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QUALIFICATIONS OF ATTENDANCE AND PLACEMENT

A. Age of Admission

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

1. Is lawfully and regularly employed, and
2. Has permission of a parent, or,
3. Is emancipated pursuant to Chapter 13.64 RCW; or
4. Is subject to one of the other exceptions to compulsory attendance.

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

B. Entrance Qualifications

To be admitted to a kindergarten program which commences in the fall of the year a child must be not less than 5 years of age prior to September 1 of that school year. To be admitted to a first grade program which commences in the fall of the year a child must be not less than 6 years of age prior to September 1 of that school year. Any student not otherwise eligible for entry to the first grade who has successfully completed a state-approved, public or private kindergarten program of 450 or more hours including instruction in the essential academic learning requirements and other subjects that the district determines are appropriate shall be permitted entry into the first-grade program. If necessary, the student may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. Such determination shall be made no later than the 30th calendar day following the student's first day of attendance.

Exemptions

Special exemptions may be made for younger pupils who appear to be sufficiently advanced to succeed in the educational program. The superintendent shall identify screening processes and instruments that shall provide reliable estimates of these skills and abilities, develop procedures for implementing this policy and establish fees to cover expenses incurred in the administration of preadmission screening processes. The district shall provide a fee waiver or a reduction in fees for low income students whose parents are unable to pay the full cost of preadmission screening.

C. Admission of Students Aged Twenty-One or Older

A student aged 21 or older may enroll in a school in the district under the following conditions:

1. There is available space in the school and program which the student shall attend;
2. Tuition is prepaid;
3. The student provides his/her own transportation;
4. The student resides in the state of Washington; and
5. In the judgment of the superintendent, no adult education program is available at reasonable costs and the district's program is appropriate to the needs of the student.

D. Placement of Students on Admission

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

Cross References: Board Policy 2080 Comprehensive Student Assessment System
2121 Substance Abuse Program
2140 Guidance and Counseling
2108 Remediation Programs
3114 Part-time, Home-based, or Off-campus students
3121 Compulsory Attendance
3122 Excused and Unexcused Absences
4220 Complaints Concerning Staff or Programs

Legal References: RCW 28A.225.010 Attendance mandatory—Age—Person having custody
Shall cause child to attend public school—When excused
28A.225.020 School's duties upon juvenile's failure to attend school
28A.225.160 Attendance age eligibility
28A.225.220 Adults, children from other districts, agreements for attending school—Tuition
WAC 180-39 Uniform Entry Qualifications
392-134-10 Attendance rights of part-time public school students
392-137 District policies—Procedure and criteria for release of Resident students and admission of nonresident students.

Management Resource: Policy News, April 2006 Entrance to School Policy Changes
Policy News, August 1999 District may set K-screening fees

Adoption Date: 091906

School District Name: Naselle-Grays River Valley School District

Qualifications of Attendance and Placement

Entrance Qualifications

As a minimum, eligibility for the exemption shall be based upon an analysis of the child's (1) physical, health and motor development; (2) social and emotional development, (3) approaches toward learning; (4) language, literacy and communication; and (5) cognition and general knowledge. Where feasible, assessment devices shall be used that shall permit students who are to be considered for exemption to be compared to the level of performance that would be expected of children with a chronological age of 5 years for kindergarten and 6 years for first grade in each of the areas of ability.

Admission of Students Aged Twenty-One or Older

The student shall petition the superintendent for admission.

The petition shall identify the student's name, age, address and grade level or program of study.

If approved, the petition shall specify the tuition fee to be paid, shall be signed by the student and the superintendent and shall constitute the written agreement required by law. It shall be retained as a public document and made available to the state superintendent of public instruction upon request.

The tuition fee shall be calculated in the same way the state superintendent of public instruction determines the cost of educating a student in the district, except that a handicapped student who turns twenty-one during the school year shall only pay that amount of money deemed as "excess costs."

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

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

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

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

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

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

Legal References:	RCW 28A.225.220	Adults, children from other districts, agreements for attending school —Tuition
	28A.225.225	Applications to attend nonresident district
	28A.195.010	Private schools — Extension programs for parents to teach children in their custody — Scope of state control —Generally
	28A.225.010	Attendance mandatory — Age —Persons having custody shall cause child to attend public school — Exceptions
	28A.200.010	Home-based instruction — Duties of parents
	28A.200.020	Home-based instruction — Certain decisions responsibility of parent

Date: 091801
Naselle School Dist.#155

Part-time, Home-based or Off-campus Students

Suggested procedures are as follows:

- A. Distribute SPI-developed letter of intent and district-developed supplementary application to interested parents upon request.
- B. Meet with parent to review supplementary application and determine if parent wishes to enter into off-campus program agreement with the school district. (Maintain a log which reflects the effort that the district has made to conduct such a meeting.)
- C. If an off-campus program agreement is not established, clarify the parent's responsibility in providing home-based instruction including instructional time, subject matter, testing and student records.
- D. If a parent determines that supervision by a certificated teacher is necessary to satisfy qualifications to provide home-based instruction, inform the parent that they are expected to select and pay for such supervision. The district will, if requested, assist the parent in securing instructional materials, provided that the parent shall bear the cost of such materials.
- E. Advise the parent of their rights to enroll a student for part-time instruction and/or to receive ancillary services.
- F. If the parents wish to enroll the child for off-campus instruction (WAC 392-121-181), develop an agreement for each subject which provides for:
 - 1. The objective(s) of the program;
 - 2. The teaching component(s) of the program, including where and when teaching activities will be conducted by school district certificated staff;
 - 3. A schedule of the duration of the program, including beginning and ending dates within the school year;
 - 4. A description of how student performance will be supervised, evaluated, and recorded by the certificated staff or by qualified school district employees under the direct supervision of the certificated staff; and
 - 5. A description of intervention techniques and criteria for their use.
- G. Maintain proper documentation that includes the written plan, a log of contacts made with parent and student (verification by signature of parent), a log of meetings with a classroom teacher for the same grade level as the student.
- H. Assign a certificated staff member to supervise the parent and student typical schedule: four (4) hours/month with parent and student; four (4) hours/month with classroom teacher.
- I. Claim student as "enrolled" for purposes of state financial support.

