff will:

- A. Communicate with parents/family members of students who are English language learners in a language they can understand in accordance with 4218 – Language Access;
- B. Assess and determine, by means of a state approved placement test, student eligibility within 10 days of enrollment and attendance;
- C. Annually assess, by means of the state approved test, improvement in English language proficiency for each eligible English language learner;
- D. Provide professional development training for administrators, teachers, counselors and other staff on the district's bilingual instruction program, appropriate use of instructional strategies and assessment results, and curriculum and instructional materials for use with culturally and linguistically diverse students; and
- E. Provide for continuous improvement and evaluation of the district's program to determine its effectiveness.

For purposes of providing such services, the superintendent will establish procedures for implementing the district's Transitional Bilingual Instruction Program.

Cross References:	3210 - Nondiscrimination
	4129 - Family Involvement
	4217 - Effective Communication
	4218 – Language Access
Legal References:	Chapter 28A.180 RCW Transitional bilingual instruction program
	WAC 162-28-040 English language limitations and national origin discrimination
	Chapter 392-160 WAC Special service program - Transitional bilingual

Adoption Date: 28 November 2000

Classification: **Encouraged**

Revised Dates: **10.22**

Substance Abuse Program

The board recognizes that the abuse of alcohol, and the use and abuse of controlled illegal, addictive, or harmful substances including marijuana (cannabis) and anabolic steroids is a societal problem and may represent an impairment to the normal development, well-being, and academic performance of students. To ensure the safety, health, and well-being of all students, the board is committed to the development of a program which emphasizes drug and alcohol abuse prevention, intervention, aftercare support, and necessary corrective actions. The program will address the legal, social, and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol. The program will be age-appropriate and developmentally based for all grades.

The board recognizes the effects on the school, home, and community resulting from the abuse of alcohol and the use and abuse of controlled illegal, addictive, or harmful substances including anabolic steroids. While the primary obligation to seek assistance rests with the student and his/her parent(s)/guardian(s), school staff will work with the home and community to develop and implement a comprehensive prevention and intervention program. The board will seek the support, cooperation, and coordination of public and private agencies through the formation of an advisory committee, including representatives from the instructional staff, students, parents, state and local law enforcement staff, and the county coordinator of alcohol and drug treatment or a representative of a treatment provider.

To keep students, families, and community members informed about drug abuse issues, the district will make information from the Department of Health that addresses substance use trends, overdose symptoms, and response, and the secure storage of prescription drugs and over-the-counter medications available in accordance with Policy 4000 (Public Information Program).

The superintendent or designee is directed to develop and implement procedures to assess the scope of the problem of the use of addictive substances such as alcohol, drugs, and nicotine, and to reduce and/or eliminate the problems associated with the use of alcohol, drugs, and nicotine.

Parents and interested community members are encouraged to visit the school and/or classroom to observe classroom prevention activities and review prevention instructional materials. At the conclusion of each year, the district will evaluate the effectiveness of the program.

Cross References:	5203 - Staff Assistance Program
	3241 - Student Discipline
	4001 - Public Information Program
Legal References:	RCW 28A.170.075 Findings - Intent
	RCW 28A.210.310 Prohibition on use of tobacco products on school property
	HB 1230 (2023) School-Public Health Information
	RCW 69.50.101 Definitions
	RCW 69.51A.060 Crimes - Limitations of chapter
	Washington Initiative Measure No. 502
	20 U.S.C. 7101 et seq. Safe and Drug-Free Schools and Communities Act
	Title 21 Section 811, Controlled Substances Act
Management Resources:	2023 - July Issue
	2013 - February Issue

Adoption Date: November 28, 2000

Classification: **Essential**

Revised Dates: **02.17: 11.23**

2121P SUBSTANCE ABUSE PROGRAM PROCEDURES

Actions taken by staff in dealing with student use of alcohol and the use and abuse of controlled illegal, addictive or harmful substances including anabolic steroids will have as their first concern the welfare of the student involved and the other students in the school. Although a helping relationship rather than an investigative and punitive approach will be emphasized, necessary and appropriate disciplinary action will be taken when laws or school regulations are violated. Law enforcement agencies will be called upon for investigative and consultative assistance where illegal drug or alcohol activity has occurred.

PREVENTION

The prevention program shall focus on classroom instruction, guidance services and the school climate.

Instruction

This dimension of the prevention program shall focus on:

- A. The effects of addictive substances such as alcohol, drugs and nicotine upon the body.
- B. Skill development related to self esteem, goal-setting, decision-making, conflict management, problem-solving, refusal and communication.

Guidance Services

Staff shall meet with students, individually and in small groups, to supplement addictive substance prevention, instruction and skill development. Staff will also assist parents to maximize the prevention efforts of the school.

School Climate

A facilitative school environment can help students to achieve in a productive manner (academically, socially and emotionally). The school shall strive to be a place where:

- A. Students, staff, and parents respect themselves and others.
- B. Individuals can be trusted to do what they say they will do.
- C. High morale is evident.
- D. Each person feels that he/she has a voice in the decisions that affect him/her.
- E. All feel that they are continuing to learn and grow.
- F. All value diversity and accept it as an opportunity for growth and development.
- G. All possess a "sense of belonging".
- H. All feel that they can make a difference to someone else.

To this end, where appropriate, the school will encourage the formation of education and/or prevention promotions that increase the awareness of the effects of substance abuse. Student support groups shall assist students concerned about their own substance abuse, students living in families suffering from substance abuse, and students concerned about the substance abuse of someone else.

INTERVENTION

The goal of the intervention program shall be to eliminate use of alcohol and the use and abuse of controlled, illegal, addictive or harmful substances including anabolic steroids abuse by students.

Ongoing in-service will be provided for faculty and staff. Important aspects of in-service training will include dimensions of the family illness and dynamics of the addiction process; enabling behaviors; intervention techniques; children in chemically dependent families; student experimentation, abuse and dependency; parental involvement and community resources; prevention issues and strategies; treatment and aftercare support; and implementation of the program into the classroom/building.

Staff roles for the intervention program are as follows:

- A. Superintendent/principal and selected staff will meet as needed for the purpose of identifying any student(s) who may be in need of assistance. Such staff shall be sensitive to identifying symptoms of substance abuse.

Suspected student(s) shall be referred to the staff members who have exhibited a strong interest in attending to the needs of such students and who have received specialized training in substance abuse dependency.

- B. Parents will be involved before any action is taken.

C. Students returning to school from a community inpatient or outpatient treatment program will be given aftercare support. Such students will receive support from "natural helpers" so that they may develop a strong sense of bond with other students and the school. Primary aftercare responsibility for students returning from a community treatment program rests with the student, parent and community treatment program personnel. School staff, the student, parent(s) and community treatment personnel will work cooperatively to facilitate the aftercare plan.

CORRECTIVE ACTION

If a student appears at school or at a school-sponsored function demonstrating behavior which indicates that he/she may be under the influence of a addictive substances and/or admits to the superintendent/principal that he/she is under the influence of a addictive substances, the school will take the following action:

- A. The parents will be notified to arrange for appropriate treatment.
- B. If the student's illegal use of addictive substances is confirmed, the superintendent/principal may request the assistance of a law enforcement official in investigating the source of the addictive substance.
- C. Appropriate school disciplinary action will be taken.

If school authorities find a student in possession of addictive substances at school, the addictive substances will be confiscated and turned over to law enforcement officials for investigation and disposal. Appropriate school disciplinary action will be taken by the superintendent/principal regardless of law enforcement action.

If the superintendent/principal receives information concerning sales and use of addictive substances outside of school, the information will be reported to law enforcement officials for their investigation.

Implementation Date: 28 November 2000
Grapeview School District

Physical Education and Health Class

The board recognizes that a healthy school environment helps prepare the students for post-secondary education, careers, and successful futures. Additionally, Physical Education and Health Instruction are mandated in Washington state. The board is committed to providing students with quality physical education and health classes.

Physical Education and Health Program

The district's K-12 physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not be limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. Physical education class is not to be used or withheld as punishment for any reason.

The district will ensure that the following requirements are met:

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

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

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

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

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.

- All schools will have certificated physical education teachers providing instruction.
- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality health and physical education consistent with state standards.
- All physical education teachers will be encouraged to participate in professional development in physical education at least once a year.

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
 2410 - High School Graduation Requirements
 3422 - Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest
 6700 Nutrition

Legal References:

RCW 28A.230.040 Physical Education - Grades 1-8
 RCW 28A.230.050 Physical Education in High Schools
 RCW 28A.230.055 Physical Education Programs – Annual Review
 RCW 28A.230.095 Essential academic learning requirements and assessments - Verification reports
 WAC 180-51-068 State subject and credit requirements for high school graduation - Students entering the ninth grade on or after July 1, 2015
 WAC 392-410-135 Physical Education - Grade school and high school requirement
 WAC 392-410-136 Physical Education Requirement-Excuse

Management Resources:

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

Adoption Date: 23 July 2024
 Classification: **Encouraged**
 Revised Dates:

2125 HEALTH, FAMILY LIFE AND SEX EDUCATION

Health, family life, sex education and human sexuality including information about parts of the body, the study of the anatomy and the physiology of human reproduction, and characteristics or qualities that distinguish between male and female may be included in the instructional program as appropriate to the grade level and course of study. Interested parents and community groups shall be encouraged to become involved in the planning, development, evaluation and revision of any instruction in sex education and human sexuality offered as a part of the school program. Parents may ask to review the materials to be used and may, in writing, request that their child be excluded from sex education and human sexuality classes.

The superintendent/principal shall distribute forms to parents who wish to exercise this right. Students who are excused shall be provided alternative educational opportunities.

Cross Reference:

Policy 2020	Curriculum Development and Adoption of Instructional Materials
Policy 2126	AIDS Prevention Education

Legal References:

WAC 180-50-140	Sex Education
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Adoption Date: 28 November 2000
Grapeview School District

2126 AIDS PREVENTION EDUCATION

The life-threatening dangers of acquired immunodeficiency syndrome (AIDS) and its prevention shall be taught in the district. AIDS prevention education shall be limited to the discussion of the life-threatening dangers of the disease, its spread, and prevention. Students shall receive such education at least once each school year beginning no later than the fifth grade.

The AIDS prevention education program shall be developed in consultation with teachers, administrators, parents, and other community members including, but not limited to, persons from medical, public health, and mental health organizations and agencies. The curricula and materials used in the AIDS education program may be the model curricula and resources available through SPI or, if developed by the school district, be approved for medical accuracy by the office on AIDS. District-developed curricula shall be submitted to the office on AIDS accompanied by an affidavit of medical accuracy stating that the material in the district-developed curricula has been compared to the model curricula for medical accuracy and that in the opinion of the district the district-developed materials are medically accurate. Upon submission of the affidavit and curricula, the district may use these materials until the approval procedure to be conducted by the office of AIDS has been completed.

At least one month before teaching AIDS prevention education in any classroom the district will conduct, during convenient hours for the parents and guardians of students, at least one presentation concerning the curricula and materials that will be used for such education. The parents and guardians shall be notified of the presentation. The curricula and materials shall be available for inspection. No student may be required to participate in AIDS prevention education if the student's parent or guardian, having attended one of the district presentations, objects in writing to participation.

The curriculum for AIDS prevention education shall be designed to teach students which behaviors place a person dangerously at risk of infection by the human immunodeficiency virus (HIV) and methods to avoid such risk including, at least:

- the dangers of drug abuse, especially that involving the use of hypodermic needles; and
- the dangers of sexual intercourse, with or without condoms.

The program of AIDS prevention education shall stress the life-threatening dangers of contracting AIDS and shall stress that abstinence from sexual activity is the only certain means for the prevention of the spread or contraction of the AIDS virus through sexual contact. The instruction shall also stress that condoms and other artificial means of birth control are not a certain means of preventing the spread of the AIDS virus; and, reliance on condoms puts an individual at risk for exposure to the disease.

Cross References:

Policy 2125	Health, Family Life and Sex Education
Policy 3414	Infectious Diseases

Legal References:

RCW 28A.230.070	AIDS Education in public schools
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Adoption Date: 28 November 2000
Grapeview School District

2130 CHARACTER DEVELOPMENT

As part of its mission the board is committed to the development of the fundamental principles of honesty, honor, industry and economy. To this end the school and its staff will practice and teach morality, altruism, diligence and a respect for human dignity. The educational philosophy and practices of the school shall go beyond knowledge of character and/or moral development; it shall also involve prizing what is good and doing what is good.

The superintendent/principal shall convey clear expectations for teachers regarding their roles regarding character and/or moral development.

Legal References:

RCW 28A.230.020 Fundamentals in conduct

Adoption Date: 28 November 2000
Grapeview School District

2130P CHARACTER DEVELOPMENT PROCEDURES

Moral and/or character development occurs both affectively and cognitively. For purposes of providing a focus for a school that strives to enhance character development, the following attributes of a morally mature person as defined by the ASCD Panel on Moral Education are offered as targets for a school that wishes to facilitate a program of character development:

The morally mature person habitually:

- A. Respects human dignity, which includes
 - 1. showing regard for the worth and rights of all persons,
 - 2. avoiding deception and dishonesty,
 - 3. promoting human equality,
 - 4. respecting freedom of conscience,
 - 5. working with people of different views, and
 - 6. refraining from prejudiced actions.
- B. Cares about the welfare of others, which includes
 - 1. recognizing interdependence among people,
 - 2. caring for one's country,
 - 3. seeking social justice,
 - 4. taking pleasure in helping others, and
 - 5. working to help others reach moral maturity.
- C. Integrates individual interests and social responsibilities, which includes
 - 1. becoming involved in community life,
 - 2. doing a fair share of community work,
 - 3. displaying self-regarding and other-regarding moral virtues--self-control, diligence, fairness, kindness, honesty, civility--in every day life,
 - 4. fulfilling commitments, and
 - 5. developing self-esteem through relationships with others.
- D. Demonstrates integrity, which includes
 - 1. practicing diligence,
 - 2. taking stands for moral principles,

3. displaying moral courage,
 4. knowing when to compromise and when to confront, and
 5. accepting responsibility for one's choices.
- E. Reflects on moral choices, which includes
1. recognizing the moral issues involved in a situation,
 2. applying moral principles when making moral judgements,
 3. thinking about the consequences of decisions, and
 4. seeking to be informed about important moral issues in society and the world.
- F. Seeks peaceful resolution of conflict, which includes
1. striving for the fair resolution of personal and social conflicts,
 2. avoiding physical and verbal aggression,
 3. listening carefully to others, and
 4. encouraging others to communicate.

Implementation Date: 28 November 2000
Grapeview School District

2133 DIVERSITY-MULTICULTURAL EDUCATION

The Board recognizes the cultural diversity of students, staff, parents and community members of our school district and acknowledges the educational importance of valuing the diversity of all people in our pluralistic society. Diversity includes but is not limited to: race, religion, gender, culture, age, physically challenged and all other perceived differences.

The Board recognizes that diversity-multicultural education is an interdisciplinary process to be integrated into the total school program rather than a single, one-time event or series of activities.

To this end the Board is committed and supportive of the following:

- A. The inherent dignity and the equal and inalienable rights of all students and staff.
- B. The right to and responsibility for an educational environment which extends equal rights to all without discrimination through its policies and practices.
- C. Universal respect for and observance of these rights to ensure that all students are provided a school and classroom environment in which they are free to learn, encouraged to accept and respect themselves and to treat others with dignity and respect.
- D. An education of superior quality for all students that includes greater appreciation of and respect for human individuality and cultural differences and similarities which contribute to our democratic nation as a whole, and more particularly the cultural contributions that make up our community.
- E. Training in diversity-multicultural education issues for all persons participating in school sponsored activities.

The superintendent/principal is directed to integrate the purposes and aims of diversity-multicultural education into all aspects of the school program.

Adoption Date: 28 November 2000
Grapeview School District

2140 GUIDANCE AND COUNSELING

The district recognizes that guidance and counseling is an important part of the total program of instruction and should be provided in accordance with state laws and regulations, district policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

- A. provide staff with meaningful information which can be utilized to improve the educational services offered to individual students.
- B. refer students with special needs to appropriate specialists and agencies.
- C. aid students in identifying options and making choices about their educational program.
- D. assist teachers and administrators in identifying the academic, social and emotional needs of students.
- E. provide for a follow-up of students who further their education and/or move into the world of work.
- F. solicit feedback from students, staff and parents for purposes of program improvement.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to sex including reasonable efforts encouraging students to consider and explore "nontraditional" occupations for men and women.

Because the entire staff, as well as the students, can benefit from and contribute toward the prevention of adolescent suicide, the board directs the superintendent to develop and implement a comprehensive suicide awareness and prevention program. The program that is developed should help the school staff, parents and students to:

- A. understand the developmental stages of adolescence and the causes of suicide;
- B. recognize the early warning sign of suicide;
- C. learn how to help in a suicidal crisis;
- D. identify community resources and procedures that can help a suicidal person;
- E. address the repercussions of such a tragedy.

In incidents of potential self-destructive behavior the student's parents or guardian shall be notified immediately, and their cooperation shall be sought for immediate intervention. If the parent or guardian is unwilling to cooperate, the superintendent/principal shall contact appropriate agencies to request intervention on the student's behalf. In cases of child abuse or neglect school staff are required to contact child protective services.

The board directs the superintendent/principal to work with the staff, community and appropriate agencies to develop, implement and regularly evaluate this program.

Legal References:

RCW 28A.640.020	Regulating guidelines to eliminate discrimination--Scope
WAC 392-190-015	Counseling and guidance--Duty of certificated & classroom

Management Resources

PNA 9912.04	Suicide prevention provisions reintroduced
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Adoption Date: 28 November 2000
Grapeview School District

2140P GUIDANCE AND COUNSELING (SUICIDE AWARENESS AND PREVENTION) PROCEDURES

Suicide Awareness and Prevention:

Staff members shall be made aware of their responsibilities in the event of a potential or imminent suicide incident. Staff are expected to follow the procedures as specified. Three steps are vital in a suicide prevention program:

- A. ensuring the short-term physical safety of the student;
- B. communicating with appropriate school personnel, parents/guardians and local support personnel and establishing an interim plan of action; and,
- C. referring to appropriate professional or agency and implementing a long-term plan of action.

The following procedures are intended to serve these purposes.

POTENTIAL SUICIDE--NO PHYSICAL EVIDENCE

Any staff member who receives or discovers information about a potential suicide (notes, threats, conversations, etc.) will immediately notify the principal.

Suicidal Ideation (Verbal threat or communication of possible suicidal intent--Having thoughts of killing oneself).