Date:



Students Experiencing Homelessness - Enrollment Rights and Services

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

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

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

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

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

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

Best interest determination

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

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

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

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

If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, and in compliance with the

state's Address Confidentiality Program when necessary. However, the district cannot demand emergency contact information in a form or manner that creates a barrier to enrollment and/or attendance at school.

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

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

The superintendent will:

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

Facilitating on-time grade level progression

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

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

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

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

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

(Editor's Note: The following bracketed information is not required by law. However, RCW 7.70.065 (2)(b) allows certain school staff to provide informed consent for the provision of nonemergency primary care services to underage homeless children as defined by the federal McKinney-Vento Homeless Assistance Act, when such children are not under the supervision, control, custody, and/or care of a parent, custodian, legal guardian, or the department of social and health services and when the child is not authorized to provide his or her own consent through another legal mechanism. The optional language below is provided for school boards that would like to include the "informed consent" language based on potential health and welfare benefits for the implicated students.)

[Informed consent for healthcare

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

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

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

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

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

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

Cross References: 3116 - Students in Foster Care
 3120 - Enrollment
 3231 - Student Records
 3413 - Student Immunization And Life Threatening Health Conditions
 4218 - Language Access Plan

Legal References: RCW 28A.225.215 Enrollment of children without legal residences
 RCW 28A.320.142 Unaccompanied youth – Building point of contact – Duty of District
 RCW 28A.320.145 Support for homeless students.
 20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]
 42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act
 Chapter 28A.320 RCW Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session)

Management Resources:

- 2019 – July Issue
- 2018 - May Issue
- 2017 - October Policy Issue
- 2017 - July Policy Issue
- Posters and Other Materials for Community Outreach - OSPI
- 2016 - November Issue
- 2016 - July Issue
- 2014 - December Issue
- 2004 - October Issue
- 2002 - October Issue

Adoption Date: 09/17/2019

Classification: **Essential**

Revised Dates: **10.02; 10.04; 12.11; 12.14; 07.16; 11.16; 07.17; 10.17; 05.18; 07.19**



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Procedure - Homeless Students - Enrollment Rights and Services

A. Definitions

1. **Homeless children and youths** means individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason, living in motels, parks or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings or substandard housing or similar situations; or migratory children because they are living in circumstances like those described above. “Substandard housing” may be determined by considering factors such as whether the setting in which the child or youth is living lacks water, electricity or heat; is infested with vermin or mold; lacks a working kitchen or toilet, or presents unreasonable dangers to adults, children or persons with disabilities. Cities, counties and states have varying housing codes that further define housing deemed substandard by law.
2. **Unaccompanied youth** means a youth not in the physical custody of a parent or guardian and includes youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act.
3. **School of origin** means the school or preschool that a child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.
4. **Best interest determination** means that the district must make school placement decisions for homeless students and youths on the basis of their best interest, as determined by student-centered factors including impact of mobility on achievement, education, health and safety. Priority should

be given to the request of the child or the parent/guardian or unaccompanied youth. Placement of siblings should also be considered.

5. **Excess cost of transportation** means the difference between what the district normally spends to transport a student to school and the cost of transporting a homeless student to school. For example, there is no excess cost of transportation if the district provides transportation to a homeless student by a regular bus route. However, if the district provides special transportation to a homeless student (e.g., by private vehicle or transportation company), the entire cost would be considered excess costs of transportation. The additional cost of the district's re-routing of busses to transport a homeless student can be considered excess cost of transportation. The district may use McKinney-Vento subgrant funds and Title I, Part A funds to defray excess cost of transportation for homeless students.

B. Identification

The district will:

1. Use a housing questionnaire in its enrollment process. The questionnaire will be distributed universally so as to avoid stigmatizing homeless children and youths and their families;
2. Ensure that referral forms used to identify and support homeless students are accessible and easy to use;
3. Include its homeless liaison's contact information on its website;
4. Provide materials for homeless students and parents, if necessary and to the extent feasible, in their native language;
5. As practicable, provide annual guidance for school staff on the definition of homelessness, signs of homelessness, the impact of homelessness on students and steps to take when a potentially homeless student is identified, including how to connect the student with appropriate housing and support service providers;
6. Develop interagency partnerships to serve homeless families and youths; and
7. Work with the state homelessness coordinator to facilitate services to families and youths made homeless by natural disasters or other catastrophic events.

C. Placement and enrollment

The district will:

1. When deciding placement, presume that allowing the homeless student to remain in their school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian or unaccompanied youth;
2. If the parent/guardian contests the district's decision, make a best interest determination based on factors such as the impact of mobility on the student's educational achievement, health and safety. If the best interest determination is requested by an unaccompanied youth, the process will give priority to the views of the youth;
3. After conducting a best interest determination, provide to the parent/guardian of the student in a timely manner and in a language they can understand, a written explanation of the final decision and the right to appeal the decision (see Dispute Resolution Procedure, below);
4. Pending resolution of disputes that arise over eligibility, school selection or enrollment, immediately enroll a homeless student in the school in which the parent, guardian or unaccompanied youth seeks enrollment;
5. Avoid delay or denial of enrollment of homeless students, even if they have missed application or enrollment deadlines during any period of homelessness or are unable to produce records required for enrollment (e.g., previous academic records, immunization records, health records, proof of residency, proof of guardianship, birth certificates);
6. Avoid requirements for student contact information to be in a form or manner that creates a barrier for homeless students;
7. Provide transportation for homeless students to their school or preschool of origin. Once the student has obtained permanent housing, the district will continue to provide such transportation until the end of the academic year. If the homeless student remains in their school of origin but begins living in an area served by district, the district of origin and the district in which the homeless student is living must agree upon a method to apportion the responsibility and costs for the student's transportation to and from their school of origin. If the districts cannot reach agreement, the responsibility and costs for transportation will be shared equally;
8. Continue to provide transportation to their school of origin pending the outcome of enrollment or transportation disputes;
9. Immediately contact the school last attended by the homeless student to obtain relevant academic and other records;

D. District's homeless liaison

The district liaison, Mr. Quinn Donlon will ensure that:

1. Homeless children and youths are identified by school personnel and through coordination of activities with other entities and agencies;
2. Homeless children and youths enroll in and have a full and equal opportunity to succeed in school;
3. Homeless families, children and youths receive educational services for which such families, children and youths are eligible, including Head Start and Even Start programs and preschool programs administered by the district and referrals to health care services, dental services, mental health services, and other appropriate services;
4. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
5. Public notice of the educational rights of homeless children and youths is disseminated where such children receive services (e.g., schools, family shelters, soup kitchens);
6. Enrollment disputes are mediated in accordance with Paragraph C, Placement and enrollment, above; and
7. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school selected;
8. Unaccompanied youths are enrolled in school, have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths, are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 U.S.C. 1087vv) for federal student aid purposes, and their right to receive verification of this status from the local liaison;
9. Barriers that prevent homeless students from receiving credit for full or partial coursework satisfactorily completed while attending a prior school are identified and removed;
10. Affirm whether homeless students meet the U.S. Department of Housing and Urban Development (HUD) definition of homelessness to qualify them for HUD homeless assistance programs and refer homeless families and students to housing and other services;
11. Assist parents, guardians and unaccompanied youth in obtaining immunizations, health screenings, guardianship records and other documents normally required for enrollment; and

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

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

E. Dispute Resolution Procedure

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

1. **Notification of Appeal Process**

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

- a. An explanation of the child's placement and contact information for the district and the OSPI homeless liaison, including their roles;
- b. Notification of the parent's right to appeal(s);
- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process including a petition form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the federal legislation governing placement of homeless students (McKinney-Vento Act).

2. **Appeal to the School District Liaison – Level I**

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

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

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

- c. The district will verify receipt of the Level I decision; and
- d. If the parent or unaccompanied youth wishes to appeal, notification must be provided to the district liaison within ten business days of receipt of the Level I decision. The liaison will provide the parent with an appeals package containing:
 - i. The complaint filed with the district liaison at Level I;
 - ii. The decision rendered at Level I; and
 - iii. Additional information provided by the parent, unaccompanied youth and/or homeless liaison.

3. Appeal to the School Superintendent – Level II

The parent or unaccompanied youth may appeal the district liaison’s decision to the superintendent or the superintendent’s designee using the appeals package provided at Level I.

- a. The superintendent will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package;
- b. Within five business days of the conference with the parent or unaccompanied youth the superintendent will provide that individual with a written decision with supporting evidence and notification of their right to appeal to the OSPI;
- c. The district will verify receipt of the Level II decision;
- d. A copy of the superintendent’s decision will be forwarded to the district’s homeless liaison; and
- e. If the parent or unaccompanied youth wishes to appeal to the OSPI, notification must be provided to the district homeless liaison within ten business days of receipt of the Level II decision.

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

- a. The district superintendent will forward a copy of the Level II decision and all written documentation to the OSPI homeless liaison within five days of rendering a decision. The district will submit the entire dispute package to the OSPI in one complete package by U.S. mail;
- b. The OSPI’s homeless education coordinator or designee, along with the appropriate agency director, and/or agency assistant superintendent will make a final decision within fifteen business days of receiving the appeal;
- c. The OSPI’s decision will be forwarded to the district’s homeless liaison. The liaison will distribute the decision to the parent or unaccompanied youth and the local superintendent;

- d. The OSPI's decision will be the final resolution for placement of a homeless child or youth in the district; and
- e. The district will retain the record of all disputes, at each level, related to the placement of homeless children.

F. Inter-district Disputes

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

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

Adoption Date: 4/18/17

Naselle-Grays River Valley School District



Students in Foster Care

The board recognizes that students in foster care experience mobility in and out of the foster care system and from one home placement to another that disrupts their education, thereby creating barriers to academic success and on-time graduation. Through collaboration with state, local and/or tribal child welfare agencies, the district will strive to minimize or eliminate educational barriers for students in foster care, particularly with regard to enrollment, transfer of student records, and transportation to their school of origin. The superintendent or designee is authorized to establish procedures and/or practices for implementing this policy.

Point of contact

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

Enrollment

Whenever practical and in the best interest of the child, children placed into foster care will remain enrolled in the school they were attending upon entering foster care. When a determination of the student's best interest is necessary, it will take into account a number of factors as described in the procedures that accompany this policy, including concern for the student's safety as well as the availability of supports for the student's educational success. Such a determination should involve a district representative, a representative of the appropriate child welfare agency, the student, and the student's biological and foster families, if reasonably feasible.

If remaining in the school of origin is determined not to be in the student's best interest, the district will

immediately enroll that student in their new school. Enrollment may not be denied or delayed based on the fact that documents normally required for enrollment have not been provided.

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

Records Transfer

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

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

Transportation

By December 10, 2016, the district will collaborate with state, local or tribal child welfare agencies, as appropriate, to implement a written transportation procedure by which prompt, cost-effective transportation will be provided, arranged and funded for students to remain in their school of origin when in their best interest for the duration of their time in foster care.

The written procedure will ensure that if additional costs are incurred in providing transportation, the district will provide transportation to the school of origin if: 1) the child welfare agency agrees to reimburse the transportation; (2) the district agrees to pay for the cost of the transportation; or 3) the district and the child welfare agency agree to share transportation costs.