- A. Any suggestion, demonstration, or communication of an intention to commit suicide must be taken seriously.
- B. Such behavior shall be reported to the superintendent/principal who will convene an intervention team. The situation will be evaluated by this team through contacts with the student, parents, and other staff.
- C. The school board shall be apprised of the situation and of the plan for monitoring the student's behavior.
- D. Confidentiality is not applicable when the student threatens himself (or others). In such circumstances no matter what guarantees of privacy have been given the student, the information must be discussed with the appropriate staff. Parents or guardians shall be notified. Referral to an outside agency or private professional shall be made in cooperation with the parents. If it is determined that the student is seriously in need of professional intervention, and the parent refuses to cooperate, appropriate agencies shall be contacted by the school administration to intervene on the student's behalf.
- E. The superintendent/principal shall monitor the student's functioning in school until a positive adjustment is evident.

PHYSICAL EVIDENCE OF ATTEMPTED SUICIDE

Any staff member, who discovers or is informed of physical evidence relating to an attempted suicide (drug overdose, self-mutilation, etc.), will take the student to the health center; inform the nurse or designee, leave the student in care of the nurse or designee; and immediately inform the principal.

ACTUAL ATTEMPT OF SUICIDE

The following actions shall be taken:

- A. Contact the medics if there is any question that a life-threatening situation is involved.

- B. Assign a staff member to remain with the person at all times.
- C. Clear the area to minimize chaos and misunderstanding and to provide working room.
- D. Notify the superintendent/principal.
- E. Contact the parent or guardian and advise them of the situation and what actions are being taken.
- F. Accompany the student to the hospital, if such action is necessary.
- G. Notify appropriate staff members for consultation during the crisis. Following the crisis staff will:
 - 1. contact the parents for follow-up
 - 2. contact other professionals involved in the case for educational planning and follow-up services
- H. Readmit the student upon the recommendation of the student's medical advisor. Homebound instruction may be used on an interim basis.

ACTUAL SUICIDE

In the event of an actual suicide, the school must exercise care to avoid contagion and to help deal with the grieving, guilt and shock of students and staff. The superintendent/principal shall be contacted immediately. The police department also must be notified.

The superintendent/principal's office will respond to all requests for information. Follow up actions to be taken are as follows:

- A. Prior to the next school day, the principal will assemble the faculty and provide accurate information and plans for the day.
- B. The superintendent/principal, principal and psychologist or other relevant staff will need to determine steps to take to deal with the current school situation and plan for and deal with problems which may arise.
- C. Students will meet in order to receive all the facts.
 - 1. They should be encouraged to discuss their shock, feelings of loss, good and bad memories of the person, and to participate in discussion of depression, death, and suicide.
 - 2. Particular attention should be directed to students who had a close relationship to the victim.

Implementation Date: 28 November 2000
Grapeview School District

Suicide Prevention

The Grapeview Board of Directors recognizes that suicide is a leading cause of death among youth and that suicidal indicators such as substance abuse and violence are complex issues that should be taken seriously. While district staff may recognize potentially suicidal youth and the district can make an initial risk assessment, the district cannot provide in-depth mental health counseling.

Instead, the board directs district staff to refer students who exhibit suicidal behaviors to an appropriate service for further assessment and counseling.

District staff who have knowledge of a suicide threat must take the proper steps to support the student and to report this information to the building principal or designee who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

Cross References: 3211 - Gender-Inclusive Schools
 3207 - Prohibition of Harassment, Intimidation, and Bullying
 2140 - Guidance and Counseling

Legal References: RCW 28A.410.226 Washington professional educator standards board — Training program on youth suicide screening — Certificates for school nurses, social workers, psychologists, and counselors — Adoption of standards.
 RCW 28A.410.043 School Counselor Certification
 RCW 28A.320.1271 Model school district plan for recognition, initial screening, and response to emotional or behavioral distress in students.
 RCW 28A.320.127 Plan for recognition, screening, and response to emotional or behavioral distress in students.

Management Resources: 2016 - July Issue
 2014 - December Issue
 2011 - April Issue

Adoption Date: 26 October 2021
Classification: **Encouraged**
Revised Dates:

2150 CO-CURRICULAR PROGRAM

The Board recognizes that the goals and objectives of the district can best be achieved by providing a broad, offering of purposeful learning experiences which enhance the approved curriculum of the district but are more appropriately conducted outside of regular instructional time. For purposes of this policy, the district's co-curricular program includes those activities which are consistent with the district's objectives, but are not usually offered for academic credit. Such activities shall be available to all students who voluntarily choose to participate.

The co-curricular program is comprised of approved curriculum-related activities including, but not limited to, associated student body activities, interscholastic athletics, intramural athletics, student publications, music groups, dramatic productions, foreign language clubs, school service organizations and other Board-approved activities.

The Board shall approve all activities that are to be included within the ASB program. The principal is authorized to approve curriculum related activities, ensure that school facilities are available for use and designate staff members to support and supervise approved groups or activities.

The criteria for approval of curriculum-related activities are that:

- A. The subject matter, purposes and objectives of the group or activity is actually taught, or will soon be taught, in a regularly offered course, or concerns the body of courses offered at the school as a whole;
- B. The participating students shall be currently enrolled in a related course or program or possess the entry level knowledge and /or skills to successfully participate in the activity;
- C. The group shall be supervised by a qualified staff member;
- D. The cost of the activity must not be prohibitive to students or the district;
- E. The activity must comply with Title IX requirements;
- F. All activity must take place on school premises unless approved in advance by the school principal;
and
- G. The activity must not be secretive in nature.

The Superintendent/principal shall be responsible for development of appropriate procedures for proper planning, funding, approval and implementation of all activities offered within the above guidelines.

The principal shall be responsible for administering the co-curricular program in the school. An opportunity will be made available in each school for students, including those with handicapping conditions, to participate in some aspect of the program. A survey shall be conducted at least once every three (3) years to assure that the recreational and athletic activities programs accurately respond to the needs and interests of both male and female students.

The district shall evaluate its intramural and interscholastic program at least once each year to ensure that equal opportunities are available to both male and female students for participation in Interscholastic and/or intramural programs.

Cross References:

Policy 2151

Interscholastic Activities

Legal References:

RCW 28A.600.200	Interschool athletic and other extra-curricular activities for students, regulation of--Delegation, conditions
RCW 28A.640.020	Regulations, guidelines to eliminate discrimination--Scope
WAC 392-138-010	Definitions
WAC 392-138-030 (2a)	Powers--Authority and policy of board of directors
WAC 392-190-030	General--Recreational and athletic activities--Equal opportunity factors considered
WAC 392-190-040	Recreational and athletic activities--student interest--Required survey instrument
20 USC 4071 to 4074	Equal Access Act

Adoption Date: 12-20-91
Grapeview School District

2150P CO-CURRICULAR PROGRAM PROCEDURES

The co-curricular program as defined consists of:

- A. activities that are curriculum-related and have been approved as part of the associated student body program; and
- B. curriculum-related activities that are not part of the associated student body program and which satisfy the conditions and criteria established in policy #2150.

Activities which operate as an approved associated student body program must have met all conditions as specified in the ASB Constitution and must be curriculum related. The school principal shall be responsible for assigning a staff member(s) to supervise all such approved programs.

When an activity does not satisfy the ASB program conditions or ASB status would not be necessary or beneficial, interested students and a proposed staff member-sponsor may seek approval and recognition as a curriculum-related activity from the school principal. Each approved group shall operate under the guidelines set forth by the principal, including, but not limited to, objectives, membership, supervision, proposed activities, and funding.

In order to be curriculum related an activity must meet at least one of the following criteria:

- A. The subject matter of the activity is actually taught or will soon be taught in a regularly offered course;
- B. The subject matter of the activity concerns the body of courses as a whole;
- C. Participation in the activity is requiring for a particular course; or
- D. Participation in the activity results in academic credit.

Recognized curriculum-related groups shall have use of school facilities and equipment under terms set forth by the school principal. Groups that are not recognized as a part of the co-curricular program may apply for use of school facilities under conditions set forth in Policy #4330, Use of School Facilities.

Implementation Date: 28 November 2000
Grapeview School District

2151 INTERSCHOLASTIC ACTIVITIES

The board recognizes the value of a program of interscholastic activities as an integral part of the total school experience to all students of the district and to the community. The program of interscholastic activities shall include all activities relating to competitive sport contests, games or events, or exhibitions involving individual students or teams of students of this district when such events occur between separate schools within this district or with any schools outside this district. The board expects that:

- A. All interscholastic activities and events shall be in compliance with the rules and regulations of the Washington Interscholastic Activities Association (WIAA). The schools of the district shall not participate in any out-of-season athletics that are not sanctioned by the WIAA. The district shall not be responsible or liable for non-school-sponsored programs or for programs that are organized, promoted or participated in by staff members without school approval. The district shall not be responsible for or control and incur liability for summer and/or out-of-season activities unless specifically sponsored by the school district. The superintendent/principal shall establish rules defining the circumstances under which school facilities may be used and under which announcements of summer sports leagues and/or clinics may be channeled to students.
- B. An athletic coach must be properly trained and qualified for an assignment as described in the coach's job description.
- C. A syllabus which outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach. A coach must secure permission in advance if he/she wishes to deviate from the syllabus.
- D. In-service training opportunities will be afforded each coach so that he/she is trained to attend to the health care needs of participants. Prior to a sports season, the coach will prepare a plan for handling medical emergencies at practice sessions and games (home and away).
- E. Participants will be issued equipment that has been properly maintained and fitted.
- F. All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the district, shall be inspected on a regular basis.
- G. Nonprescribed medications, including such items as analgesic balms, vitamins and salt tablets, must be approved by the superintendent/principal before they may be available for use by coaches and/or athletic trainers. After athletic training medications have been approved, the coach and/or trainer must secure authorization from the parent and the student's doctor before the medications may be used during the athletic season. If such release is not on file, the nonprescribed medications may not be used. This provision does not preclude the coach and/or trainer from using approved first aid items.
- H. The board recognizes that certain risks are associated with participation in interscholastic sports. While the district will strive to prevent injuries and accidents to students, each participant and his/her parent(s) or guardian(s) will be required to sign a statement which indicates that the parent(s) and the student acknowledge the risks of injuries resulting from such participation and give assurance that the student will follow the instructions of the coach.
- I. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A written report shall be completed when a student is injured while participating in a school-supervised activity. A participant shall be free of injury and shall have fully recovered from illness before participating in any activity.
- J. Each student participating in interscholastic athletic activities is required to have or obtain medical insurance for expenses incurred as a result of injuries sustained while participating in the

extracurricular activity. Students shall provide evidence of coverage with a minimum limit of \$25,000 in medical expenses or shall obtain such coverage through the insurance plan offered to all students participating in activities in the district. No student will be denied the ability to participate solely because the student's family, by reason of low income, is unable to pay the entire amount of the premium for such insurance. The superintendent/principal or his or her designee may approve partial or full waiver of premiums to permit all students to obtain the required medical insurance.

The superintendent/principal shall annually prepare, approve and present to the board for its consideration a program of interscholastic activities for the school year. The superintendent/principal shall prepare rules for the conduct of student activities including, but not limited to, use of alcoholic beverages; use of tobacco; use or possession of illegal chemical substances or opiates not prescribed by a physician; physical appearance; curfew; unsportsmanlike conduct; absence from practice; gambling; or any infraction of civil law. Rules and disciplinary actions related to rule violations shall be distributed to each participant and his/her parents prior to the beginning of an interscholastic activity season.

Cross References:

Policy 2121	Substance Abuse Program
Policy 3413	Student Immunization
Policy 3414	Infectious Diseases
Policy 3416	Medication at School
Policy 3431	Emergency Treatment
Policy 4330	Use of School Facilities
Policy 6510	Safety
Policy 6512	Infection Control Program

WIAA Handbook

Legal References:

RCW 28A.400.350	Liability, life, health, health care, accident, disability, and salary insurance authorized--Premiums
RCW 28A.600.200	Interscholastic athletic and other extra-curricular activities for students, regulation of--Delegation, conditions
RCW 69.41.330	Public Warnings -- School districts
RCW 69.41.340	Student athletics

Adoption Date: 25 February 2003
Grapeview School District

2151P INTERSCHOLASTIC ATHLETICS PROCEDURES

COACH'S DUTIES

In accordance with district policy and the coach's job description, the coach has the duty to:

Instruct Participants

The coach should employ the latest methods or proper instruction using sound progression in presenting motor skills. If an injury occurs while using an improper instructional method, negligence may be present.

Warn Participants

The coach should inform all athletes and their parents of the inherent risks involved in participation in the particular sport, including the very small risk of infection with a blood-borne pathogen. The coach must describe, using a variety of methods, the catastrophic and common non-catastrophic injuries unique to the sport.

Supervise Participants

The daily plan should show how the coach plans to conduct general supervision of the sport, and how he/she will supervise specific drills and other components of the daily practice. Adequacy of supervision should be reviewed in terms of quality and quantity. Factors to consider include but are not limited to: the age of the students, the size of the students, the equipment involved, the maturity level of the students, the first aid equipment and training available, the appropriate certification of supervisors where required, and the safety training of the personnel involved.

Provide Safe Equipment And Facilities

Equipment should be properly fitted and maintained. Athletes should be instructed on how to conduct a daily inspection. Facilities should be free of hazards and inspected regularly.

Maintain Records Of Injuries

A report should be completed for each accident. Injury reports should be maintained for a period of five years after the student's 21st birthday.

Evaluate Fitness Of Participants

The coach has a duty to evaluate the physical fitness, the medical condition, and the skill level of athletes. Failure to evaluate and maintain records of those evaluations may be cause for negligence should an injury occur involving fatigue or lack of skill.

Provide Equal Protection And Due Process

While participation in co-curricular activities is a privilege, a participant who allegedly violates the conduct code must be afforded the opportunity of a fair hearing.

Transport Athletes Safely

A coach has a duty to see that athletes are safely transported to and from contests.

Group Participants

The coach has the duty to employ a recognized system of grouping for participants in a particular sport that will avoid unequal and unsafe participation, based upon skill level, age, maturity, sex, size and experience.

Foresee Danger

A coach should be able to reasonably anticipate foreseeable dangers that may occur if the activity is continued in a facility, or with equipment, or in a situation, and take precautions protecting the children in his/her custody from such dangers.

Protect From Loss

A participant is required to present evidence that he/she is covered by an accident policy. A blanket catastrophic ("no fault") insurance provides coverage for serious injuries.

The duties listed above are not meant to be comprehensive. In carrying out the duties of the assignment a staff member is expected to act as a reasonable professional would have acted under similar circumstances. A staff member who supervises a sports activity is expected to know the intricacies of the activity that he/she is leading.

SUMMER SPORTS ACTIVITIES/CLINICS

Rules governing out-of-school and/or out-of-season student sports participation are as follows:

A. A practice is defined as a teaching phase of a sport to any present, past or future squad member while a student in grade 7-12 during the school year or during the summer. The school may not sponsor, promote or direct activities which resemble out-of-season practices or contests during the school year or summer.

A school staff member who sponsors, promotes or directs such activities during the summer vacation shall clearly indicate that he/she is operating independent of the school district. As such, the school district shall be free of liability associated with the activity.

B. Students shall be advised that participation in a commercial summer camp or clinic or other similar type of activity shall not begin until the conclusion of the final WIAA state tournament of the school year. Participants in a fall school sports program may not attend any summer camp/clinic in that sport after August 1 until the first fall sports turnout. The school will announce by school bulletin that summer sports camp/clinic is neither endorsed nor sponsored by the district.

C. A coach (contracted or volunteer) may not sponsor, promote, coach or direct activities which resemble out-of-season practices or contests in the sport they coach to any of their squad members or future squad members (grades 7-12) until after the school year's final WIAA state tournament.

D. The use of the school bulletin board, public address system or school newspaper for promotional purposes to announce sports clinics/camps shall fall within the same guidelines as applied to other commercial endeavors.

E. School facilities to be used for summer activity and/or sports camps may be rented consistent with the rates, rules and regulations applicable for other commercial uses.

A user shall hold the district free and without harm from any loss or damage, liability or expense that may arise during or be caused in any way such use of school facilities. Authorization for use of school facilities shall not be considered as endorsement of or approval of the activity group or organization nor for the purposes it represents.

ATHLETIC CODE

The opportunity to participate in the interscholastic athletic program is a privilege granted to all students of the district. Participants in this voluntary program are expected to conform to specific conduct standards established by the principals and athletic coaches.

A student who is found by a certificated staff member of the student's school to be in violation of any rules is subject to removal from the team. Provision is made for a student who has allegedly violated one or more of the conduct rules to appeal a disciplinary action as specified in this code.

The following rules shall be applicable for a sports season:

Use And/Or Possession Of Alcoholic Beverages, Tobacco

An athlete who is found to be in possession of alcohol or tobacco products may be removed from the

athletic team for three weeks (first offense). If the student violates the rule twice during the sports season, he/she will be dropped from the team for the season.

Use And/Or Possession Of Illegal Chemical Substances Or Opiates

An athlete who is found to be in possession of one or more of the above will be removed from the team for the balance of the sports season.

Physical Appearance

An athlete shall maintain the dress and grooming standards of the team. First offense: verbal warning. Repeated offenses: removal from the activity for five (5) school days.

Unsportsmanlike Conduct

An athlete shall exhibit appropriate conduct in practices and/or contests. First offense: verbal warning. Repeated offense: removal from activity for five (5) school days.

Attendance At School

An athlete shall attend school for at least one half day on the day of an athletic contest. Penalty: If an athlete receives an unexcused absence for any portion of the day, the athlete shall be ineligible to participate in contest on that day. If excused, the athlete may participate if he/she was in attendance for one half day or more.

Absence From Practice

An athlete is expected to be in attendance at all team practices unless excused for illness or by prior approval. Penalty: ineligible to participate in next contest.

Violation Of Law On School Grounds

When a student is found guilty of an offense committed while on school grounds or at a school activity, the corrective action will depend upon the nature of the violation.

Repeated Offenses

If a student repeatedly violates one of the above rules, he/she may be removed from the team for the remainder of the sports season.