Dispute resolution

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

In the event that a dispute occurs between the district and a child welfare agency with regard to issues that do not involve educational placement or the provision of educational services (e.g., transportation reimbursements, failure to collaborate), such disputes may be forwarded to the office of the superintendent of public instruction for resolution.

Review of unexpected or excessive absences

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

Facilitating on-time grade level progression

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

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

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

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

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

Adoption date: 09/19/17



Enrollment

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

- A. Any history of placement in a special education program;
- B. Any past, current or pending disciplinary actions;
- C. Any history of violent behavior or convictions;
- D. Adjudications or diversion agreements related to a violent offense, a sex offense, inhaling toxic fumes, a drug offense, a liquor violation, assault, kidnapping, harassment, stalking or arson;
- E. Any unpaid fines or fees from other schools; and
- F. Any health conditions affecting the student's educational needs.

If the district receives information that a student has a history of disciplinary actions, criminal or violent behavior, or other behavior that indicates the student could be a threat to the safety of staff or students, the student's teachers and building security personnel will be informed.

A district may require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements. The school district will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see 3115 – Homeless Students Enrollment Rights and Services). A district will not inquire into a student’s citizenship or immigration status or that of his/her parents or guardians. The district will conditionally accept applications, including electronic applications, for enrollment and course registration for a student of a military family transferred to, or is pending transfer to, a military installation within the state (see 2100 – Educational Opportunities for Military Children). The request for enrollment may be made by the student, parent or guardian.

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

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|-----------------------|---|
| Cross References: | 2100 – Educational Opportunities for Military Children
2255 - Alternative Learning Experience Programs
3115 – Students Experiencing Homelessness - Enrollment Rights and Services |
| Legal References: | RCW 28A.225.215 Enrollment of children without legal residences
RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules
WAC 392-121-108 Definitions — Enrollment exclusions
WAC 392-121-122 Definitions — Full-time equivalent student
WAC 392-121-182 Alternative learning experience requirements
WAC 392-169-022 Running start student — Definition |
| Management Resources: | 2019 – July Issue
2014 - June Issue |

Adoption Date: 09/17/2019
Classification: **Essential**
Revised Dates: **06.99; 08.11; 06.14; 07.19**



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Procedure Enrollment

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

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

Annually each school will report to the district actions taken to reduce any student's absenteeism following the student's fifth absence in one month, or tenth absence in one year. The district will report this information annually to the superintendent of public instruction:

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

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

For purposes of enrollment count, a "full-time equivalent student" will be:

- Grade K: 20 hours or more per week or four hours or more for 90 scheduled days or 10 hours or more per week or two hours or more for 180 scheduled days.
- Grade 1-3: 20 hours or more per week or four hours or more for 180 scheduled days.
- Grade 4-10: 25 hours or more per week or five hours or more for 180 scheduled days.
- Grade 11-12: 25 hours or more per week or five hours or more for 180 scheduled days; the equivalent in a combination of high school, community college and/or vocational-technical institute courses; or the equivalent in an alternative school program.

Alternative Learning Experiences: Full-time equivalency will be determined by documentation of all hours of learning activities pursuant to WAC 392-121-182.

Normal class change/passing time may be counted as part of this requirement. Noon intermission, however, is excluded.

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

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

Adoption Date: 12/16

Classification:

Revised Dates: **08.11; 04.15**

Excused and Unexcused Absences

Definition of Absence

Absence from in-person learning

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

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

Definition of absence from remote learning

(1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day. (2) Evidence of student participation in remote learning may include, but is not limited to: (a) Daily logins to learning management systems; (b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or (c) Evidence of participation in a task or assignment.

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

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

A. The following are valid excuses for absences:

1. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status; and
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.
13. Absences related to the student's illness, health condition, or medical appointments due to COVID-19;
14. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
15. Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;
16. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
17. Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and
18. Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence. Districts may define additional categories or criteria for excused absences.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is

to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

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

Unexcused Absences

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

community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.

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

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

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

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

Unexcused absences from remote learning.

Absences from remote learning must be marked as a "nontruancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

Tardies and Disciplinary Actions

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

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

Tiered response system for student absences

WAC 392-401A-045 states:

School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic. Tiered response systems under this section must include:

- (a) Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- (c) Daily notification of absences to parents;
- (d) A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- (e) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- (f) When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.

Students dependent pursuant to Chapter 13.34, RCW

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

Migrant Students

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

Cross References: 3120 - Enrollment
 3230 - Student Privacy and Searches

3240 - Student Conduct Expectations and Reasonable Sanctions
3241 - Classroom Management, Discipline and Corrective Action
4218 - Language Access Plan

Legal References:

Chapter 28A.225 Compulsory school attendance and admission
RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition
Chapter 392-401A WAC Statewide definition of absence for the 2020-21 school year.

Management Resources:

2020 – September Policy Alert
2018- August Issue
2017 - July Policy Issue
2016 - July Issue
2015 - June Issue
2012 - December Issue
2011 - December Issue
Policy News, June 2001 More Tweaking of Becca Petitions

Adoption Date: 10/2020

Classification: **Essential**

Revised Dates: **12.06; 06.11; 12.12; 06.15; 07.16; 07.17; 08.18; 09.20**

Excused Absences

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

- 1 Participation in school-approved activity or instructional program. To be excused this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so.
- 2 Absence due to: illness; health condition; medical appointment; family emergency; religious purposes; court, judicial proceeding or serving on a jury; post-secondary, technical school or apprenticeship program visitation, or scholarship interview; State recognized search and rescue activities consistent with RCW 28A.225.055; and directly related to the student's homeless status.
- 3 When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail or written note and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse via phone, e-mail or written note upon the student's return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absences with a note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with a note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion.
- 4 A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.
- 5 Absence for parental-approved activities. This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. In participation-type classes (e.g., certain music and physical education classes) the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent or guardian-approved absence would have an adverse effect on the student's educational progress which would ultimately be reflected in the grade for such a course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.
- 6 Absence resulting from disciplinary actions — or short-term suspension. As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.

- 7 Extended illness or health condition. If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.

- 8 Excused absence for chronic health condition. Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's request.

- 9 Extended absence due to Migratory Work
 This absence is due to "migratory work" fishing or agricultural work. The student will meet with teachers, counselor or a migrant staff person to complete an academic plan. Contact is made with the parent or guardian via a phone call or a conference and work is sent with the student. Upon return, the student's progress is monitored via school wide screenings and/or classroom assessments. Student academic interventions are mobilized as needed based on results. Partial or full credits for work completed while students or their parents are engaged in migratory work will be accepted.

Required conference for elementary school students

If an elementary school student has **five or more excused absences in a single month** during the current school year or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school.

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

Unexcused Absences

An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district policy on absences.

Unexcused absences occur when:

- 1 The parent, guardian or adult student submits an excuse that does not meet the definition of an excused absence as defined above; or

- 2 The parent, guardian, or adult student fails to submit any type of excuse statement, whether by phone, e-mail or in

writing, for an absence.

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

After two unexcused absences within any month of the current school year, a conference will be held between the principal, student and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty days of the second unexcused absence, the district may schedule the attendance conference on the same day. The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:

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

If the student's parent/guardian does not attend the conference, the conference may be conducted with the student and school official. However, the parent will be notified of the steps taken to eliminate or reduce the student's absences.

Transfers

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

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

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

Community Truancy Board

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

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

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

Petition to juvenile court

The petition will contain the following:

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

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

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

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

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action.

Revised and adopted 7.16

WITHDRAWAL PRIOR TO GRADUATION

Students age 16 or older identified by themselves or staff as potential dropouts shall become a focus of attention in the following manner:

- A. Each student and his/her counselor shall meet for the purpose of discussing the reason for de-siring to withdraw from school and the student's plans for the future, including the educational, counseling and related services which are available within the school and/or community.
- B. The counselor and the student's teachers shall meet to discuss the student's present status and to identify program modifications and/or options that will meet the student's present and future needs.
- C. The student, parent, counselor, and principal shall review all pertinent information and the options that are available to the student and his/her parents.

Reasonable efforts shall be made to persuade the student to remain in school and complete requirements for a diploma. If unsuccessful at that, staff shall attempt to find placement in an appropriate alternative educational setting. Failing that, the principal shall determine if there is sufficient ground to excuse the student from continued compulsory attendance. If there is, the principal shall recommend to the superintendent that the student be excused from further school attendance. No student under the age of 18 will be permitted to withdraw unless he or she is law-fully and regularly employed and either a parent agrees that the student should not be required to attend school, or the student has been emancipated in accordance with Chapter 13.64 RCW. No student under the age of 16 will be permitted to withdraw from further school attendance unless another exception to compulsory attendance has been met.

The board directs the superintendent to submit an annual early withdrawal report which outlines the age and grade level for each student, the reason(s) for leaving and any follow-up data that has been collected after the student has withdrawn.

Cross References:	Board Policy 2090 Board Policy 2108 Board Policy 2121 Board Policy 2140 Board Policy 3121	Program Evaluation Remediation Program Substance Abuse Program Guidance and Counseling Compulsory Attendance
Legal References:	RCW 28A.225.010 28A.225.020	Attendance mandatory — Age — Persons having custody shall cause child to attend public school — When excused School's duties upon juvenile's failure to attend school

Adoption Date: 03/21/00
School District Name Naselle-Grays River Valley
Revised

REMOVAL/RELEASE OF STUDENT DURING SCHOOL HOURS

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

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

Cross Reference: Board Policy 3418 Emergency Treatment
 4310 Relations with Law Enforcement, Child
 Protective Agencies and County
 Health Department
Legal Reference: RCW 28A.605.010 Removing child from school grounds
 during school hours – Procedure

Adoption Date: **03/21/00**
School District Name **Naselle-Grays River Valley**
Revised

Removal of Student During School Day

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

- A. Law enforcement officers, upon proper identification, may remove a student from school without a warrant provided that the law enforcement officer signs a statement that he/she is removing the student from the school. Residential parents should be contacted as soon as possible when a student is taken into custody.
- B. Any other agencies must have a written administrative or court order directing the school district to give custody to them. Proper identification is required before the student shall be released.
- C. A student shall be released to the residential parent. When in doubt as to who has custodial rights, school enrollment records must be relied upon as the parents (or guardians) have the burden of furnishing schools with accurate, up-to-date information.
- D. The school should always make a reasonable effort to notify the residential parent before releasing the student to a nonresidential parent.
- E. Prior written authorization from the residential parent or guardian is required before releasing a student into someone else's custody unless an emergency situation justifies a waiver.
- F. Police should be called if a visitor becomes disruptive or abusive.
- G. State law requires that school personnel not remove, cause to be removed or allow to be removed a student from school grounds during school hours without the consent of the student's parent or guardian, unless the employee is the student's parent or guardian, the employee is providing bus transportation, the employee is supervising an extra-curricular activity and providing transportation for the student, or the student requires transportation for emergency medical care and the parent cannot be contacted. School security personnel may remove a student from school without parental authorization for disciplinary reasons, and anyone officially responding to a 911 emergency call may remove a student without prior parental authorization.

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

Date: 021709

CHILD CUSTODY

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

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

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

If there is a court order on file with the district that restricts and/or prohibits any parent or other person from contact with or picking up a student from school, then the student is not permitted to visit with or be released to that parent, or other person.