APPEAL PROCESS FOR DISCIPLINARY ACTION

When infractions occur within the athletic program, the following process may be followed:

- A. Upon the imposition of penalty for infraction(s) of said rules or regulations, any aggrieved student and parents of said student shall have the right to an informal conference with the superintendent/principal to request that they refrain from enforcing the decision of the coach or ask the coach to reconsider. If the students and parents do not make a written request for this informal conference within five (5) school days of the action grieved, they will have waived their right to the conference and appeal procedure. The informal conference is to be held within three (3) school days of the request.
- B. If the parties are unable to agree at the informal conference, the aggrieved party may appeal to the building eligibility committee. The building eligibility committee consists of the activities director and three student peers and three building staff members named by the superintendent/principal. The building eligibility committee must meet within three (3) school days of the appeals request. The aggrieved party and the coach(es) shall be available as a resource.
- C. The Building Eligibility Committee will hear the case in detail and will render a decision within three (3) school days after hearing the case.
- D. The aggrieved party may appeal to the superintendent of schools within three (3) school days of the appeals decision. The superintendent of schools, after hearing the case in detail, shall render a decision within ten (10) school days of the hearing.

- F. The aggrieved party may appeal the superintendent/principal's decision to the board of directors within three (3) school days. The board of directors, after hearing the case in detail, shall render a decision on the case within ten (10) school days of the hearing. This decision shall be final.

Implementation Date: 17 April 2003
Grapeview School District

2153 NONCURRICULUM-RELATED STUDENT GROUPS

Pursuant to the Equal Access Act, the board authorizes noncurriculum-related student groups to meet before or after school, subject to the approval of the principal. Such approval shall be granted provided that activities of the group are not disruptive to school operations and the members of the group comply with the rules established by the superintendent/principal. The board authorizes the superintendent/principal to develop administrative procedures to create or maintain this "limited open forum."

The principal shall approve the noncurriculum-related student meeting or activity provided that:

1. The meeting shall be voluntary and initiated by students.
2. The school or its staff shall not be a sponsor of the group.
3. The meeting shall not materially and substantially interfere with the orderly operation of the school.
4. Students shall be responsible for the direction, control and conduct of the meeting. Guests must be registered and must not be regular participants.
5. The use of school funds for other than incidental and/or monitoring costs shall not be permitted.
6. A staff member shall not be compelled to attend when the meeting is contrary to his/her belief.
7. The constitutional rights of all persons shall be respected.

The principal shall be responsible for the assignment of a room and for the approval and/or assignment of a staff member to monitor the meeting.

Cross References:

Policy 2150 Co-curricular Program

Legal References:

WSC 0111.00 Washington Constitution Art. I, Sec. 11
WSC 0904.00 Washington Constitution Art. IX, Sec. 4

20 USC 4071 to 4074 Equal Access Act

Adoption Date: 28 November 2000
Grapeview School District

2153P NONCURRICULUM-RELATED STUDENT GROUPS PROCEDURES

A group of students who wish to conduct a meeting on school premises during noninstructional time shall submit a request to the school principal at least five school-business days prior to the desired meeting date. The principal will grant or deny the request at least two school-business days prior to the scheduled date.

The application shall provide:

1. The name of each student who is making the request,
2. The name of the monitor of the proposed group (if any),
3. A description of the proposed meeting along with its stated purpose,
4. The name(s) and affiliations of non-students (if any) who will be invited,
5. Statements that:
 - a. Students shall be voluntarily attending the meeting,
 - b. Any non-students shall not be directing, conducting, controlling or regularly attending future meetings and/or activities,
5. The time and frequency of meetings for the proposed group.

Implementation Date: 28 November 2000
Grapeview School District

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

Mediation or Resolution Agreements

Commencement Exercises/Certificate of Attendance

The district superintendent will develop and maintain special education procedures necessary to implement this policy. This policy and the procedures will be available to the public.

Cross References:

- 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 2163 - Response to Intervention
- 2410 - High School Graduation Requirements
- 3231 - Student Records
- 3241 - Student Discipline
- 3246 - Restraint, Isolation, and Other Uses of Reasonable Force
- 4217 - Effective Communication

Legal References: Chapter 28A.155 RCW Special education
RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 — Procedures — Definitions.
RCW 28A.600.486 District policy on the use of isolation and restraint — Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.
RCW 28A.605.020 Parents' Access to Classroom or School Sponsored Activities — Limitation
Chapter 49.60 RCW Discrimination — Human rights commission
Chapter 392-172A, WAC Rules for the provision of special education
29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794
20 U.S.C. 1400 et seq. Individuals with Disabilities Education Act of 2004
42 U.S.C. 12131-12133 Americans with Disabilities Act of 1990
28 CFR Part 35 Nondiscrimination on the Basis of Disability in State and Local Government Services
34 CFR Part 99 Family Education Rights and Privacy Act (FERPA)
34 CFR Part 104 Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance
34 CFR Part 300 Assistance to States for the Education of Children With Disabilities
34 CFR Part 303 Early Intervention Program for Infants and Toddlers with Disabilities

Management
Resources: 2021 – December Issue
2016 - March Issue
2014 - June Issue
2009 - October Issue
Policy News, December 2007 Updated Special Education Policy and Procedure
Policy News, June 2007 Graduation Ceremonies for Special Education Students
Policy News, December 1999 Rule Adoption Leads to Special Education Policy

Adoption Date: 28 November 2000
Classification: **Essential**
Revised Dates: **04.15; 02.17; 02.22**

Procedure - Special Education and Related Services for Eligible Students

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

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

Free Appropriate Public Education (FAPE)

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

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

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

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

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

Students Covered by Public or Private Insurance

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

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

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

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

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

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

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

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

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

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

The director of special education or his/her designee is responsible for providing the required notices and requests for consent to parents under this section.

Parent Participation in Meetings

The district encourages parental involvement and sharing of information between district and parents to support the provision of appropriate services to its students. As used in these procedures, the term "parent" includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents, and adult students.

Parents (and as appropriate, students) will be provided the opportunity to participate in any meetings with respect to the identification, evaluation, educational placement, and provision of a FAPE, including IEP team meetings, school discipline, and truancy meetings.

When a meeting is scheduled parents will be:

- A. Notified of the meeting early enough that they will have an opportunity to attend;
- B. Notified of the availability of interpretation and translation services at no cost to the parents;
- C. Notified of the purpose, time, and location of the meeting and who will be in attendance;
- D. The parent will be notified that the district or the parent may invite others who have knowledge or special expertise of the student; and
- E. The meetings will be scheduled at a mutually agreeable time and place.

The district will take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including but not limited to, arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English. The district will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student's family was provided.

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

This documentation will be kept in the student's special education file.

Special Education Case Managers, School Psychologists, and other designated Special Education Staff Members are responsible for these contacts and documents.

If the parent cannot attend a meeting but wishes to participate, the district will arrange for other means to participate. This can include individual or conference phone calls, video (i.e., Google Meet, Zoom), or other means of conferencing to be determined.

A meeting does not include informal or unscheduled conversations involving district personnel; conversations on issues such as teaching methodology, lesson plans, coordination of service provisions; or preparatory activities that district personnel engage in to develop a proposal or a response to a parent proposal to be discussed at a later meeting.

Identification and Referral (Child Find)

A. Identification

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

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

The district will consult with parents and representatives of private school students to ensure its Child Find activities are comparable in approved, nonprofit private schools located within district boundaries. These consultations will occur annually by telephone or email if a nonprofit private school is located within school district boundaries.

The district reaches students who may be eligible for special education services through: *(District adoption note: Include only those practices that are actually part of your child find program, but make sure the district has enough practices to assure that the district meets its obligation to reach all children including highly mobile children and children who may need special education even though they are advancing from grade to grade. If your district conducts other activities, describe and include those.)*

1. Notification to parents of child find activities in its annual registration process
2. Information regarding child find on the district's Web site;
3. Notifying and coordinating with the designated Part C lead agencies;
4. Early childhood screenings conducted by the district collaborative agreement district;
5. Coordination with other public and private agencies and practitioners;
6. Written information provided to district staff on referral procedures;
7. Training teachers and administrators on referral/evaluation/identification procedures; and
8. Review of student behavior, discipline, and absentee information and information gathered from district-wide assessment activities.

When district staff have concerns that a student may have a suspected disability which could result in eligibility for special education services, they will notify the principal, director of special education, educational programs and services coordinator, or their designee(s).

The district's special education designee through collaborative agreements conducts early childhood screenings for ages birth to four. These occur at intervals determined by those collaborating districts and agencies (i.e., Holly Ridge, Shelton School District are current collaborative agreement providers). When parents or others inquire about screenings, the caller will be referred to the

previously mentioned collaborative providers or the school district principal/director of special education.

The screening process involves the following:

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

B. Referral

A student, whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff, or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring that district staff understands the referral process and maintain the availability of the district's optional referral form. Referrals are required to be in writing unless the person referring is unable to write and/or communicate orally. A person who makes a referral orally must be provided with the optional district referral form in the requestor's native language and offered assistance in completing the referral with the support of a qualified interpreter when needed.

When a referral is made, the district must act within a 25 school-day timeline to decide about whether the student will receive an evaluation for eligibility for special education services.

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person will notify a certificated staff member. The special education department: (a) records the referral; (b) provides written notice of the referral to the parent, including the date the request was received; and (c) advises the educational programs and services team to collect and review district data and information provided by the parent to determine whether evaluation is warranted.

During the referral period educational programs and services and the special education department will collect and review existing information from all sources, including parents. Examples may include:

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

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

Recommendations regarding evaluation are forwarded to the special education department.

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

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

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

1. The student is a ward of the state and does not reside with a parent;
2. The parent cannot be located, or their rights have been terminated; or
3. Consent for an evaluation is given by an individual appointed to represent the student.

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

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

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

Evaluation and Reevaluation

A. Evaluation of Students moving from Part C to Part B and Participation in Transition Planning Conferences

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

appropriate services to the child.

1. The building principal, director of special education will serve as the point of contact with the family resource coordinator for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;
2. Within 25 school days following the transition planning conference, a determination whether or not to evaluate the student for Part B services will be made;
3. The district will follow the procedures for obtaining consent and conducting an initial evaluation, and provide prior written notice of the decision, if it determines that the student will be evaluated to determine eligibility for Part B services;

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

B. Evaluation Requirements

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

The evaluation must be an individual assessment designed to determine:

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

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

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

Specific areas to be included in the evaluation are determined by Special Education Teacher, School Psychologist, and other qualified professionals, as appropriate, as part of a review of existing data

concerning the student. The evaluation does not rely on one source or procedure as the sole criterion for determination and should include:

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

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

This review of existing data may be in the form of a meeting of IEP team members, or may be conducted without a meeting. It includes data provided by parents, data gathered in the general education classroom, or data from state and district level assessments. The data may provide information about the student's physical condition, social or cultural background, and adaptive behavior.

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

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

C. Specific Learning Disability (SLD)

(Choose the criteria the district will use for identifying students with SLD from one of the options below.)

1. The district uses a combination of severe discrepancy and a process based on a student's response to scientific, research-based intervention in determining the identification of students with a specific learning disability consistent with the District's RTI policy and procedures, numbers 2163 and 2163P. Grade levels and

content areas are described in the district's RTI general education procedure 2163 and 2163P.

Please see Policy 2163 and 2163P for specific information related to the school district Response to Intervention policy and practices.

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

1. A physical, mental, emotional, cultural or environmental factor or limited English proficiency; or
2. Inadequate instruction in reading or mathematics.

The district must act promptly on a referral. Anyone, including parents and teachers, can make a referral at any time. A student cannot be required to progress through all levels of intervention before being evaluated if evidence exists to suspect a disability.

D. Evaluation of Transfer Students

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

E. Eligibility

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

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency; and
2. Eligibility may be determined by documented professional judgment when:
 - a. Properly validated tests are unavailable; or
 - b. Corroborating evidence indicates that results were influenced due to measuring a disability.

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

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

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

1. The student is determined through a reevaluation to no longer be eligible for special education;
2. The student has met the district's high school graduation requirements;

3. The student has reached age 21. A special education student whose 21st birthday occurs after August 31, will continue to be eligible for special education and any necessary related services for the remainder of the school year; or
4. The student no longer receives special education services based upon a parent's written revocation of services.

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

Evaluation Report

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

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

1. Identify the disability that requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category;
4. Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;
5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days, and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Include the additional information required for the specific learning disability eligibility category;
8. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
9. Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions of the report will prepare a separate statement representing their own conclusion.
10. The special education teacher and/or case manager is responsible for notifying parents of the date, time, and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings.

G. Reevaluations

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

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

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

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

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

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

1. Whether the student continues to be eligible for special education and any necessary related services;
2. The present levels of performance and educational needs; and
3. Whether any additions or modifications to the student's program are needed. This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing.
4. If additional testing is needed:
 - a. The special education teacher and/or case manager will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;
 - b. If the parents do not return the signed consent form, the district will send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the district will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact, and other efforts to obtain consent;

- c. If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the reevaluation; and
- d. If the parents refuse to consent to the reevaluation, the evaluation group will notify the director of special education or their designee so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parents' refusal to consent.

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

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

This notice will occur within ten school days of the eligibility decision. The special education teacher and/or case manager is responsible for sending the notice.

H. Reevaluation and Graduation: Section is Not Applicable-School District is Non-High District

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

Independent Educational Evaluations (IEE)

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

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

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

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

regarding the student.

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

1. Licensed, credentialed, or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;
2. Knowledgeable and experienced in evaluating children with similar disabilities;
3. Geographically located within the state of Washington (districts may wish to specifically expand the criteria to include practitioners in other states/British Columbia); and
4. Available to the district at a maximum fee which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

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

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

Individualized Education Programs (IEP)

A. IEP Development

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

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

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the (*designate person*) will notify the parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

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

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

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

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

B. IEP Team

The IEP team includes:

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

The parent and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must

provide advance written input for their part of the IEP prior to the meeting. The district will obtain written permission for the excusal of the team member prior to the beginning of the meeting.

Existing team members may fill more than one of these roles if they meet the criteria for the role.

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

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

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

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

C. IEP Preparation and Content

IEP teams will consider the recommendations in the initial or most recent evaluation to develop the IEP. In developing each IEP, the team must consider:

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

6. Whether assistive technology devices or services are needed.

IEP content must include:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;
2. Measurable academic and functional annual goals for the student (including benchmarks or short-term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;
3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum, and be educated and participate with other special education students and non-disabled students, and participate in extracurricular and other nonacademic activities;
4. A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular, and non-academic activities;
5. A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s), why the particular alternative assessment is appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
6. The date for the beginning of services and the anticipated frequency, location, and duration of services and modifications;
7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals, and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the district issues progress reports or report cards, or other agreed times as identified in the IEP.
8. The projected beginning date for the special education and related services;
9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age-appropriate transition and assessments related to training, education, employment, and independent living skills where appropriate; the transition services (including courses of study) needed to assist the child in reaching those goals; and a description of how

the postsecondary goals and transition services align with the high school and beyond plan (HSBP);

10. Emergency response protocols, if determined necessary by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105;
11. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01031;
12. The procedures by which parents/guardians will be notified of the use of isolation or restraint or a restraint device on their student (*see Procedure 3246*). If a student is placed in an authorized entity under RCW 28A.155.060, the IEP will specify any additional procedures required to ensure the authorized entity fully complies with state restraint and isolation laws.
13. A statement regarding transfer of rights at the age of majority. The special education teacher and/or case manager will provide prior written notice to the student one year prior to student turning 18 years of age; and
14. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by (*insert date here*) to address the need for ESY. Factors for the team to consider when determining the need for ESY may include but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress, and emerging skills.

Use of isolation, restraint and restraint devices:

A. Definitions

1. **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
2. **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.
3. **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a student:
 - a. upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
 - b. upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;

- c. upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
 - d. after the student has threatened the physical safety of another and has history of one or more violent acts.
- 4. **Positive behavioral intervention:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
- 5. **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.
- 6. **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.

B. Practices presumed to be unreasonable when correcting or restraining any student under the age of 18:

Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:

- 1. throwing, kicking, burning, or cutting a child;
- 2. striking a child with a closed fist;
- 3. shaking a child under the age of three;
- 4. interfering with a child's breathing;
- 5. threatening a child with a deadly weapon; or
- 6. 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.

C. Conditions specific to use of isolation:

- 1. The isolation must be discontinued as soon as the likelihood of serious harm has dissipated;
- 2. The enclosure will be ventilated, lighted, and temperature controlled from inside or outside for purposes of human occupancy.

3. The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
4. An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
5. 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.
6. Any staff member or other adults using isolation must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques), and also trained by the district in isolation requirements, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

D. Conditions specific to use of restraint and restraint devices:

1. The use of restraint or a restraint device must be discontinued as soon as the likelihood of serious harm has dissipated;
2. The restraint or restraint device will not interfere with the student's breathing;
3. Any staff member or other adults using restraint or restraint devices must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques), and such restraint or restraint devices, or otherwise available in the case of an emergency unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.
4. In the case of a restraint device, either the student will be capable of releasing himself or herself from the restraint device or the student shall continuously remain within view of an adult responsible for supervising the student.

E. Prohibited practices involving restraint, use of force, and discipline:

The following practices are prohibited with students eligible for special education services:

1. District personnel are prohibited from using aversive interventions;
2. District personnel are prohibited from physically restraining or isolating a student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;
3. No student may be stimulated by contact with electric current, including, but not limited to, tasers;
4. A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid as a form of punishment;
5. 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);
6. A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;

7. A student must not be denied or subjected to an unreasonable delay in the provision of medication;
8. 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;
9. A student must not be forced to listen to noise or sound that the student finds painful;
10. A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;
11. 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;
12. A student's head must not be partially or wholly submerged in water or any other liquid;
13. A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object, except under the conditions set forth in WAC 392-172A.02110;
14. A student must not be subjected to the use of prone (lying face-down) and supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

F. Documentation and Reporting Requirements

Districts must follow the documentation and reporting requirements for any use of isolation, restraint, or a restraint device consistent with RCW 28A.600.485 and the parental notification requirement of RCW 28A.155.210. See Policy and Procedure 3246. The building principal, director of special education, or their designee is responsible for documenting all cases in which isolation, restraint, or a restraint device is used. The designee will:

1. Interview and document all parties involved in the action, including witnesses.
2. Contact the parent/guardians verbally to inform of the restraint, isolation, or restraint device use within 24 hours of the event.
3. Complete Use of Restraint/Restraint Device/Isolation Report and submit a copy to the Superintendent within 2 business days.
4. Complete and provide written documentation to the parent/guardian of the event within 5 business days.
5. Document the date and time the information was reviewed with parent/guardians and involved staff members, including any recommendations to address concerns.