Cross References:	Board Policy 2420	Grading and progress reports
	Board Policy 3124	Removal of students during school hours
	Board Policy 3231	Student Records
	Board Policy 4200	Safe and Orderly Learning Environment
	Board Policy 4310	Relations with Law Enforcement, Child Protective Agencies and County Health Department
Legal References:	CFR 45, Part 99	Family education rights and privacy act
	RCW 26.09.184	Permanent parenting plan
	13.34.200	Order terminating parent and child relationship

Management Resources:
Policy News, December 2008 Child Custody

Adoption Date: 021709
Naselle-Grays River Valley School

DISTRICT ATTENDANCE AREA TRANSFERS

Each student in the district is required to attend the school designated for the geographic attendance area in which he or she resides.

A parent or guardian may request that his or her child be allowed to attend another school in the district. Requests must be submitted, in writing, to the principal of the building at which the student is currently assigned. Secondary students who request attendance area transfers are subject to the Washington Interscholastic Activities Association's eligibility rules. Transfers may be granted if:

- A. A financial, educational, safety, or health condition affecting the student would be reasonably improved as a result of the transfer;
- B. Attendance at another school in the district is more accessible to the parent's place of work or to the location of child care; or
- C. There is some other special hardship or detrimental condition affecting the student or the student's immediate family which would be alleviated as a result of the transfer. Special hardship or detrimental condition includes, but is not limited to, the following:
- D. A student who moves to a new attendance area in the district during the school year may elect to transfer at the time of the move or at the end of the semester or grading period. For a high school sophomore or junior, transfers may only be approved to coincide with the beginning of a new grading period. A senior may elect to finish the school year without transferring to a new school, but must declare his or her preference prior to the beginning of the last semester.

The principal of the currently-assigned school shall consult with the principal of the school to which the student desires to transfer to determine:

1. Whether space is available in the grade level or classes at the building in which the student desires to be enrolled;
2. Whether appropriate transportation, educational programs or services are available to improve the student's condition as stated in requesting the transfer; and
3. Whether the student's transfer is likely to create a risk to the health or safety of other students or staff at the new building.

Transfers must be granted if the student is a child of a full-time certificated or classified school employee unless:

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- A. The student has a history of convictions, violent or disruptive behavior, or gang membership;
- B. The student has been expelled or suspended from school for more than ten consecutive days; or
- C. Enrollment of a child would displace a child who is a resident of the district (the child must be permitted to remain enrolled until he or she completes his or her schooling).

Parents shall be informed annually of the district's attendance area transfer option. The district shall make available for public inspection the Superintendent of Public Instruction's annual information booklet on enrollment options in the state at each school building, the central office and local public libraries.

Cross References:	Board Policy 3130	District Attendance Areas
Legal References:	RCW 28A.225.270	Intradistrict enrollment options policies
	28A.225.300	Enrollment options information to parents
	28A.225.290	Enrollment options information booklet
	C 36 L 03	Enrolling Children of Certificated and Classified School Employees

Management Resources: *Policy News*, June 2003 Enrolling Children of School Employees

Adoption Date: 091603
School District Name Naselle-Grays River Valley

Policy No. 3140

Students

RELEASE OF RESIDENT STUDENTS

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

- A. A financial, educational, safety or health condition affecting the student would be reasonably improved as a result of the transfer;
- B. Attendance at the school in the nonresident district is more accessible to the parent's place of work or to the location of child care; or
- C. There is some other special hardship or detrimental condition affecting the student or the student's immediate family which would be alleviated as a result of the transfer. Special hardship or detrimental condition includes, a student who becomes a resident of the district in mid-year may apply for a release to complete the current school year only in his or her former district of residence, if transferring mid-year would create a special hardship or detrimental condition.

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

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

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

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

If the request is granted, the superintendent shall notify the nonresident district and make necessary arrangements for the transfer of student records.

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

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

Resident parents shall be informed of interdistrict enrollment options annually. The district shall make available for public inspection the Superintendent of Public Instruction's annual information booklet on enrollment options in the state at each school building, the central office and local public libraries.

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Legal References:	RCW 28A.225.220	Adults, children from other districts, agreements for attending school--Tuition
	28A.225.230	Appeal from certain decisions to deny student's request to attend nonresident district — Procedure
	28A.225.290	Enrollment options information booklet
	28A.225.300	Enrollment options information to parents
	C 36 L03	Enrolling Children of Certificated and Classified School Employees

Management Resources: *Policy News*, February 2001 Federal Budget Implicates Policy
Policy News, June 2003 Enrolling Children of School District Employees

Adoption Date: 091603
School District Name Naselle-Grays River Valley

Nonresident Students

NOTE: This policy does not apply to out of state students.

Consistent with Chapter 28A.225.225 RCW, any in state student who resides outside the district may apply to attend a school in the district or file the parental declaration of the intent to provide home-based instruction and enroll for ancillary services, if any. All applications for nonresident attendance or home-based instruction will be considered on an equal basis.

The Naselle-Grays River Valley School District Board of Directors annually will inform parents of the inter-district enrollment options and parental involvement opportunities. Information on inter-district acceptance policies will be provided to nonresidents on request. Providing online access to the information satisfies the requirements of this policy unless a parent or guardian specifically requests information to be provided in written form. The district will not charge any transfer fees or tuition costs for enrolling eligible nonresident students.

The superintendent will develop an application form that the parent or guardian will complete to apply for the student's admission. The form will gather information such as the child's current legal residence, the school district where the student is currently enrolled or receiving home-based instruction, the basis for requesting release from the resident district, the specific building desired, and grade level (elementary) or course offerings (secondary) in which the student desires to be enrolled if accepted by the district.

The district must use the Standard Choice Transfer System in the Education Data System (EDS) to process those requests for student transfer enrollment into online or alternative learning experience programs or schools.

A student who resides in a district that does not operate a secondary program will be permitted to enroll in secondary schools in this district in accordance with state law and regulation relating to the financial responsibility of the resident district.

Standards for accepting or rejecting an application

The superintendent will accept or reject an application for nonresident admission based upon the following standards:

- A. Whether acceptance of a nonresident student would result in the district experiencing significant financial hardship ("financial hardship" does not include routine programmatic costs associated with serving additional disabled or non-disabled students);
- B. Whether in the grade level or class at the building where the student desires to be enrolled has the capacity for additional students;

- C. Whether appropriate educational programs or services are available to improve the student's condition as stated in requesting release from his or her district of residence;
- D. Whether the student's disciplinary records or other documentation indicate a history of violent or disruptive behavior or gang membership (a gang means a group of three or more persons with identifiable leadership that on an ongoing basis regularly conspires and acts in concert mainly for criminal purposes);
- E. Whether the student has been expelled or suspended from a public school for more than ten consecutive days, in which case the student may apply for admission under the district's policy for readmission and reengagement of suspended or expelled students; and
- F. Whether enrollment of a nonresident student would conflict with a district innovation academy cooperative under RCW 28A.340.080.
- G. Whether the student has repeatedly failed to comply with requirements for participation in an online school program, such as participating in weekly direct contact with the teacher or monthly progress evaluations.

Admission or denial: Notice of decision and appeal of decision

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

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

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

Children of full-time employees

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

- a. At the school where the employee is assigned;
- b. At a school forming the district’s kindergarten through twelfth grade continuum, which includes the school where the employee is assigned; the student remains enrolled until he or she completes schooling; or
- c. At a school in the district that provides early intervention services pursuant to RCW 28A.155.065 and/or preschool services pursuant to RCW 28A.155.070, if the student is eligible for such services.

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

- a. Disciplinary records or other evidence supports a conclusion that the student has a history of convictions, violent or disruptive behavior, or gang membership; or
- b. The student has been expelled or suspended from a public school for more than ten consecutive days (however, the district’s policies for allowing readmission of expelled or suspended students and the required reengagement procedures under this rule must apply uniformly to both resident and nonresident applicants seeking admission, pursuant to RCW 28A.225.225(2)(b)); or
- c. The student has repeatedly failed to comply with requirements for participation in an online school program, such as participating in weekly direct contact with the teacher or monthly progress evaluations.

d. The same appeal rights will apply to employees with non-resident
 children as for those other non-resident students seeking enrollment.

Adoption Date: February 2019

Revised Dates: **02.00; 6.03; 12.11; 10.15; 12.18**

Policy 3142

Students

INTERNATIONAL STUDENT EXCHANGE

The board recognizes the value of cultural and academic exchanges. Such experiences provide international exchange students with a balanced understanding of our country and provide U.S. students with a broad world perspective.

Students visiting our state for a short stay (B-2 visa), such as a vacation or visit with friends or family, may not enroll in school in the district. However, with prior written permission from the school, these students may visit classrooms and attend school-sponsored events.

International exchange students who come to the U.S. for a long-term visit (J-1 or F-1 visas) with the intention of attending school may register to attend school in the district through a recognized international exchange program or through the sponsorship of a school.

The district will admit such international exchange students when admission does not adversely impact the instructional program of the district.

The superintendent is directed to develop procedures, including but not limited to: number of international exchange students, selection of international exchange organizations, timing of placement process, district expectations of international exchange organizations, school expectations for international exchange students, school responsibilities and provisions for international exchange students with F-1 visas.

Legal Reference: RCW 28A.300.240 International Student Exchange
 RCW 19.166 International Student Exchange

Management Resources: *Policy News*, June 2009 International Student Exchange Program Requirements

Adoption Date: November 17, 2009

School District Name: Naselle-Grays River Valley

Revised: 6.09

Classification: Optional

Page 1 of 2

Procedure 3142P

International Exchange Students

A. Definitions

For purposes of this procedure, an *international exchange student* is defined as a student who has been issued a J-1 or F-1 visa in order to enroll in a school in the district. An *international exchange organization* is an organization registered with the Secretary of State's office in Washington State.

A. Number of International Exchange Students

The district determines the number of international exchange students for placement in each school based on the capacity of the school to integrate the international student in a way that is beneficial for all. The district strives to find an acceptable number that recognizes the needs of schools and the opportunities provided by exchange programs. The district may consider the Council on Standards for International Educational Travel (CSIET) suggestion that schools work toward a goal of 1% of the total student population being comprised of exchange students.

B. Selection of International Exchange Organizations

- The district will only accept students from international exchange organizations registered with the Office of the Secretary of State of Washington State. (A list of such organizations is available on the website of the Office of Superintendent of Public Instruction at www.k12.wa.us); and
- The district reserves the right to work with international exchange organizations that have proven their commitment to high standards and responsiveness to student and district needs.

C. Timing of Placement Process

- An international exchange organization wishing to enroll an international exchange student in a school in the district shall submit to the district a request which provides a complete program description, including the name, address, and telephone number of the local representative. The Naselle-Grays River Valley School District must receive the application by May 1 for students planning to begin school during first semester the following fall or by October 1 for students planning to begin school for second semester.
- The district staff, in consultation with the appropriate building principal, shall review the application. The district will provide notification of approval or denial in writing to the program representative in a timely manner, but no later than June 1 for the first semester and November 1 for the second semester.
- The district may, at its discretion, choose to accommodate a late applicant because federal J- 1 Visa regulations permit the placement of exchange students up to August 31 of each year.