Transfer Students

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

When a student who was identified as eligible for special education transfers from out of state into the district, the building principal and/or registrar will notify the special education department as soon as possible. The special education teacher and/or case manager will review the evaluation, eligibility documentation, and IEP to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, the district will follow the procedures described in the previous paragraph to provide comparable services until the district develops an

IEP for the student. If the student needs to be evaluated to determine eligibility in this state, special education teacher and/or case manager will notify the parents, obtain consent, and evaluate the student for eligibility within 35 school days of the receipt of the parent's consent. The district, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending the results of the initial evaluation.

The district must take reasonable steps to obtain records promptly, including IEP supporting documents and any other records related to special education or related services from the previous school. Office personnel and/or other designated special education staff members are responsible for securing those records.

Placement

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

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

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

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

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

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

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

Within the nonacademic setting, students will be provided nonacademic and extracurricular

activities with non-disabled students. Extracurricular and nonacademic activities include, but are not limited to after school athletics, clubs, school sponsored community events, PTA sponsored events, and other activities conducted outside of the regular school day. Limits on nonparticipation or conditions of participation must be designated in the IEP.

The district will also make opportunities available for students eligible for special education to participate with non-disabled students in the district's art, music, industrial arts, computer, consumer classes, and home economics classes, and other developed courses outside of core academic programming.

Within the district, a continuum of alternative placement options exists spanning within a general education class or regular early childhood program, resource room, self-contained, home-bound, and out-of-district provisions. Each of the before mentioned placement options is dependent on the child's needs and the district's ability to provide such placements. These options are intended to address the individual needs of students, including preschool students with disabilities, and they are considered according to the following process:

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

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

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

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

Students Unilaterally Enrolled in Private Nonprofit Schools by Parents

On October 15 of each year the district will conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries. The district Director of Special Education will have timely and meaningful consultation with appropriate representatives of private schools and representatives of parents of private school students and make determinations about who will receive services and what services will be provided. The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

The district is required to spend a proportionate amount of federal special education Part B and Section 619 funds to provide special education and related services to private school students. In order to determine which students will receive services, what services will be provided, how and where the services will be provided, and how services provided will be evaluated, the district will consult with appropriate representatives and parents of private school students. The district will make the final decision with respect to services to be provided to eligible private school students. The special education office will notify each approved nonprofit private school or preschool operating in the district seeking recommendations of persons to serve as representatives of special education private school students in consultations with the district. An initial meeting will be called by the district to establish a work plan and schedule with the private school representatives and representatives of private school parents to discuss how to identify students, the amount of proportionate share, how the proportionate share was calculated, which students will receive services, what services will be provided, how and where services will be provided, and how services will be evaluated.

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

Private school students may receive a different amount of services than students in public schools who receive special education. However, the special education services provided to eligible private school students will be provided by personnel meeting the same standards as personnel providing the services in the district.

Services to students in private schools including private sectarian schools may be provided on-site. District personnel may be made available to private schools only to the extent necessary to provide the services required, if those services are not normally provided by the private school. Services will not include payment of private school teachers' or other employees' salaries, except for services performed outside regular private school hours and under public supervision and control.

Equipment and/or supplies may be placed on private school premises for the period of time necessary for the services plan program, but the district will retain and exercise title and administrative control of said equipment/supplies. The district will keep records and make an accounting assuring that said equipment/supplies is/are used solely for the services plan program. Said equipment/supplies will be removed if necessary to avoid its/their use for other purposes or if no longer needed for the services plan program. No district funds will be used for repairs, minor remodeling, or construction of private school facilities.

The district will provide services to students in private schools in a manner that: (1) maintains physical and administrative separation between the private and public-school programs; and (2) does not benefit the private school at public expense.

Contracts with Authorized Entities

The district may contract with private schools approved by the state board of education under RCW 28A.305.130, other private in-state entities, and any out-of-state entities authorized by the office of superintendent of public instruction to provide special education and related services to students with disabilities. The district must enter into a written contract with the authorized entity that establishes the responsibilities of the district and authorized entity and sets forth the rights of students with disabilities placed in the authorized entity. This contract must include the following:

1. The names of the parties and the name of the student placed in the authorized entity;
2. The locations and settings of the education and related services to be provided;
3. A description of the opportunities for the student to meet a program for basic education that meets the goals of RCW 28A.150.210;
4. When applicable, a description of the opportunities for the student to either meet high school graduation requirements under RCW 28A.230.090 or to earn a high school equivalency certificate under RCW 28B.50.536 or laws of the state in which the authorized entity is located;
5. A schedule, of at least once per academic term, for the authorized entity to provide to the district student progress reports describing how the student is meeting personalized learning outcomes;
6. The total contract cost and applicable charge and reimbursement systems, including billing and payment procedures;
7. Acknowledgement that the authorized entity is responsible for full reimbursement of any overpayments determined to have been made by the district;

8. Acknowledgement that the authorized entity has a list of staff members providing the education and related services and a copy of the license that qualifies each staff member to provide the service;
9. Agreement by the authorized entity to employ or contract with at least one licensed teacher with special education endorsement;
10. Acknowledgement that the staff of the authorized entity are regularly trained on the following:
 - The constitutional and civil rights of students in schools;
 - Child and adolescent development;
 - Trauma-informed approaches to working with children and youth;
 - Cultural competency, diversity, equity, and inclusion, including best practices for interacting with students from particular backgrounds including English learner, LGBTQ, immigrant, female, and nonbinary student;
 - Student isolation and restraint requirements under RCW 28A.600.485;
 - The federal Family Educational Rights and Privacy Act, Title 20 U.S.C. Sec. 1232g requirements regarding access to and dissemination of student information;
 - Recognizing and responding to student mental health issues; and
 - Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities.
11. Acknowledgement that the district and the authorized entity have clearly established their respective responsibilities and processes for student data collection and reporting;
12. Acknowledgement that the authorized entity will promptly submit to the district any complaints it receives;
13. Acknowledgement that the authorized entity will submit other information required by the district or OSPI;
14. Acknowledgement that the authorized entity must comply with student isolation and restraint requirements under RCW 28A.600.485;
15. Acknowledgement that the authorized entity will notify OSPI and every district with which it contracts of:
 - Any major program changes that occur during the authorization period, including adding or eliminating the type of programs available to students; and
 - Of any complaints it receives regarding services to students, as well as any law enforcement incident reports involving the authorized entity and its enrolled students.
16. Acknowledgement that the authorized entity must comply with all relevant Washington state and federal laws applicable to school districts.
17. Acknowledgment that the district must provide OSPI with the opportunity to review the contract and related documentation upon request.

The district will conduct an annual on-site visit to any authorize entity it contracts with to confirm that the health and safety of the facilities, the staffing qualifications and levels, and the procedural safeguards are sufficient to provide a safe and appropriate learning environment for students. The district may arrange for another school district to complete the annual on-site visit on its behalf, so long as the other school district conducting the visit provides a written report documenting the results of the visit and any concerns about the learning environment.

The district will provide the following documents to the parents or guardians of each student placed in the authorized entity:

1. A summary of the districts and authorized entity's responsibilities and processes for reporting incidents of restraint and isolation under RCW 28A.600.485; and
2. A copy of the complaint procedure developed by OSPI.

The district shall report to OSPI and the office of the Washington state auditor any concerns the school district has about overbilling by the authorized entity.

Procedural Safeguards

A. Notice of Procedural Safeguards

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation, or placement is at issue. The school district special education teacher or case manager will provide a copy of the procedural safeguards notice to the parents and adult students one time a year and:

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the parent's first state complaint and first request for due process hearing in a school year;
3. Upon a disciplinary action that will result in a disciplinary change of placement; and
4. Upon request by the parent.

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees. Copies of the district's special education procedural safeguards are available at the school district main office, the school district website, or upon request from the director of special education, building principal, or their designee.

B. Consent

The district will obtain informed, written parental consent before:

1. Conducting an initial evaluation;
2. Providing initial special education and related services to a student; and
3. Conducting a reevaluation if the reevaluation includes administration of additional assessments.

Parental consent is not required to review existing data as part of an evaluation or reevaluation, or to administer a test or other evaluation that is administered to all students unless consent is required of all students' parents.

Informed consent means that the parent or adult student:

1. Has been fully informed of all information that is relevant to the activity for which the district is asking consent, and that the information is provided in his or her native language or other mode of communication;
2. Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists any records which will be released and to whom; and
3. Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

The district may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit, or activity of the district.

If the district is unable to obtain a parent's consent, the district may use mediation procedures to obtain a parent's consent or request a due process hearing asking the administrative law judge to override the parent's refusal to consent to an evaluation or reevaluation. The district may not request a due process hearing to override a parent's refusal to consent to initial special education services. The district may not use mediation or due process procedures to override a parent's refusal to consent to an evaluation or reevaluation if the student is homeschooled or enrolled in a private school.

C. Revocation of Consent

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to the special education teacher or case manager, and/or the director of special education.

Upon receipt of the parent's written notice of revocation, the special education teacher or case manager:

1. will provide prior written notice within a reasonable time before the district stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the district will stop providing special education and related services.

Discontinuation of special education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the district's requirement to convene an IEP meeting or develop an IEP. However, the district does have a continuing Child Find duty, and staff will follow referral procedures if they believe the student should be referred for special education. In addition, parents may request that the district conduct an initial evaluation for eligibility for special education services after they have revoked consent for continued services.

D. Prior Written Notice

Prior written notices are provided to parents when a district makes a decision relating to a student's identification, evaluation, placement, or provision of a FAPE. Prior written notices document the decisions made by the IEP teams and evaluation group.

The district will provide prior written notice to the parent whenever the district proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a FAPE to the student.

The prior written notice will include:

1. A statement that the parents have procedural safeguard protections and if a copy of the procedural safeguards do not accompany the notice, a statement that describes how a copy of the statement of procedural safeguards may be obtained;
2. A description of the action proposed or refused by the district;
3. An explanation of why the district proposes or refuses to take the action and a description of other options that the district considered and the reasons why the options were rejected;
4. A description of any other factors which are relevant to the district's proposal or refusal;
5. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposal or refusal; and
6. A description of any evaluation procedures the district proposes to conduct and sources for parents to contact for assistance in understanding the procedural safeguards provision of this chapter.

Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

1. Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or
2. Providing notice orally if the written language is not a native language.

The district will document in writing how this information was provided and that the parent understands the content of the notice. The special education teacher or case manager is responsible for sending prior written notices after evaluation, eligibility, IEP team and placement decisions.

E. Transfer of Educational Rights to an Adult Student

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding or the district has appointed an educational representative for the student. When the student turns 18, the district will notify the parent and student that the educational rights have transferred to the student and will send any required notices to both the parent and the adult student. The special education teacher or case manager is responsible for providing the notice.

At an IEP meeting occurring one year before the student turns 18, the district will inform the parents and the student that educational rights will transfer to the student and the district will inform the student about those educational rights. This information will be documented on the IEP.

Appointment of an Educational Representative

A student over the age of eighteen is presumed to be capable of making educational decisions and able to provide informed consent unless he or she is determined to be "incapacitated" through a legal guardianship proceeding. If a parent, another interested party, or the district believes that a student over the age of eighteen is unable to provide informed consent or to make educational decisions, and the student does not have a legal guardian, the parent or other interested party may ask the district to appoint an educational representative. This determination will only be made if two separate professionals, as defined by WAC 392-172A-05135(5)(a), state that they conducted an examination and interviewed the student, and concluded the student is incapable of providing informed consent. The district will inform the student of the decision and appoint either the spouse, the student's parents, another adult or a surrogate educational representative to represent the student. The appointment of the educational representative will continue for one year.

The student or other adult may challenge the certification at any time. If a challenge occurs, the district will not rely on the education representative, until the representative is recertified.

Confidentiality and Records Management

The superintendent is responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The superintendent will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable information of special education students. The district will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained or used by the district.

The district will provide instruction annually to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in [WAC 392-172A](#), state law and federal regulations implementing the [Family Educational Rights and Privacy Act, FERPA, \(34 CFR Part 99\)](#).

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review, and challenge all educational records, which will include, but not be

limited to, the identification, evaluation, delivery of educational services and provision of FAPE to the student. The district will comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, educational placement of the student, or provision of FAPE to the student, including disciplinary proceedings. In any case, the district will respond no more than 45-calendar days after the date the district received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may inspect and review only information relating to their child. School personnel receiving requests for educational records will immediately forward the request to the building principal and/or the director of special education.

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the district amend the information. Policy and Procedure 3231, Student Records, describes the process and timelines for challenges and hearings regarding student records.

The district follows the guidelines for records retention outlined in the Secretary of State's, *General Records Retention Schedule and Records Management Manual*. The district will inform parents or adult students when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. The information will be destroyed at the request of the parent(s) or adult student or will be provided to the parent or adult student upon their request. However, a permanent record of the student's name, address and phone number, his or her grades, attendance, record, classes attended, grade level completed, and year completed will be maintained without time limitation.

Records management is also governed by Policy and Procedure 4040, Public Access to District Records.

A. Surrogate Parents

A surrogate parent is a person appointed by the school district to act on behalf of a student to help ensure the rights of the student to a FAPE when a parent cannot be identified, the whereabouts of the parent are unknown or the student is a ward of the state and does not have a foster parent.

The superintendent or his/her designee is responsible for determining the need for appointment of a surrogate parent.

Natural or adoptive parents, foster parents, persons acting in the place of a parent such as stepparents or relatives, and persons with legal custody or guardianship are considered parents. Students who are homeless and not living with a parent may need a surrogate parent.

The following is guidance for the district to follow to assist in determining the status of the parent's rights to make educational decisions:

1. In cases where the student is in and out of home care the district must determine the legal custodial status of the child.
2. Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation the student is not a ward of the state;
3. Parents whose children are placed in group care, pending a determination of "dependency" may still retain rights to make educational decisions unless otherwise ordered by the court;
4. When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency; and

5. Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf their child.

When a student is placed in foster care the foster parent may act as the parent. When a student is placed in group care, the district will work with the parents, case-worker(s), foster parents, and others who have knowledge of the student's legal status in order to determine the need for appointment of a surrogate.

When selecting a surrogate parent, the district will select a person willing to participate in making decisions regarding the student's educational program, including participation in the identification, evaluation, placement of, and provisions of FAPE to the student.

If a student is referred for special education or a student eligible for special education who may require a surrogate parent transfers into the district, the district special education office will be notified of the potential need. The special education office) will then select a trained individual who can adequately represent the student to ensure that all student rights are observed.

The person selected as a surrogate:

1. Must have no interest that conflicts with the interests of the student he or she represents;
2. Must have knowledge and skills that assure adequate representation of the student; and
3. May not be an employee of a school district and/or other agency which is involved in the education or care of the student. This includes OSPI, DSHS, district employees, and group care providers.

The district will at a minimum review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications, and special education regulations. The district will also cooperate with other districts, the ESD, or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents.

B. Mediation

The purpose of mediation is to offer both the parent and the school district an alternative to a formal due process hearing. Mediation is voluntary and requires the consent and agreement of both parties. Mediation cannot be used to deny or delay access by a parent to a due process hearing. Mediation is used to resolve disagreements concerning the identification, evaluation, and delivery of educational services, or provision of a FAPE to a special education student. Mediation may be terminated by either party at any time during the process.

The primary participants are the parents, school district representatives, and mediator. The process is voluntary, confidential, and informal. It is a collaborative process, conducted in a non-adversarial manner. Mediation services will be provided by the Office of Superintendent of Public Instruction (OSPI) at no cost to either party.

The district's special education director is responsible for coordinating requests for mediation. If a parent requests mediation, notify the director and the director will respond to the parent and coordinate with OSPI's contracted agent. Staff members are reminded that discussions that occur during the mediation process are confidential.

One person designated by the district to attend the mediation must have authority to bind the district in any agreement reached through mediation.

Due Process Hearing

Both parents and districts may file due process hearings involving the identification, evaluation, placement, or provision of FAPE to a student. IDEA requires that specific information be provided as

part of a due process hearing request. The requirements are identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, the district will provide the parent with a due process hearing request that contains the required information. Due process hearing request forms are available through the district special education department and on the OSPI Special Education website.

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the Director of Special Education. If the parent has not filed the request for hearing with the Washington State Office of Administrative Hearings (OAH) , the district will forward the parent's request to OAH . The district may not delay or deny a parent's due process hearing request. Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The district Director of Special Education or his/her designee is responsible for providing the parents a copy of the procedural safeguards in this situation and documenting that the safeguards were provided to the parent.

When a parent files a due process hearing, the student remains in the placement at the time of the request for hearing, unless the parents and district agree to a different placement. The student's status during the pendency of any proceedings does not preclude the IEP team from meeting, as needed or as required, and updating and implementing the student's IEP, unless those changes are in dispute. See the discipline section below for placements when a disciplinary action is challenged.

When parents file a request for a due process hearing, the director of special education will immediately schedule a resolution meeting. The meeting must occur within 15 days after a parent files a due process request with the district and provides a copy of the request to OAH, or, within seven days if the hearing request involves an expedited hearing regarding discipline. The director of special education will determine the appropriate district staff that will attend the resolution meeting. The district will ensure that one of the district representatives attending the resolution meeting has authority to bind the district in any resolution agreement. The district will not bring district counsel to a resolution meeting unless the parent is bringing an attorney to the meeting.

Any resolution agreement reached will be documented in writing and is binding on the parties. The document will inform the parent of their right to void the agreement within three business days of signing the agreement.

Discipline

Students eligible for special education may be disciplined consistent with the disciplinary rules that apply to all students. The district will determine on a case-by-case basis whether discipline that is permitted under [WAC 392-400](#) should occur. However, students eligible for special education must not be improperly excluded from school for disciplinary reasons that are related to their disability or related to the district's failure to implement a student's IEP. The district will take steps to ensure that each employee, contractor, and other agents of the district responsible for education or care of a student is knowledgeable of special education disciplinary rules.

A. Removal Up to Ten Days

The superintendent or his/her designee may order the removal of a special education student from a current placement. The district need not provide services to a student who is removed from the current placement for ten school days or less in any school year, if services are not provided to a student without disabilities.

B. Removal for More than Ten Days

Once a student has been removed from placement for a total of ten school days in the same school year, and if the district determines that the removal is not a change of placement, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The special education teacher or case manager in consultation with one or more of the student's teachers, will make the determination of such necessary services.

C. Change in Placement

A change of placement occurs when an eligible student is:

1. Removed from his or her current placement for more than ten consecutive school days in a school year; or
2. Subjected to a series of removals in a school year that constitute a pattern of removal because: 1) the series of removals total more than ten school days in a year; 2) the student behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and 3) because of factors such as the length of each removal, the total amount of time a student is removed, and the proximity of the removals to one another.

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the building principal and special education director and is subject to review through due process and judicial proceedings. The building principal and director of special education will inform necessary staff members through district communications of a removal of more than 10 days.

D. Manifestation Determination

Within ten school days after the date on which the district makes a decision to change the student's placement, the district will conduct a manifestation determination meeting to determine the relationship between the student's disability and the behavior subject to the disciplinary action.

The review of the relationship between a student's disability and the behavior subject to the disciplinary action will occur at meeting that includes the parent and relevant members of the IEP team who are selected by the parent and the district. The Special Education Teacher or Case Manager is responsible for contacting the parent in order to determine relevant IEP team members and providing notice of the meeting. The team will review all relevant information in the student's file, including the IEP, teacher observations, and information provided by the parent to determine:

1. If the conduct was caused by or had a direct and substantial relationship to the child's disability; or
2. If the conduct in question was the direct result of the district's failure to implement the student's IEP.

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability.

The district will take immediate action to remedy the deficiencies, and will:

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan if one is not already in place; or
2. Review the existing behavioral intervention plan and modify it to address the behavior; and
3. Return the child to the placement from which he or she was removed from unless the parents and the district agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons, or serious bodily injury.

E. Special Circumstances

School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a student without disabilities would be subject to discipline, but for not more than 45 school days, if a special education student:

1. Possesses a "dangerous weapon" or carries such a weapon to school or to a school function;

2. Knowingly possesses or uses "illegal drugs" while at school or a school function;
3. Sells or solicits the sale of a "controlled substance" while at school or a school function; or
4. Inflicts serious bodily injury upon another person while at school or a school function. Serious bodily injury means a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Any interim alternative educational setting in which the student is placed is determined by the student's IEP team and will:

1. Be selected so as to enable the student to participate in the general curriculum, although in another setting and to progress toward meeting the goals set out in the student's IEP; and
2. Include services and modifications designed to address the behavior or to prevent the behavior from recurring.

The district may ask an administrative law judge, or seek injunctive relief through a court having jurisdiction of the parties, to order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days or seek injunctive relief through a court having jurisdiction of the parties when:

1. The district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. If the student's IEP team believes that the student may not be maintained in his or her current placement, the IEP team should work with the district's educational services and programs director.

Unless the parent and the district agree otherwise, if a parent requests a hearing to challenge either the manifestation determination or the interim alternative educational setting, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day period, whichever occurs first.

F. Basis of Knowledge

A student who has not been determined eligible for special education services may assert the protections if the district had knowledge that the student was eligible for special education before the behavior that precipitated disciplinary action occurred.

The district is deemed to have knowledge if:

1. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
2. The parent requested that the student be evaluated for special education services; or
3. The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

If instituting disciplinary action that would exceed ten days and the principal believes that one or more of these events applies to the student, the principal will notify the special education department to determine the appropriate disciplinary procedures.

The district is not deemed to have knowledge if, as a result of receiving the information described

above, the district either:

1. Conducted a special education evaluation of the student and determined that the student was not eligible for services; or
2. The parent of the student has not allowed an evaluation of the child or has refused services.

If the district is not deemed to have knowledge that a student is a student eligible for special education services, the student may be disciplined as a student without disabilities who engages in comparable behaviors. The district will conduct an evaluation, which is requested during the time period such a student is subjected to disciplinary measures, in an expedited manner. Until the evaluation is completed, such a student will remain in the educational placement determined by the district, which depending upon the behavior can include suspension or expulsion.

Notwithstanding the foregoing, the district may report a crime committed by a student eligible for special education services to appropriate authorities. In the event of such a report, the district will ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the crime is reported, to the extent transmission of the records is permitted by the Family Educational Rights and Privacy Act (FERPA).

Staff Qualifications

All employees of the district funded in whole or part with state or federal excess special education funds will meet the standards established by the Professional Educator Standards Board (PESB) and defined in [WAC 392-172A-02090](#).

All employees will hold such credentials, certificates, or permits as are now or hereafter required by the PESB for the particular position of employment and will meet such supplemental standards established by the district.

Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraeducators may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certificated staff, deaf education with American Sign Language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.

In the event a special education teacher does not have a certificate endorsed in special education (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet PESB criteria outlined in WAC 181-82-110.

If the district must temporarily assign a classroom teacher without a special education endorsement (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement) to a special education position, the district superintendent will document in writing that:

- A. The district is unable to recruit a teacher with the proper endorsement who was qualified for the position;
- B. The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; and/or

- C. The reassignment of another teacher within the district would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed two hundred forty clock hours (or the equivalent of 24 quarter or 16 semester credits) applicable to one or more Washington state special education teaching certificates (early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

Classified staff will present evidence of skills and knowledge necessary to meet the needs of students with disabilities. The district will provide training to classified staff to meet the state recommended core competencies.

Personnel Development

In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed:

1. Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents, and volunteers;
2. All personnel who use restraint, restraint devices and/or isolation must be certified and annually trained in the use of such restraint, restraint devices, and/or isolation;
3. In-service training schedules will be developed based upon the results of the district assessment and in support of needs identified;
4. Training activities will be conducted for regular general and special education staff, staff of other agencies and organizations and private school staff providing services for students eligible for special education; and
5. Training for classified staff in the state recommended core competencies will occur through required trainings through OSPI or the appropriate Educational Service District.

Public Participation

Any application and any required policies, procedures, evaluations, plans, and reports are readily available to parents and other members of the public through the district's special education office and the office of the superintendent. A notice regarding the availability of such documents will be placed on the district's Web site.

Implementation Date: 28 November 2000

Classification: **Essential**

Revised Dates: **04.15; 02.22; 08.23**

Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) are identified, evaluated and provided with appropriate educational services. Students may be a qualified disabled person under this law even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act.

Section 504 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a "qualified disabled person" under Section 504 if he or she:

- A. Has a physical or mental impairment that substantially limits one or more major life activities (such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating and working), has a record of such an impairment, or is regarded as having such an impairment; and
- B. Is between the ages of 3 to 21 years old.

The superintendent or designee will establish procedures to ensure that students who are disabled within the definition of Section 504 are educated in full compliance with the law.

Cross References:	2161 - Special Education and Related Services for Eligible Students
	3210 - Nondiscrimination
	3246 - Restraint, Isolation and Other Uses of Reasonable Force
Legal References:	42 USC 12101 et seq. Americans With Disabilities Act of 1990
	34 CFR Part 104 Section 504 of the Rehabilitation Act of 1973
	34 CFR Part 99 Family Educational Rights and Privacy Act
	RCW 28A.600.485 Restraint of students—Use of restraint or isolation specified in 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 web site
	RCW 28A.600.486 District policy on the use of isolation and restraint — Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973
Management Resources:	2016 - November Issue
	2014 - June Issue
	2011 - June Issue

Adoption Date: 28 November 2000
Classification: **Essential**
Revised Dates: **04.15; 02.17**

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

A. Free Appropriate Public Education

The district will provide a free appropriate public education to school-age children with disabilities in the district's jurisdiction.

B. Child Find

The district will annually undertake to identify and locate every qualified disabled student residing in the district's jurisdiction who is not receiving a public education and take appropriate steps to notify disabled children and their parents or guardians of the district's responsibilities under Section 504.

C. Equal Educational Opportunity

The district will provide students with disabilities an equal opportunity to participate in and benefit from the educational services it provides to non-disabled students. The teachers of disabled students will meet comparable standards for certification that teachers of non-disabled students meet. Facilities will be of comparable quality and appropriate materials and equipment will be available.

D. Confidentiality of Information

The confidentiality of student records will be maintained throughout the period of time when such records are collected, stored, disclosed or destroyed by the district.

E. Parent Involvement

1. **Initial Evaluation.** The district will obtain the consent of parents or guardians before conducting an initial evaluation of a student. The district will notify parents or guardians of the evaluation results.
2. **Initial Placement.** The district will notify parents or guardians before initially placing a disabled student.
3. **Significant Change in Placement.** The District will notify parents or guardians before implementing a significant change in the student's placement.
4. **Right to Challenge.** The district will notify parents or guardians of their right to review and challenge the district's program and placement decisions if they disagree with them.
5. **Meetings.** Section 504 does not give parents or guardians the right to participate in a meeting during which their child's program is designed and placement is determined, as does the IDEA. However, this practice is recommended.

F. Participation in the Least Restrictive Environment

1. **Academic setting.** To the maximum extent appropriate, the district will educate disabled students with non-disabled students. In order to remove a child from the

regular educational environment, the district must demonstrate that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily for the disabled student. Whenever the district places a student in a setting other than the regular education environment, it will take into account the proximity of the alternate setting to the student's home.

2. **Non-academic setting.** In providing or arranging for the provision of non-academic and extra-curricular services and activities, including meals, recess periods and the services and activities, the district will ensure that disabled students participate with non-disabled students in such activities and services to the maximum extent appropriate.

G. Referral and Screening

1. **Referral.** If a student, parent or guardian, teacher, counselor or administrator believe they are observing in a student substantially limited performance in one or more major life activities that is believed to be caused by a physical or mental impairment, the concerned individual should complete a referral form *[indicate where referral forms are available and to whom they should be submitted]*.
2. **Screening.** A designated building team will review referrals to determine if an evaluation is appropriate. If an evaluation appears to be necessary, the district will obtain written consent from parents or guardians to perform an evaluation and/or gather additional information and will provide parents with a written statement of their rights under Section 504. If the building team determines that an evaluation is not necessary, it will provide written notice to parents/guardians, and forward the results of the screening to the source of the referral.

H. Evaluations

1. **Significant Change in Placement.** If a student is believed to be disabled and needs, or is believed to need, special education or related services, the district will evaluate the student prior to placement and before any subsequent "significant change in that placement." An evaluation need not include formal or written assessments but may involve, in appropriate circumstances, a review and consideration of existing information.

Examples of significant changes in placement include:

- a. Expulsion;
 - b. Suspensions which exceed ten consecutive days in a school year;
 - c. Cumulative short-term suspensions which create a pattern of exclusion;
 - d. Transferring a student to home instruction; and/or
 - e. Graduation from high school.
2. **Tests and Evaluation Materials.** The district will establish procedures for evaluation and placement which assure that tests and other evaluation materials:
 - a. Have been validated and are administered by trained personnel;
 - b. Are tailored to assess educational need and are not merely based on IQ scores; and

- C. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (unless the test is designed to measure these particular deficits).

- 3. **Mitigating Measures.** The determination of whether a student is substantially limited in one or more major life activities will be made without regard to any ameliorative effects of mitigating measures which include, but are not limited to: medication, medical supplies, equipment, low-vision devices, prosthetics, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies, assistive technology, reasonable accommodations, auxiliary aids or services; or learned behavioral or adaptive neurological modifications. However, ameliorative effects of mitigating measures may be relevant as to whether a student needs any specific accommodation or a 504-accommodation plan.

Low vision devices do not include ordinary eyeglasses or contact lenses. The ameliorative effects of ordinary eyeglasses or contact lenses may be considered in determining whether the impairment substantially limits a major life activity.

- 4. **Temporary Impairments.** A student with a temporary impairment falls within the scope of Section 504 if the temporary impairment is severe enough that it substantially limits one or more of the student's major life activities. A temporary impairment is one with an actual or expected duration of six months or less. For example, pregnancy is not generally regarded as a disability under Section 504; however, if a student was put on bed rest or otherwise limited due to pregnancy complications, this would be a temporary impairment that would qualify the student as disabled under Section 504.

A student with an episodic impairment or a disease in remission qualifies as disabled under Section 504 if the impairment would substantially limit a major life activity when active (e.g. a student whose cancer is in remission).

I. **Placement Procedures**

The Section 504 team will convene to review all evaluation results, determine eligibility as a student with a disability under Section 504 and document the meeting in writing. The team composition may vary according to the needs of the student.

In interpreting evaluation data and in making placement decisions, the district will (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior; (2) establish procedures to ensure that information obtained from all such sources is documented and carefully considered; (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placements options; and (4) ensure that the student is educated with his/her non-disabled peers to the maximum extent appropriate.

Parents and guardians of students who have a plan developed under Section 504 will be provided a copy of the district policy (*see Policy 3246*) on the use of isolation and restraint at the time that the plan is created.

If the district affords a free appropriate education to a student but the parent chooses to place the child elsewhere, the district is not responsible to pay for the out-of-district placement.

J. **Reevaluations**

The district will provide for periodic reevaluation of disabled students. No time frame is specified in Section 504; however, re-evaluating students every three years in accordance with the requirements of the IDEA will satisfy Section 504 requirements as well. A reevaluation is also required before any "significant change of placement," as defined above

in Part "H."

K. Programming to Meet Individual Needs

The district recognizes that to be appropriate, educational programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of non-disabled students are met. A documented procedure, such as the development of an individualized accommodation plan by a knowledgeable team of educational professionals, may be appropriate.

L. Non-Academic Services

The district will provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford disabled students an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreation athletics, transportation, health services, recreational activities, interest groups or clubs sponsored by the district, referrals to agencies which provide assistance to disabled persons and employment of students, including both employment by the district and assistance in making available outside employment. The district will observe reasonable health and safety standards for all students.

1. **Counseling Services.** In providing personal, academic or vocational counseling, guidance or placement services to its students, the district will provide these services without discrimination on the basis of disability. The district will ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are non-disabled students with similar interests and abilities.
2. **Physical Education and Athletics.** In providing physical education courses and athletics and similar programs and activities to any of its students, the district will not discriminate on the basis of disability. If the district offers physical education courses and operates or supports interscholastic, club or intramural athletics, it will provide an equal opportunity for qualified students with disabilities to participate in these activities consistent with their abilities and needs.

M. Preschool and Adult Education Programs

In the operation of preschool education, or day care program or activity, or an adult education program or activity, the district will not, on the basis of disability, exclude qualified students with disabilities from the program or activity and will take into account the needs of such persons in determining the aid, benefits or services to be provided under the program or activity.

N. Disciplinary Exclusion

1. **Exclusions.** Students with disabilities are protected from being improperly excluded from school for disciplinary reasons. Certain disciplinary exclusions of disabled students from school constitute a significant change in the student's educational placement. A disciplinary change in the student's educational placement occurs if the student has been suspended for more than ten consecutive days or if the disciplinary exclusions constitute a "pattern of exclusion" (defined below). Such disciplinary exclusions, which are change of placement, cannot be implemented unless the district first determines that the student's misconduct which led to the disciplinary exclusion was not a manifestation of the student's disability.
2. **Manifestation Determinations.** If a disciplinary exclusion (suspension or expulsion) which constitutes a change in placement is implemented, the school principal or educational staff person responsible for the imposition of discipline must ensure that a group of qualified professionals (the student's Section 504 team) determine whether or not the misconduct is a manifestation of the student's disability.

The misconduct is considered a manifestation of the disability if the conduct was caused by, or had a direct and substantial relationship to the student's disability. This manifestation determination will take into account the student's current evaluation and individualized accommodation plan under Section 504.

Under Section 504, there is no obligation to provide educational services during periods of long-term suspension or expulsion when the student's misconduct has been properly determined not to be disability related. However, Washington state law requires the district to provide educational services to all students during a period of suspension or expulsion (See Policy/Procedure 3241).

If a student's misconduct is determined to be a manifestation of his/her disability, procedures in #3 below will be instituted in lieu of either long-term suspension or expulsion.

3. **Conduct That Is a Manifestation of a Disability.** When a student has engaged in misconduct which is a manifestation of to his or her disability, expulsion and/or long term suspension should not be imposed if it would result in a change in educational placement (a disciplinary exclusion from school of over ten consecutive days or exclusions which constitutes a pattern of exclusion). Days will be measured cumulatively over the period of the entire school year, with any short-term suspensions as counting toward the cumulative total.

When a student's misconduct is related to a disability, additional evaluations and/or a change of placement should be considered. In this circumstance, the Section 504 team will meet to determine if there is a need for further evaluation or a change of program. If further evaluation is recommended, it will be conducted as soon as reasonably possible.

4. **Pattern of Exclusion.** Suspension or emergency removal of a disabled student may occur, without the need to determine if there is a causal connection with the disability, if the suspension or emergency removal is ten consecutive days or less, or if more than ten cumulative days is not a pattern of exclusion. A pattern of exclusion occurs if:

- a. The removal is for more than ten school days in a year; and

- b. The student's behavior is substantially similar to the behavior that he/she was previously removed for.

Additional factors to consider are the length of each removal (the total amount of time the student has been removed, and the proximity of the removals to one another), and the school must determine on a case-by-case basis whether a pattern of removals is significant enough to constitute a change in placement.

5. **Right to Challenge.** Students and their parent/guardian will be notified of the results of the manifestation decision and of their right under the law to challenge this decision.

6. **Drugs or Alcohol.** Students who are considered disabled under Section 504 are subject to the same disciplinary processes and results as non-disabled students for misconduct regarding the use, sale or possession of drugs or alcohol at school.

- O. **Restraint or Isolation.** Restraint or isolation of students who have a Section 504 plan will be authorized only under the limited circumstances specified in Policy/Procedure 3246 and each incident will require reporting and parent/guardian notification as specified in that policy and procedure.

- P. **Transportation**

If the district places a student in a program not operated by the district, the district will assure that adequate transportation to and from the program is provided at no cost to the

parent.

Because the district provides transportation to all its students within a certain geographic area, it will not discriminate in its provision of transportation to students with disabilities.

If the district proposes to terminate a qualified disabled student's bus transportation for inappropriate bus behavior, the district will first determine the relationship between the student's behavior and his or her disabling condition. The parent or guardian will be provided with notice of the results of such determinations and of their right to challenge such determinations.

Q. Procedural Requirements

The district will ensure compliance with the requirements of Section 504 by doing the following:

1. **Assurance.** Provide written assurance of non-discrimination whenever the district receives federal money;
2. **Designation of Employee.** Designate an employee to coordinate the district's Section 504 compliance activities. The Section 504 Coordinator for the district is *(insert position of designee)*;
3. **Grievance Procedures.** Provide grievance procedures to resolve complaints of discrimination. Students, parents or employees are entitled to file grievances. The grievance procedures for the district are set out in the Procedure for Policy 3210, Nondiscrimination;
4. **Notice.** Provide notice to students, parents/guardians, employees, unions and professional organizations of the district's nondiscrimination policy in admission and access to programs and activities, and in treatment and employment. Notice will also specify the Section 504 coordinator for the district;
5. **Locate.** Annually undertake to identify and locate all Section 504 qualified disabled children in the district's jurisdiction who are not receiving a public education;
6. **Annual Notification.** Annually take appropriate steps to notify disabled persons and their parents/guardians of the district's responsibilities under Section 504; and
7. **Procedural Safeguards.** Establish and implement procedural safeguards to be provided to parents/guardians with respect to actions regarding the identification, evaluation or educational placement of persons who, because of disability, need, or are believed to need, special instruction or related services. Procedural safeguards will include:
 - a. Notice of parental/guardian rights;
 - b. An opportunity for parents/guardians to examine relevant records;
 - c. An impartial hearing, initiated by either the parents/guardian or the district, with opportunity for participation by the student's parents/guardians and representation by legal counsel; and
 - d. A review procedure.

R. Appropriate Funding

The district recognizes that the regular education funding of the district is the funding source for serving students who are qualified as disabled under Section 504 only. However, if students are dual identified as Section 504 and IDEA eligible, state and federal special

education funds can be used. The district will not use money appropriated by the IDEA to serve students found disabled under Section 504 but not the IDEA. The district may use the IDEA money to evaluate a student if the district believes that the student may also be eligible under the IDEA.

S. Accessibility

1. Facilities that were constructed prior to June 3, 1977, need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to persons with disabilities.
2. Facility alterations commenced after June 3, 1977, that affect or could affect the facility's usability must be accomplished so that, to the maximum extent feasible, the altered portion of the facility is readily accessible and usable by persons with disabilities.
3. A district can redesign equipment, reassign classes or other services to accessible buildings, assign aides to students, deliver services at alternate accessible sites or alter existing facilities. So long as there are other methods which are as effective in achieving compliance, a district need not undertake structural changes to a building.
4. District recognition of the meaning of the phrase "to the maximum extent feasible." This provision covers the instance where occasionally the nature of an existing facility is such as to make it impractical or prohibitively expensive to renovate in a manner that results in it being entirely barrier-free. However, in all of these instances, the alteration should provide the maximum amount of physical accessibility feasible.

T. Special Considerations for ADD/ADHD Students

Section 504 obligations apply to all students with disabilities, including students with attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD). Under federal guidance, there are three different types of ADHD, which are categorized depending upon which symptoms are the strongest: (1) predominately inattentive type; (2) predominately hyperactive-impulsive type; and (3) combined type (where symptoms of the first two types are equally present). See U.S. Department of Education, Office for Civil Rights, *Students with ADHD and Section 504: A Resource Guide* (July 2016) (available on the Office for Civil Rights' website at <http://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/disability.html>).

U. Due Process Hearing or Mediation Requests

Due process hearing, or mediation requests must be made directly to the district 504 Compliance Officer.

Implementation Date: 28 April 2015

Classification: **Essential**

Revised Dates: **08.15; 11.16; 08.23**

Response to Intervention

It is the District's policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs. The district utilizes the core principles of the Response to Intervention (RTI) process, which combines systematic assessment, decision-making and a multi-tiered services delivery model to improve educational and behavioral outcomes for all students.

The District's process identifies students' challenges early and provides appropriate instruction by ensuring that students are successful in the general education classroom. In implementing the RTI process, the district will apply:

- A. Scientific, research-based interventions in the general education setting;
- B. Measure the student's response to intervention; and
- C. Use RTI data to inform instruction.

The superintendent or designee will develop procedures to implement student interventions, using teacher observations, and classroom, school, or district assessments to identify students who are at risk of academic or behavioral problems and in need of scientific research-based interventions.

Intervention will consist of three levels of assistance that increase in intensity. The three levels will include:

- A. Screening and classroom interventions;
- B. Targeted small group intervention; and
- C. Intensive interventions.

Parent Involvement in the RTI Process

The District will inform parents regarding the use of scientific, research-based interventions, including: a) the state's guidelines regarding the amount and nature of students' performance data collected and the general education services provided; b) strategies used to increase the student's rate of learning; and c) the parents' right to request a special education evaluation.

Cross References:	3123 - Withdrawal Prior To Graduation 2162 - Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 2161 - Special Education and Related Services for Eligible Students
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Legal References:	Chapter 392.172A WAC Rules for the Provision of Special Education WAC 392-172A-03060 Process based on a student's response to a scientific research-based intervention
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Management Resources:	Policy News, December 2007 Response to Intervention (RTI)
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Adoption Date: 28 February 2017

Classification: **Essential**

Revised Dates:

Procedure - Response to Intervention

Model District General Education Response to Intervention Procedures

When using a process based on a student's response to scientific, research-based intervention that may be used for the identification of students with a specific learning disability, the district will implement the response to intervention (RTI) procedures listed below in all or some of its schools, and at all or some grade levels. The district will continue to increase its RTI efforts to reach district-wide implementation by the 2023-2024 school year.

District Wide implementation of RTI includes, but is not limited to:

- Highly qualified educators providing core level classroom instruction to all students with differentiation, small groups, and alternate learning and teaching strategies based on student need.
- The use of Universal Screening methods (SBA, STAR Assessments) to identify students who need additional intervention or enrichment.
- Providing intervention through small group instruction, targeted and specific curriculums, and progress monitoring.
- A minimum of a four (4) week review of student data by the Student Services Team(s), which are comprised of administration, grade level/classroom teachers, intervention specialists, paraeducators, and Educational Programs Coordinator.
- Intensive SST process to further identify specific students for more targeted academic and behavioral interventions. SST will include parents in decision making process.
- Referral for evaluation for Specific Learning Disabilities and our Special Education Services if determined by the RTI process.
- Quarterly review of all data and presentation to the school district Board two times, annually.

The district provides information about its RTI policy and procedures via school district website, Educational Services family communications, Parent-Family Conferences, and individual parent contacts, which includes a description of parents' rights under a RTI process consistent with [WAC 392-172A-03055\(4\)\(b\)](#) and [WAC 392-172A-03080\(1\)\(g\)\(ii\)\(A\)-\(C\)](#) at <http://www.k12.wa.us/SpecialEd/regulations.aspx>.

Tier I: Core Classroom Instruction

High quality, effective and engaging Tier I instruction is delivered in the general education setting, by a general education teacher and is designed to meet the needs of all students. Tier I includes the research-based core curriculum. Curriculum is implemented and instruction is delivered as planned and intended (i.e., with fidelity), as determined through regularly scheduled monitoring of fidelity by the building principal or designee.

A. Universal Screening

Universal Tier I instructional screenings in the areas of reading and mathematics are conducted at least three times throughout the school year at fixed intervals to identify each student's level of proficiency. Universal screenings are administered and scored by trained staff members/school personnel three (3) times to include the fall, winter, and spring. Universal screening results are aggregated at the grade level and provided to the building principal and the school-based team within one week* from the time the screenings are administered.

** Note: Star data is available immediately to Educational Services, Administration, and classroom teachers based on the nature of the tool. Compilation of school-wide data requires an additional week to compile to our school district spreadsheet to allow for make up testing, invalidated results, or other data processing needs.*

Tier I: Intervention

If 80 percent or more of children in a classroom score below benchmark on any instructional screening, the school-based team, including the building principal, will meet to consider the need for additional classroom supports and interventions at Tier I.

A. Students Below Cut Score

The district's established cut scores, based upon accurate and efficient universal screening measures, identify which students are at academic risk. After confirming that Tier I instruction was monitored and implemented with fidelity, students who score below the district's cut scores will receive Tier II strategic interventions. Students who score below benchmark, but above the established cut score will be reviewed by the school-based team as described below.

B. Students Below Benchmark, But Above Cut Scores

Following each universal screening administration during the school year, the Student Services Team (SST) assigned to the designated grade level, and the Grade Level Team, will review the program and progress of any student who does not score at benchmark on any instructional screening, but who does score above the district's established cut score, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include the fidelity of program implementation, pacing and appropriateness of instructional groupings.

Tier I: Progress Monitoring

Using curriculum-based measures and/or assessments (CBMs or CBAs), monitoring of the student's progress toward end-of-year benchmarks will occur weekly and monthly until progress monitoring data consistently demonstrates the student is on a trajectory to meet end-of-year benchmarks. Student progress monitoring at Tier I is administered and scored by the general education teacher. If, after six weeks of progress monitoring, the student is not on a trajectory to meet end-of-year benchmarks, the student will be provided Tier II strategic interventions, unless the school-based team specifically determines and can substantiate, based on the progress monitoring data, that further progress monitoring is required before Tier II strategic interventions are provided.

For students who have "exited" from a higher level of intervention, general education teachers will monitor the progress of those students monthly for 6-8 weeks to ensure they are continuing to make sufficient progress.

Tier II: Strategic Interventions

Tier II strategic interventions will be designed by the Educational Programs and Services Team and delivered primarily in the general education setting, by a general education teacher, but may be delivered in other or additional settings or by other trained staff as appropriate to the specific intervention at grades TK-8. Tier II interventions are scientifically, research-based, matched to student need and implemented with fidelity and monitored by the principal or his or her designee. Tier II interventions will be described on a student intervention plan using the school district approved RTI Plan Form to be implemented in the fall of the 2022-2023 school year.

Tier II interventions are provided in addition to regularly scheduled core instruction in the general education curriculum and will be delivered in groups of no more than six students, ideally, at least three times each school week for not less than 30 minutes per session. Tier II interventions will be delivered for at least six weeks, unless progress monitoring data reveals a need for a change in intervention, frequency or duration.

Tier II: Progress Monitoring

Using CBMs and/or CBAs, progress will be monitored at least every two weeks, or more frequently as determined by the school-based team, against established benchmarks. Tier II progress monitoring measures are administered, scored and results are charted by general educators, paraeducators, intervention specialists, and any other designated and trained member of the Educational Services Team. The student's parents will be provided results of these repeated assessments of achievement a minimum of 3 times annually, and more frequently if the student has exited from interventions on the school district Progress Monitoring data report sheet. This document is

filled out by hand and shown to parents/guardians at family conferences or sent home. It is always attached with a letter of explanation.

A. Responsiveness and Non-Responsiveness to Tier II Intervention

If, after six school weeks of Tier II intervention, the student has made no progress toward benchmarks based on at least three progress monitoring data points below the aim line, or has made progress, but is not on a trajectory to meet end-of-year benchmarks, the Student Services Team and/or Grade level Team will meet to review the student's program and progress, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include fidelity of program implementation, pacing and appropriateness of instructional groupings. Based on its review, the team will determine whether:

1. Additional diagnostic assessments are warranted, and if so, in what areas and by whom;
2. Additional changes to the instructional or behavioral interventions are required;
3. The Tier II intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;
4. The student should return to Tier I core instruction with continued progress monitoring because the student has met benchmarks; or
5. The student requires Tier III intensive intervention.

If, after an additional six weeks of Tier II intervention using the same, modified or different strategies (or up to a total of 12 school weeks of Tier II intervention) the student has made no progress toward benchmarks, the student will begin receiving Tier III intensive interventions. If not yet administered, diagnostic assessments will be conducted by a designated Educational Programs and Services Team member and results will be utilized in designing the Tier III intensive intervention.

If the student has made progress but is not on a trajectory to meet end-of-year benchmarks, (1) through (5) above will be revisited by the school based team accordingly.

Tier III: Intensive Interventions

Tier III intensive interventions will be designed by the Educational Programs and Services Team and the Student Services/Grade Level Team and delivered primarily in the general education setting, by a general education teacher and additional staff, but is likely to be delivered in other or additional settings, or by other trained staff as appropriate to the specific intervention. Tier III intensive interventions are scientifically, research-based, matched to student need, and implemented with fidelity, as monitored by the principal or his or her designee. Tier III interventions will be in addition to regularly scheduled core instruction in the general education curriculum and will be delivered in group settings smaller than those for intervention delivered in Tier II, and with an increased frequency (i.e., five times per week), duration, but not less than six weeks, and/or intensity (i.e., 60 minutes per session) than provided within Tier II. Tier III intensive interventions will be described in the student's intervention plan.

Tier III: Progress Monitoring

Using CBMs or CBAs, progress will be monitored weekly against established benchmarks. Tier III progress monitoring measures are administered, scored and results are charted by general educators, paraeducators, intervention specialists, and any other designated and trained member of the Educational Services Team. The student's parents will be provided results of these repeated assessments of achievement a minimum of 3 times annually, and more frequently if the student has exited from interventions on the school district Progress Monitoring data report sheet. This document is filled out by hand and shown to parents/guardians at family conferences or sent home. It is always attached with a letter of explanation.

A. Non-Responsive to Tier III Intensive Intervention

If, after six school weeks of Tier III interventions (or up to a total of 18 school weeks of combined Tier II or III interventions), the student has made no progress toward benchmarks as indicated by at least three data points below the aim line, the Student Services Team and/or Grade Level Team will consider a referral for an initial evaluation for special education services or other long-term planning, such as an evaluation for services under Section 504 of the Rehabilitation Act. If appropriate, the Tier III intervention will be continued after any necessary modification during the evaluation process, if the student has not received at least two phases of Tier III intensive interventions.

B. Responsive to Tier III Intensive Intervention

If, after six school weeks of Tier III interventions (or up to a total of 18 school weeks of intervention), the student has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, the Student Services Team and/or Grade Level Team will meet to review the student's program and progress, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include fidelity of program implementation, pacing and appropriateness of instructional groupings. Based on its review, the team will determine whether:

1. Additional diagnostic assessments are warranted, and if so, in what areas and by whom;
2. Additional changes to the instructional or behavioral interventions are required;
3. The Tier III intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;
4. The student should return to Tier I or Tier II with continued progress monitoring, as prescribed above, because the student has met or is on trajectory to meet end-of-year benchmarks; or
5. A referral for an initial evaluation for special education is required.

If, after an additional six school weeks of Tier III interventions (or up to a total of 24 school weeks of combined Tier II and Tier III interventions), the student has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, the *(insert title of team)* will refer the student for an initial evaluation for special education services.

These procedures are designed to permit students to move between Tiers of intervention based on the student's progress against benchmarks as determined by the *(insert title of team)*. Student intervention plans and progress monitoring and diagnostic data will be provided to the special education evaluation group at the time of referral.

Implementation Date: 22 February 2022

Classification: **Essential**

Revised Dates:

2165 HOME OR HOSPITAL INSTRUCTION

Upon request from a parent home or hospital instruction shall be provided to students who are unable to attend school for an estimated period of 4 weeks or more because of disability or illness. A written statement from a qualified medical practitioner verifying that the student will not be able to attend school for an estimated period of four weeks or more shall accompany the request. The district shall not pay for any costs incurred in securing the medical verification.

Cross References:

Policy 2161	Education of Students with Disabilities
Policy 2162	Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973

Legal References:

WAC 392-122-145	State handicapped program--Home and hospital care
WAC 392-172-218	Home/hospital instruction

Adoption Date: 12 December 2000
Grapeview School District

2165P HOME OR HOSPITAL INSTRUCTION PROCEDURES

Request

The procedures for instituting home/hospital instruction are as follows:

- A. Parent completes application form for home/hospital instruction.
- B. The school office and family physician complete the SPI E-310 form.
- C. Home/hospital instruction shall begin when the family physician signs form SPI E-310.

Role of Instructor

The instructor shall:

- A. Contact parents and arrange home/hospital instruction schedule.
- B. Discuss with the parent any conditions surrounding the student's disability or educational development which may have a bearing on the program.
- C. Discuss the need for a supervising adult to be in the home during the teacher's visit.
- D. Discuss the need for an appropriate learning environment.
 - 1. Other youngsters and/or adults should remain out of the room while the lesson is in progress.
 - 2. The student should be awake, properly dressed and ready for lessons at the appropriate time.
 - 3. Adequate study time should be scheduled each day, taking into account the physical limitations of the student.
- E. Evaluate the students' work and make a report to the student's home school.

Termination

Instruction may be terminated in the following manner:

- A. The qualified medical practitioner determines the advisability of the student returning to school.
- B. Extension of the original instruction period must be requested by the parent or guardian, and verified by the attending qualified medical practitioner.
- C. Home/hospital instructor contacts payroll office when student returns to school.

Procedures for Initiating Home/Hospital

The function of the home/hospital instructor is to provide instructional assistance and serve as a liaison between the student and the school in the following manner:

- A. Elementary (emphasizes reading, math and language skills)
 - 1. Contact school principal.
 - 2. Contact classroom teacher initially and on a weekly basis.
 - 3. Obtain current academic standing.

4. Obtain books, materials and assignments from the homeroom teacher.
5. Keep parents/guardians informed as to the progress of the student.
6. Provide a statement to the student's home school for the cumulative record regarding the grades earned by the student while on home/ hospital instruction. Grading shall be the responsibility of the classroom teacher. This statement is due immediately upon termination of the home/hospital instruction.

B. Middle School (receives instruction in required subjects)

1. Contact school counselor and have counselor set up initial meeting with home/hospital instructor and classroom teacher.
2. Obtain current academic standing.
3. Contact each classroom teacher on a weekly basis and arrange for books, materials and assignments; also include a class schedule, class outlines, etc., of what the student needs to fulfill credit requirements for quarter, semester and year.
4. Provide a statement to the student's home school for the cumulative record regarding the grades earned by the student while on home/ hospital instruction. Grading shall be the responsibility of the classroom teacher. This statement is due immediately upon termination of home/hospital instruction.

If the student is unable to complete regular classroom assignments, the home/ hospital instructor will work with the regular classroom teacher to modify or develop alternative classroom assignments to meet required course work.

Instructor Reimbursement Procedures

- A. The week before payroll cut-off date, the payroll office will contact home/hospital instructor advising of the payroll cut-off date for that particular month.
- C. When the time sheets and mileage sheets are received by the payroll office, the amounts will be computed and submitted for payment.

Implementation Date: 12 December 2000
Grapeview School District

Career and Technical Education

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

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

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

The superintendent or designee will develop procedures to ensure that the district operates all programs and courses in conformity with the district's plan for career and technical education and in coordination with our feeder high schools. Further, the associated procedures will conform to all federal and state laws. Additionally, the superintendent or designee will seek and utilize all available state and federal sources of revenue for the financial support of career and technical education in the district.

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

Cross References: 2413 - Equivalency Credit Opportunities
2140 - Guidance and Counseling

Legal References: RCW 28A.150.500 Educational agencies offering vocational educational programs Local advisory committees Advice on current job needs
RCW 28A.230.130 Program to help students meet minimum entrance requirements at baccalaureate-granting institutions or to pursue career or other opportunities High school course offerings for postsecondary credit
Chapter 28A.700 RCW Secondary career and technical education
20 U.S.C. 2301 et seq. Carl D. Perkins Career and Technical Education Act of 2006

Management Resources: 2025 – October Policy Issue
2018 - May Policy Issue
2011 - June Issue
2009 - February Issue

Adoption Date: February 25th, 2026
Classification: **Important**
Prior Revised Dates:

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Procedure - Career and Technical Education

The district's plan for its Career and Technical Education program will be approved annually by the board of directors. All components of the plan will meet the Career and Technical Education program standards as established by the Office of State Superintendent of Public Instruction (OSPI).

A. The District's Career and Technical Education (CTE) Plan:

The district's CTE Plan describes how the district will deliver career and technical education to its students. The components of the district's CTE plan will ensure:

1. Application and contextualization of the related state academic learning standards;
2. Responsiveness to state-wide or local high-demand occupations;
3. Compliance with the five-year plan requirements of the federal Carl D. Perkins Career and Technical Education Act;
4. Sufficient equipment and facilities to meet industry standards;
5. Adequate student and teacher opportunities to connect to the business community including, but not limited to, industry job shadowing, mentorships and internships;
6. The integration and application of leadership and employability skills;
7. Instructors connect student learning with work, home and community;
8. Preparatory programs leading to a certificate or credential that is state or nationally recognized;
9. Courses are sequential, rigorous and based on an analysis of technical skill attainment;
10. Performance Measures and Targets established by the state are met or exceeded;
11. No discrimination in any aspect of its CTE Programs under RCW 28A.642.010;

12. Reasonable modifications are made to all CTE policies, procedures and practices which are necessary to avoid discriminating against a student based on disability unless the district can demonstrate that such modifications would fundamentally alter the nature of a CTE course or program;
13. Teachers are CTE certified in the areas in which they instruct; and
14. Courses are structured so that the maximum number of students per class is determined by the number of training stations, safety factors and individual instruction requirements of the specific skills being developed.

B. Performance Measures and Target – Accountability

The district will adopt performance measures and targets in at least the following areas:

1. Sufficiency of courses allowing students to earn dual credit for high school and college;
2. Rates of student participation in and completion of high-demand programs; and
3. Performance measures and targets established by the workforce training and education coordinating board, including but not limited to student academic and technical skill attainment, graduation rates, post-graduation employment or enrollment in post-secondary education and other measures and targets as required by the federal Carl D. Perkins Act.

C. Course Equivalencies

Each of the district's high schools will adopt core academic course equivalencies for high school Career and Technical courses, provided that the Career and Technical Education course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee, in accordance with district [policy 2413, Equivalency Credit for Career and Technical Educational Courses](#).

D. Career and Technical Education Programs of Study

A program of study is a sequence of courses that identifies the secondary and post-secondary content that students need to take to ensure that they will have the knowledge and skills needed for a seamless transition to post-secondary options.

The district's CTE program(s) of study will:

1. Incorporate secondary CTE academic and elective courses and local graduation requirements as well as post-secondary education elements;
2. Include coherent and rigorous academic content aligned with state learning standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that are aligned with post-secondary education in a related field;
3. Include courses aligned with appropriate state academic, industry, leadership and employability standards; and
4. Lead to industry-recognized credentials, an academic certificate or degree, apprenticeship, employment or certificate at the post-secondary level.

E. Career Guidance and Counseling

Career guidance and counseling programs will include the exploration of options and opportunities for Career and Technical education at the secondary and post-secondary level and exploration of career opportunities in emerging and high-demand programs. (See [WSSDA policy 2140, Guidance and Counseling](#))

F. Advisory Committees

1. Advisory committees will participate in the determination of program goals, and review and evaluate program curricula, equipment and effectiveness.
2. Advisory committee participants will include representatives of business and labor who reflect the local industry and the community. Members will actively consult with other representatives of business, industry, labor and agriculture.
3. The superintendent, in consultation with the director of CTE programs, will select members of the advisory committees. Advisory committee members will be approved by the board.

Management Resources:

2011 - June Issue

Adoption Date: February 23, 2026

Classification: **Important**

Prior Revised Dates:

2180 PARENT INVOLVEMENT

The Board believes that the education of children is a joint responsibility, which it shares with the parents and the community. To insure that the best interests of the child are served in this process, a strong program of communications and/or collaboration between home and school must be maintained. The Board believes that it is the parents who have the ultimate responsibility for their children's in-school academic achievement and behavioral conduct. During school hours, the Board, through its designated staff, shall strive to serve the interests of parents in providing for the safety, health and welfare of their children.

The Board directs the Superintendent/principal to develop activities that will enhance home-school cooperation. Such activities may include, but not be limited to:

1. Conducting parent-teacher conferences which facilitate two-way communication between home and school;
2. Holding open houses which provide parents with the opportunity to see the school facilities, meet the staff and review the program on a firsthand basis;
3. Disseminating building and room newsletters to parents on a regular basis;
4. Conducting meetings of parents and staff members to explain and discuss matters of general interest with regard to child-school, child-home, or child-school-home relationships;
5. Conducting meetings of staff member(s) and individual or groups of parents of those students who have special abilities/aptitudes, disabilities, needs or problems;
6. Sponsoring or cosponsoring special events of a cultural, ethnic or topical nature, which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community;
7. Collaboration with parents; students and staff in school improvement, planning, development and implementation; and
8. Providing interested parents of preschool children with information and/or training on successful parenting practices.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's performance in school by:

1. Supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;
2. Sending children to school with proper attention to their health, personal cleanliness and dress;
3. Maintaining an active interest in the students' daily work and making it possible for the student to complete assigned homework through providing a quiet place and suitable conditions for study;
4. Reading all communications from the school, and signing and returning them promptly when required;
5. Cooperating with the school in attending conferences set up for the exchange of information on the child's progress in school, and
6. Participating in in-school activities and special functions.

CROSS REFERENCES:

Policy 2331	Guest Speakers
Policy 4210	School Support Organizations
Policy 4220	Citizen's Advisory Committee
Policy 5430	Volunteers

Adoption Date: 12 December 2000
Grapeview School District

Highly Capable Programs

In order to develop the special abilities of each student, the district will offer a highly capable program that provides kindergarten through twelfth grade students who qualify for the program with access to basic education programs that accelerate learning and enhance instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The board will annually approve the district's highly capable plan including: the number of students the district expects to serve by grade level; the district's plan to identify and place students, including universal screening at two grade levels; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for implementing universal referral, screening, assessment, identification, and placement of highly capable students. The procedures will include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways universal screening for identification and placement decisions; use of local norms, unless more restrictive than national norms; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.

Legal References: RCW 28A.185.030 Programs - Authority of local school districts - Selection of students
WAC 392-170 Special service program -Highly capable students

Management Resources:

2023 – November Issue
2023 – July Issue
2018 - August 2018 - August Policy Issue
2013 - September Issue
Policy News, April 2008 Highly Capable Programs

Adoption Date: 12 December 2000
Classification: **Essential**
Revised Dates: **09.14; 09.15; 11.23; 04.24**

Policy: 2190P
Section: 2000 - Instruction

Highly Capable Programs

Definition

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within student's general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace but are present within all protected classes.

Students who are highly capable may possess, but are not limited to, these learning characteristics:

1. Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than other peers;
3. Creative ability to make unusual connections among ideas and concepts;
4. Ability to learn quickly in their area(s) of intellectual strength; and
5. Capacity for intense concentration and/or focus.

The following procedures will be employed to nominate, assess and select students to participate in the program:

Nomination

Referrals are permitted and accepted based on data or evidence from teachers, other staff, parents, students and members of the community. Nominators will use the district's nomination form to refer a student to be considered for admission in the program.

Screening

The district will screen each nominee to identify students who qualify for further assessment. Screening criteria may include the following:

- State Assessment results
- Classroom grades and work samples
- Locally developed rating scales

Assessment

The district will obtain written parental permission prior to conducting assessments to determine eligibility for participation in its Highly Capable Program (HCP).

Nominees identified for further testing through the screening process will be assessed using multiple objective criteria. The assessment process shall be based upon a review of each nominee's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each nominee's unique needs and capabilities. The assessment criterion consists of both qualitative and quantitative instruments and may include:

- CogAT Testing – qualitative and quantitative
- Scales for Identifying Gifted Students/ Home Scale (completed by parent)
- Scales for Identifying Gifted Students/School Scale (completed by teacher)

Test results will be recorded in the student's cumulative file.

Selection

A multidisciplinary selection committee composed of a district administrator, psychologist or other individual who can interpret cognitive and achievement test results and a teacher will review data that has been collected for each of the nominated students. The multidisciplinary selection committee is composed of: A special teacher (provided that if a special teacher is not available, a classroom teacher shall be appointed); a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results; a certified coordinator or administrator with the responsibility for the supervision of the district's highly capable program; and additional professionals if any, that the district deems desirable.

The multidisciplinary selection committee will evaluate individual student assessment profile data and make the selection decision based on:

1. A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
2. Evidence of clear need for highly capable services; and
3. Determination of which students would benefit the most from inclusion in the district's program.

A single assessment score or indicator will not prevent a student's selection for the HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from these services. If properly validated test are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive and/or academic achievement.

The district will:

- A. Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, an explanation of the process to exit a student from the program, the information on the district's program and the options that are available to identified students.
- B. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.
- C. Schedule a meeting of all such parents; and
- D. Conduct an annual parent meeting to review each student's educational plan.

Process for Appeal

Parents/legal guardians have the right to appeal the Multidisciplinary Selection Committee's decision. Individuals appealing the selection committee's decision must submit a completed appeals form or letter requesting review of selection/placement decision. The written request must include reasons for the appeal and, to support reconsideration, provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities.

The appeal request and supporting evidence must be submitted to the superintendent within 10 school days of the Multidisciplinary Selection Committee's decision notification.

The district's multidisciplinary selection committee will review the student's file, assessment profile data, and additional evidence provided in the request for appeal. The decision of the multidisciplinary selection committee may include:

- Upholding the original decision of the Multidisciplinary Selection Committee;
- Reversing the decision of the Multidisciplinary Selection Committee;

A decision will be made by the Appeals Committee within 15 school days after receipt of written request for reconsideration. The parent/legal guardian will be notified of the decision in writing. The decision of the Committee may be appealed to the School Board within the next 30 school days.

Exit Process

The exit process may be initiated for students who no longer demonstrate a need for highly capable program services. A request may be made by a teacher or program administrator for highly capable student identification and placement discontinuation. The Multidisciplinary Selection Committee will convene a meeting to review the student's profile to determine if the student qualifies for program services based on assessment data and selection criteria. The multidisciplinary selection committee may request additional evidence of student capabilities and/or willingness to participate in the program. If the committee determines that the student no longer qualifies for highly capable program services, it may be recommended that the student exited from the program. The parent will be notified in writing of the committee's decision and of the appeal's process.

A parent/legal guardian may request that the student be withdrawn from the program or a student may voluntarily withdraw from the program. A meeting will be convened by the Highly Capable Program Coordinator/Director to discuss the request. If the parent/legal guardian desires to withdraw the student from the program, the student will be exited from the program. The multidisciplinary selection committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.

Program Design

The district will make a variety of appropriate program services to students who participate in the program. Once services are started, a continuum of services will be provided to identified students in grades K-8. The district will keep on file a description of the educational programs provided for identified students. The district reviews services annually for each student to ensure that the services are appropriate.

The district will offer highly capable students the following programs:

- Curriculum compacting
- Special Projects
- Differentiated Assignments
- Cluster grouping
- Subject Acceleration

Reporting

Identified students will be assigned the appropriate CEDARS Gifted value(s) in the district's student information system for the end-of-year reporting activities.

The superintendent or designee will provide an end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI) which includes

- number of students served by grade level K-8
- Student demographic information
- Data to determine if students who are highly capable met the goals set and if the programs provided met the academic needs of these students;
- Number and content of professional development activities provided for special teachers and general education staff;
- Program evaluation data and, if needed, program changes that will be made based upon this information; and
- Final Fiscal report that reports on activities and staff funded by this program.

Adoption Date: 12 December 2000

Classification: Essential

Revised Dates: **04.08; 12.11; 09.13; 06.14; 09.15**

Instructional programs shall be coordinated between each grade and between the elementary and middle school levels. Grade organization may vary between the two schools as the individual schools and the Grapeview community use shared-decision making in recommending to the Board their preferred grade organization. The Board will make the final decision to assure smooth transitions between the two schools as students progress.

Adoption Date: 12 December 2000
Grapeview School District

2220 SCHOOL CALENDAR

The district calendar is to be negotiated by the district and GEA. In order to permit staff, students and parents to make plans for their own work and vacation schedules, the board shall adopt a school calendar no later than June 1 of each year. Following this action, staff, students, parents and patrons will be advised of the school calendar (s).

Legal References:

RCW 28A.150.040	School year--Beginning--End
RCW 28A.150.22	Basic Education Act of 1977-Definitions--Program requirements--Program accessibility-Rules and regulations
RCW 28A.330.100(7)	Additional powers of board
RCW 41.59.930	Employer's responsibilities and rights preserved
WAC 180-16-215	Minimum 180 school day year

Adoption Date: 23 January 2001

Grapeview School District:

2220P SCHOOL CALENDAR PROCEDURES

On or before January 1st, the superintendent/principal and the president of GEA will prepare a one or two-year calendar for study purposes. The study calendar(s) will be presented to the association membership for input, revision and approval.

Parents and non GEA members will be advised of the study calendar through the newsletter and staff bulletin, and they will be encouraged to provide input for consideration. The board shall be asked to adopt a calendar on or before the April Board meeting.

Implementation Date: 23 January 2001

Revised: 02.20

Grapeview School District

Transition to Kindergarten Program

If the district operates a transition to kindergarten program, it will ensure that the program serves eligible students of all abilities who need additional preparation to be successful in kindergarten and who lack access to other early learning group settings.

Before beginning or expanding a transition to kindergarten program, the district must consider the existing availability and affordability of early learning providers, such as early childhood education and assistance programs, head start programs, and licensed childcare centers and family home providers in the region.

If the district plans to implement and administer a transition to kindergarten program, it is required to adhere to the minimum standards and requirements established by the office of the superintendent of public instruction related to:

1. Best practices for site readiness of facilities that are used for the program;
2. Developmentally appropriate curricula designed to assist in maintaining high quality programs in accordance with RCW [28A.320.230](#); and
3. Professional development opportunities.

The district may blend or co-locate a transition to kindergarten program with other early learning programs.

A transition to kindergarten program will be considered a separate class or course for data reporting requirements under RCW 28A.320.175.

Eligibility, Recruitment, and Enrollment

The term "screening process and tools" means using one or more instruments or methods of assessing and measuring the ability and need of an individual student.

Children will be eligible to participate in the district's transition to kindergarten program as follows:

1. Based on a screening process and tools, the district has determined that the child would benefit from additional preparation for kindergarten; and
2. The child's age is at least 4 years old by August 31 of the school year in which they enroll in a transition to kindergarten program.

Access to the transition to kindergarten program does not constitute an individual entitlement for any particular child.

In determining eligibility and admitting students to a transition to kindergarten program, the district will:

1. Give priority to children most in need of additional preparation to be successful in kindergarten, as demonstrated through a screening process and tool.
2. Give priority to children with the lowest family income not otherwise eligible and not enrolled in another local program.
3. Not exclude or establish a policy to prohibit participation of an eligible child due only to the presence of a disability.

4. Not charge tuition or other fees from state-funded eligible students for enrollment in a transition to kindergarten program.

All children enrolled in a transition to kindergarten program will be assigned a statewide student identifier.

The district will administer to all children enrolled in a transition to kindergarten program the Washington Kindergarten Inventory of Developing Skills (WaKIDS) at the beginning of their enrollment and at least one more time during the school year. Children whose parents excuse them from participating in the WaKIDS do not have to participate.

Cross References: 3110 - Qualification of Attendance and Placement

Legal References: RCW 28A.300.072 Transition to kindergarten program
Chapter 392-425 WAC Transition to Kindergarten

Adoption Date: 26 February 2018
Classification : **Essential**
Revised Dates : **06.25**

2240 SUMMER SCHOOL

The district's summer program of instructional offerings shall be for the purposes of remediation and enrichment. Fees shall be charged to cover costs for which revenues are not otherwise provided. To the extent that the district can absorb the cost, fees may be waived or reduced for students whose families would have difficulty paying the full fee. The USDA Child Nutrition Program guidelines shall be used to determine qualifications for waivers or reductions. Priority in fee waivers and reductions shall be given to remediation courses. Parents shall be informed of the availability of any fee waivers or reductions in the notice of the summer school program.

Legal References:

RCW 28A.320.500	Summer and/or other student vacation period programs--Authorized--Tuition and fees
RCW 28A.320.510	Night schools, summer schools, meetings, use of facilities for

Adoption Date: 12 December 2000
Grapeview School District

2320 FIELD TRIPS, EXCURSIONS AND OUTDOOR EDUCATION

The board recognizes that field trips when used as a device for teaching and learning integral to the curriculum are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom.

Field trips which take students out of the state or are planned to keep students out of the district overnight must be approved in advance by the board. Outdoor education plans shall be presented to the board for annual approval. The superintendent has the authority to approve all other field trips.

The principal shall develop procedures for the operation of a field trip or an outdoor education activity which shall insure that the safety of the student shall be protected and that parent permission is obtained before the student leaves the school. Each field trip must be integrated with the curriculum and coordinated with classroom activities which enhance its usefulness. Private vehicles may be used to transport students if approval is obtained in advance from the principal.

No staff member may solicit students for any privately arranged field trip or excursion without board permission.

Cross References:

Policy 6625	Private Vehicle Transportation
Policy 3520	Student Fees, Fines, Charges

Legal References:

RCW 28A.330.100(5)	Additional powers of board
RCW 67.20.020	Parks--Contracts for cooperation
WAC 180-87-090	Improper remunerative conduct

Adoption Date: 12 December 2000
Grapeview School District:

2320P FIELD TRIPS, EXCURSIONS, AND OUTDOOR EDUCATION PROCEDURES

Field trips are defined as travel away from school premises, under the supervision of a teacher, with an approved course of study, for the purpose of affording students a direct learning experience not available in the classroom. The transportation costs for all such field trips conducted during school hours shall be borne by the district. The following procedures shall apply:

Field Trips

- A. Each school shall receive a field trip allocation.
- B. The staff member shall submit a completed field trip request form to the principal at least two weeks prior to the field trip.
- C. The staff member shall contact the site to make specific arrangements for the field trip so that the desired activity can be coordinated with the classroom studies.
- D. The staff member shall be responsible for securing additional adult supervision for the trip (one adult to a maximum of ten students).
- E. The use of private vehicles is strongly discouraged. With the permission of the superintendent and the classroom teacher, parents may drive their own student to the field trip site. If this parent also desires to transport another student eligible for the field trip, a written statement must first be secured from the parent of the student riding in the private vehicle and filed in the school office. The driver must provide "proof of insurance" document and a copy of the driver's license.
- F. Each student participating in a field trip must first return a permission slip signed by his/her parent.
- G. A letter of appreciation should be sent to the site host upon completion of the field trip.

Outdoor Education

- A. The outdoor education plans for the coming school year shall be presented to the board for approval at the September board meeting.
- B. All staff to be involved shall be notified of plans after board approval.
- C. The proposed curricula for the outdoor education school shall be presented to teachers at least one month prior to the session.
- D. Information to parents regarding fees and waivers or reductions if offered, special clothing, dates, supervising proposed activities, and other duties shall be sent to parents at least one month prior to the session. The parent must sign an approval form.
- E. If feasible, parents may opt to have their child participate in daytime activities only.
- F. Students who do not elect to attend shall engage in meaningful learning experiences at school.
- G. Students must purchase accident insurance or have family accident insurance.
- H. If the district can absorb the cost or has access to funds to cover waivers or reductions, students who are unable to pay the fee may be granted a waiver or reduction if they meet the USDA Child Nutrition Program guidelines.

Overnight Field Trips

- A. The staff member must submit to the principal a written plan, including purpose, supervision, itinerary, cost, housing, and student costs (if any) at least two weeks prior to submission to the board.
- B. The staff member should attend the board meeting to answer any questions the board may have.
- C. After approval by the board, a written description of the overnight field trip shall be sent to the parent. All such field trips are optional. Parent permission is required.

Implementation Date: 30 January 2001
Grapeview School District

2331 CONTROVERSIAL ISSUES/GUEST SPEAKERS

The district shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice and to form, hold, and express their own opinions without personal prejudice or discrimination. The district encourages staff members to provide for the free and orderly flow and examination of ideas so that students may gain the skills to gather and arrange facts, discriminate between facts and opinion, discuss differing viewpoints, analyze problems and draw their own tentative conclusions.

Teachers shall guide discussions and procedures, including the use of guest speakers to gain divergent points of view, with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of judgment and the virtue of respect for conflicting opinions. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and the maturity of the students. When in doubt regarding appropriateness, the matter should be referred to the principal.

The principal shall establish procedures for the approval of the use of a guest speaker. When an invited speaker expresses opinions, which are partisan or considered controversial by a large portion of the community, the school shall provide for the presentation of opposing views.

- A. If the teacher and the principal believe the guest speaker's topic is controversial, they will develop a plan whereby the issue(s) can be presented in an objective unbiased manner.
- B. In the event the speaker's topic is determined to be controversial, the teacher will notify students beforehand that any student who does not wish to attend the presentation may have alternative assignment.

Adoption Date: 12 December 2000
Grapeview School District

2333 FLAG EXERCISES

Flag exercises shall be conducted in each classroom at the beginning of the school day and at the opening of all school assemblies. Students not reciting the pledge of allegiance shall maintain a respectful silence. When feasible, the salute to the flag or the national anthem shall be rendered immediately preceding interschool events.

The United States flag shall be displayed upon or near every public school plant, except during inclement weather.

Legal References:

RCW 28A.230.140	United States flag--Procurement, display, exercises--National anthem--Noncompliance, penalty
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Management Resources:

PNA 9912.02	Students and ACLU issue
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Adoption Date: 12 December 2000

Grapeview School District:

2336 REQUIRED OBSERVANCES (VETERANS' DAY AND TEMPERANCE AND GOOD CITIZENSHIP DAY)

Principals shall be responsible for the preparation and presentation of educational activities of approximately sixty minutes in duration in observance of Veteran's Day. The program shall be conducted during the school week preceding the eleventh day of November of each year.

Temperance and Good Citizenship Day shall be observed on January 16, or, if on a nonschool day, the Friday preceding January 16.

Legal References:

RCW 28A.230.160

Programs in observance of Veteran's Day

RCW 28A.230.150

Temperance and Good Citizenship Day--Aids in programming

Adoption Date: 12 December 2000
Grapeview School District

Disability History Month

The purpose of observing Disability History Month is to encourage students to respect individuals with disabilities; to focus on their strengths and to promote understanding of different abilities.

Observing Disability History Month is required by law during the month of October, but the promotion of understanding and respect will be ongoing. The district will conduct a variety of educational activities designed to foster greater awareness and understanding of individuals with disabilities. The activities may include, but are not limited to, school assemblies, guest speaker presentations, research and writing projects, book studies, art projects and/or film studies. At a minimum, all activities should provide students with the opportunity to learn how people with disabilities have been treated throughout history, how they have been instrumental in changing history and/or how they became active participants in changing societal attitudes about their needs, desires and capabilities. Activities should also include opportunities to develop understanding, respect, and knowledge. Activities and learning opportunities should not place any student with a disability in a negative or uncomfortable position.

Suggested topics for activities include:

- Examination of common word usage and actions that may stigmatize people with disabilities;
- Biographical study of important people throughout history who have or had disabilities (e.g., Muhammad Ali, Abraham Lincoln, Harriet Tubman, Lewis Carroll, Michael Phelps, Ludwig Van Beethoven, Michael J. Fox, Franklin Delano Roosevelt);
- Study of the history of the disability civil rights movement;
- Presentations by adults with disabilities in the community, including veterans with disabilities;
- Discussion of disability etiquette;
- Focus on community-based resources for people with disabilities, or the need therefor;
- Volunteering for community service organizations that work with people with disabilities;
- Study of art/music/film that tells the story of a person with a disability or examines the portrayal of people with disabilities;
- Study of a particular historical period focusing on the experience of persons with disabilities.

The Superintendent or designee will develop procedures for building-specific activities to observe Disability History Month.

Cross References:	2336 - Required Observances (Veterans Day, Constitution Day, Temperance and Good Citizenship Day, Disability History Month)
Legal References:	RCW 28A.230.158 Disability history month — Activities
Management Resources:	2014 - August Issue www.disabilityrightsgalaxy.com www.wadisabilitymonth.org

Adoption Date: 26 October 2017

Classification: **Priority**

Revised Dates:

2340 RELIGIOUS-RELATED ACTIVITIES AND PRACTICES

The board recognizes that views and opinions regarding the relationship of the schools and religion are diverse. While community opinions are important in shaping policy, the board must give primary credence to the United States and Washington state constitutions, state law and the decisions made by the respective courts when establishing guidelines for making decisions regarding religious-related activities and practices. The board further accepts the declaration of the State Board of Education that "all students ... possess the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence." To this end, the board hereby establishes the following guidelines to preserve the rights of all students within the framework of the respective constitutions.

- A. Instruction about religious matters and/or using religious materials shall be conducted in an objective, neutral, non-devotional manner and shall serve a secular educational purpose. History, sociology, literature, the arts and other disciplines taught in school may have a religious dimension. Study of these disciplines, including the religious dimension, shall give neither preferential nor disparaging treatment to any single religion or to religion in general and must not be introduced or utilized for devotional purposes.

Criteria used to guide academic inquiry in the study of religion shall seek the same neutrality, objectivity and educational effectiveness expected in other areas of the curriculum. In addition, materials and activities should be sensitive to America's pluralistic society and should educate rather than indoctrinate. Instructional activities should meet the three-part test established and used by the U.S. Supreme Court to determine constitutionality: (1) the activity must have a secular purpose; (2) the activity's principal or primary effect must be one that neither advances nor inhibits religion; and (3) the activity must not impose excessive involvement on the part of the school in order to maintain a neutral position towards the advancement of religion. This constitutional restriction shall not preclude a student from expressing his/her views relative to belief or non-belief about a religious-related issue in compositions, reports, music, art, debate and classroom discussion, when consistent with the assignment.

All religious-related instructional materials and/or activities must relate to a secular student learning goals or standards.

Staff shall avoid assigning work that emphasizes the religious aspects of a holiday. Individual students should be allowed, at their own direction, to use religious personages, events or symbols as a vehicle for artistic expression, if consistent with the assignment. State law prohibits staff from requiring that students reveal, analyze or critique their religious beliefs, from grading academic work on its religious expression if any, from censoring or imposing consequences on students who engage in religious expression in accordance with the law, or from imposing the religious beliefs of the staff member on students.

- B. A student may decline to participate in a school activity that is contrary to his/her religious convictions.
- C. If noncurriculum-related student groups are permitted to meet on school premises immediately before or after school hours, students shall be permitted to meet to discuss religious, political, philosophical or other issues provided such group meetings are student-initiated and student-managed in compliance with Policy 2158, Non-curriculum Related Student Groups.
- D. Religious groups may rent school facilities under the policy providing for facilities rental. Activities of such groups shall be clearly separated from school sponsored activities so that the school district does not support or appear to support the establishment of religion.
- E. A student may distribute religious literature under the same conditions that other literature may be

distributed on the campus provided that such distribution does not intrude on the operation of the school.

- F. Material and/or announcements promoting religion may not be distributed by non-students or on behalf of groups or individuals who are not students.
- G. Religious services, programs or assemblies shall not be conducted in school facilities during school hours or in connection with any school sponsored or school related activity. Speakers and/or programs that convey a religious or devotional message are prohibited. This restriction does not preclude the presentation of choral or musical assemblies which may use religious music or literature as a part of the program or assembly.
- H. Musical, artistic and dramatic presentations which have a religious theme may be included in course work and programs on the basis of their particular artistic and educational value or traditional secular usage. They shall be presented in a neutral, non-devotional manner, be related to the objective of the instructional program, and be accompanied by comparable artistic works of a nonreligious nature.

Since a variety of activities is included as part of a holiday theme, care must be exercised to focus on the historical and secular aspects of the holiday rather than its devotional meanings. Music programs shall not use the religious aspect of a holiday as the underlying message or theme. Pageants, plays and other dramatic activities shall not be used to convey religious messages. Religious symbols such as nativity scenes, if used, shall be displayed in conjunction with a variety of secular holiday symbols so that the total presentation emphasizes the cultural rather than religious significance of the holiday.

- I. A student, upon the request of a parent, may be excused to participate in religious instruction for a portion of a school day provided the activity is not conducted on school property. (Credit shall not be granted for such instruction.)
- J. Upon receipt of a parent(s) request, a student shall be excused from attending school in observance of a religious holiday.
- K. Students may wear religious attire or symbols provided they are not materially and substantially disruptive to the educational process.
- L. As a matter of individual liberty, a student may of his/her own volition engage in private, non-disruptive prayer at any time not in conflict with learning activities. School staff shall neither encourage, or discourage a student from engaging in non-disruptive oral or silent prayer or any other form of devotional activity.
- M. Commencement exercises shall be free from sectarian influence, including invocations and benedictions.

Students, parents and staff who are aggrieved by practices or activities conducted in the school or district may register their concern with the building principal or district superintendent/principal.

Cross References:

Policy 2153	Noncurriculum-related Student Groups
Policy 3122	Student Absence
Policy 3220	Freedom of Expression
Policy 3223	Freedom of Assembly
Policy 3224	Student Dress
Policy 4220	Complaints Regarding Staff or Program
Policy 4237	Contests, Advertising and Promotions
Policy 4235	Public Performances
Policy 4260	Use of School Facilities

Legal References:

U.S. Constitution

WSC 0001.11

WSC 0009.04

RCW 28A.600.025

WAC 180-40-227

First Amendment, Fourteenth Amendment

Wash. Constitution Art. I, § 11

Wash. Constitution Art. 9, Sec. 4 and Art. 26

Student rights of religious expression

School district rules defining students' religious rights

Adoption Date: 12 December 2000

Grapeview School District

Procedure - High School Graduation Requirements

I. PUBLICATION OF GRADUATION REQUIREMENTS

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

II. CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

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

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

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

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

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

Awarding of High School Credit

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

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

Credits from Other Programs

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

Subject and Credit Requirements for Graduation

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

- A. Four credits in English.
- B. Three credits in mathematics.
 - 1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan.
 - 2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet his or her graduation requirement.
 - 3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subject but did not receive high school credits may do one of the following:
 - i. Repeat the course or courses for credit in high school; or
 - ii. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.
- C. Three credits in science.
 - 1. Two science credits must be in laboratory science.
 - 2. A student may choose the content of the third science credit based on his or her interests and his or her high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.
- D. Three credits in social studies.
 - 1. One social studies credit must be in United States history.
 - 2. One-half social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

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

Total number of credits required to graduate: 24.

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);

- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. The plans for evaluation of the program; and
- J. How and by whom the student will be supervised.

The district will keep a list of approved programs on file in the superintendent's office. The superintendent or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

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

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

- A. Contact the college they are interested in attending and arrange to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.
- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes his or her portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical Work-Based Learning

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

- A. The school will supervise the work program.
- B. The work experience will specifically relate to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.

- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than 180 hours for instructional work-based learning experience and not less than 360 hours of cooperative work based learning experience related to a student's school program.
- H. The employer will legally employ the student, who must have passed his or her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation-requirement standards.
- K. The program standards and procedures align with the state career and technical work-based learning standards.

National Guard High School Career Training

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

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

Home School Credit

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

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

2. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

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

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

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

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

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

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

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

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan for course taking that does the following:
 1. Includes information about options for satisfying state and local graduation requirements;
 2. Satisfies state and local graduation requirements;
 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
 4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals; and

5. Includes information about the college bound scholarship program;
- F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
 2. Application timelines and submission deadlines;
 3. The importance of submitting applications early;
 4. Information specific to students who have been in foster care;
 5. Information specific to students who are, or are at risk of being, homeless;
 6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;
 7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications;
 8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and
 9. Information on college bound scholarship application and eligibility; and
- G. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

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

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

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

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

IV. GRADUATION PATHWAY OPTIONS

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

Statewide High School Assessment

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

Dual Credit Courses

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

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

High School Transition Courses

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

AP Courses and International Baccalaureate Programs

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

- A. Earning high school credit with a grade of C+ or higher in each term in the following advanced placement, international baccalaureate, or Cambridge international courses in English language arts and mathematics.
 1. English language arts courses:
 - i. AP courses: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.
 - ii. International baccalaureate courses: individuals and societies courses or English language and literature courses.
 - iii. Cambridge advanced or advanced subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology global perspectives and research, or law.
 2. Mathematics courses:
 - i. AP courses: statistics, computer science A, computer science principles, or calculus.
 - ii. International baccalaureate courses: any international baccalaureate mathematics course.
 - iii. Cambridge advanced or advanced subsidiary courses: any Cambridge advanced or advanced subsidiary mathematics course.
- B. Achieving the following scores on the following exams:
 1. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.
 2. Score a four or higher on international baccalaureate exams in one of the English language arts and one of the mathematics courses identified above.
 3. Score an E or higher on Cambridge international exams in one of the English language arts and one of the mathematics courses identified above.

SAT or ACT Scores

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

Combination of Options

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

Armed Services Vocational Aptitude Battery

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

Career and Technical Education Courses

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

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

Expedited Appeal Process for Waiving Student Assessment Requirements

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

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

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

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

V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA

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

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

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

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

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

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

VII. SEAL OF BILITERACY

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

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

approved by OSPI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);

4. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI.

VIII. GRADUATION CEREMONIES

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

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

Graduation ceremonies will be conducted in the following manner:

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

IX. WITHHOLDING OF A DIPLOMA

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

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

Implementation Date: 24 March 2020

Classification: **Essential**

Revised Dates:

Grading and Progress Reports

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the district's responsibility to keep parents informed of student welfare and progress in school.

The district will inform parents or legal guardians about their students' academic progress, including the right to receive periodic reports on their students' educational growth and development in accordance with RCW 28A.150.240 and to receive notice of their students' performance on state learning standard tests and assessments in accordance with RCW 28A.230.195. The district will also inform the parents or legal guardians whether their students' performance could threaten their ability to be promoted to the next grade level. Parents or legal guardians have the right to request an in-person meeting with their students' classroom teachers and principals to discuss any resources or strategies available to support and encourage their students' academic improvement.

The district will issue grades and written or electronic progress reports and provide opportunities for parent conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to effect improvement. These written and verbal reports will be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district will comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term, individually and cumulatively.

The superintendent or designee will establish a system of reporting student progress and will require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher will specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected for failure to attend or participate, provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.

Cross References: 3520 - Student Fees, Fines, or Charges
 3122 - Excused and Unexcused Absences

Legal References: RCW 28A.150.240(2)(g) Certificated teaching and
 administrative staff as accountable for classroom
 teaching — Scope — Responsibilities — Penalty

RCW 28A.230.195 Test or assessment scores—
Adjustments to instructional practices—Notification to
parents

RCW 28A.600.030 Grading policies — Option to
consider attendance

RCW 28A.605.005 Parental rights

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 — Rights protected

WAC 392-210 Student testing and evaluation -
Washington state honors award program

WAC 392-415 Secondary education - Standardized
high school transcript

Adoption Date: **12 December 2000**

Classification: **Encouraged**

Prior Revised Dates: **09.21; 10.25**

2421 PROMOTION/RETENTION

The board recognizes that the rate of physical, social, emotional and academic growth will vary among individual students. Since each student grows at his/her own rate, these individual growth characteristics shall be recognized in classroom programming.

After a student has successfully completed a year of study at a specific grade level, he/she will be promoted to the next grade. Retention at the same grade may be beneficial to the student when he/she is not demonstrating minimum competency in basic skill subjects in relation to ability and grade level. Retention should not be considered, except in these instances where there is a strong likelihood that the student will benefit with minimum social and emotional disruption.

The superintendent shall establish procedures which provide that parents will be informed at least one (1) quarter in advance of any retention decision on the part of the school.

Cross References:

Policy 2080	Comprehensive Student Assessment System
Policy 2090	Program Evaluation

Adoption Date: 12 December 2000
Grapeview School District

2421P PROMOTION/RETENTION PROCEDURES

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

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

Implementation Date: 12 December 2000
Grapeview School District

2422 HOMEWORK

The board believes that homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized; must be viewed as purposeful to the students; and must be evaluated and returned to students in a timely manor.

Homework may be assigned for one or more of the following purposes:

- A. Practice --- to help students to master specific skills which have been presented in class;
- B. Preparation --- to help students gain the maximum benefits from future lessons;
- C. Extension --- to provide students with opportunities to transfer specific skills or concepts to new situations; and
- D. Creativity --- to require students to integrate many skills and concepts in order to produce original responses.

The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment.

The school principal shall establish guidelines which clarify the nature and the use of homework assignments to improve school achievement.

Adoption Date: 12 December 2000
Grapeview School District