D. District Expectations of International Exchange Organizations

Each international exchange organization must:

a. For the District:

- Each year, obtain written school enrollment authorization for student placements before confirming a placement with a host family;
- Follow district policy on placement timing and requirements;
- Maintain a qualified and trained local representative with responsibility for each student including ongoing communication with the school and responding to school needs;
- Provide the name, address and telephone number of the local program representative who shall provide emergency, advisory and liaison services to the district;
- Notify the district as soon as student and host family match-ups are confirmed and provide the name, address and telephone number of the student's host family to the district; and
- Forward the student's cumulative records to the district prior to the approval for admission. The cumulative record will include transcripts and the student academic records, in English.

b. For the Host Family:

- Arrange host family placements before exchange students leave their home country;
- Personally interview and screen all potential host families, matching student and family interests and personalities; and
- Maintain ongoing contact with the host family and student,

c. For the Student:

- Screen and place exchange students based on their academic interests and abilities and not knowingly place exchange students based solely on their athletic abilities;
- Prepare exchange students, including providing an orientation to the U.S., Washington state, the school and academic expectations;
- Ensure that the student will receive adequate financial support for the duration of his/her stay in the district;
- Ensure that exchange students have medical and accident insurance that meets or exceeds U.S. Department of State guidelines;
- Ensure that exchange students arrive in their host homes and school placements by the first day of classes;
- Monitor student progress during the school year and respond to issues or problems as they develop;
- Provide any necessary student tutorial help and support services. In the event that tutoring/ESL or special accommodations are needed, the organization must make arrangements and accept financial responsibility for such services; and
- Inform the student of student activity costs and/or fees as required by the district.

E. School Expectations for International Exchange Students

It is the responsibility of the international exchange organization to ensure that the international exchange student is fully aware of the expectations of the school that has accepted placement of that student.

Each international exchange student must:

- Be qualified to participate in regular classes and maintain a typical schedule. This means the student must have an acceptable level of proficiency in the English language, a commitment to treat coursework as important, and the social skills to enjoy participation in social and extra-curricular activities;

- Understand that eligibility of international exchange students to participate in extra-curricular athletics, music, forensics, and other such activities may be limited and is determined by the rules and regulations of the Washington Interscholastic Activities Association;
- Attain passing grades by the end of the first semester;
- Know and follow all school policies and rules, and federal regulations related to the visa;
- Meet district and state graduation requirements in order to be eligible to receive a high school diploma. Each international exchange student must also understand that it is not the purpose of the international exchange experience to enable international exchange students to receive a Washington state high school diploma. Therefore, international exchange students shall not be included in any class ranking lists, nor shall a GPA be computed for them. The district will determine whether it is appropriate for the student to participate in graduation ceremonies or to receive a high school diploma;
- Pay all normal expenses, including standard course and extra-curricular activity fees;
- Present required paperwork, including visa information, medical records, transcripts and host family information, to the school staff member designated to coordinate the international exchange program; and
- Understand that enrollment eligibility for international exchange students in public schools is for one school year only.

F. School Responsibilities

- Schools are expected to provide international exchange students with all rights and privileges accorded to resident students — except the right to a diploma; and
- The school shall make every effort to integrate international exchange students into the school's social fabric. In turn, schools shall encourage international exchange students to participate enthusiastically in school activities, to make friends, to make a personal contribution to the school, and to help spread the word about their country and themselves, informally and by making presentations in classes and to community groups and talking to media when asked.

G. International Exchange Students with F1 Visa

To enroll students with an F-1 visa, a school must apply to the US Department of Homeland Security for F-1 visa authority. Upon receiving this authority, the school becomes the sponsoring organization and must comply with all federal regulations for students with F-1 visas. The school must demonstrate receipt of payment for the annual per pupil cost of attendance for the international exchange student before issuing the I-20 form, which is required for the student to apply for the F-1 visa. As the sponsor, the school is legally responsible for the student, including but not limited to screening, placement with the host family and meeting the needs of the student. In addition, the district expects the student and the school to follow all of the relevant expectations outlined in this procedure.

Date: 1

District Notification of Juvenile Offenders

A court will notify the principal of a school in which a student is enrolled if the student has been convicted of, adjudicated for, or entered into a diversion agreement for any of the following offenses: a violent offense, a sex offense, a firearms offense, inhaling toxic fumes, a drug offense, liquor offense, assault, kidnapping, harassment, stalking, or arson. When the principal receives such notification, he or she must provide the information received about the student to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record. The information that the principal must provide is based on any written records that the principal maintains or receives from a juvenile court administrator or a law enforcement agency regarding the student.

Any information received by a principal or school personnel under this policy is confidential and may not be further disseminated except as allowed by RCW 28A.225.330, other statutes and case law, or the Family and Educational and Privacy Rights Act, 20 U.S.C. Sec. 1232g et seq.

If a student is convicted of, adjudicated for, or has entered into a diversion agreement for assault, kidnapping, harassment, stalking, or arson against a teacher, then that student will never be assigned to that teacher's classroom. Additionally, if a student is convicted of, adjudicated for, or has entered into a diversion agreement for assault, kidnapping, harassment, stalking, or arson against another student, the offending student will never be assigned to the same class as the other student.

Convicted juvenile sex offenders will not attend a school attended by their victims or their victims' siblings. Offenders and their parents or guardians will be responsible for providing transportation or covering other costs related to the offenders' attendance at another school.

The Department of Social and Health Services (DSHS) will notify the board of directors in writing at least thirty days before a juvenile convicted of a violent offense, a sex offense, or stalking is discharged, paroled, given authorized leave, or otherwise released to reside in the district. The DSHS Sex Offender School Attendance Program assists with ensuring that juvenile sex offenders, committed to Juvenile Rehabilitation Administration (JRA), do not enroll in the same school as their victim or their victims' siblings. If there is a conflict in schools, DSHS program staff will work with JRA to have the offender moved to another school.

A community residential facility to which an adjudicated juvenile is transferred will provide written notice of the offender's criminal history to the district if the juvenile is attending school in the district while residing at the community residential facility.

Adoption Date: October 2018

Classification: **Encouraged**

Revised Dates: **06.00; 10.10; 12.11; 08.18**

Release of Information Concerning Student Sexual and Kidnapping Offenders

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

Principal Responsibilities

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

Collaboration

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

Confidentiality

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

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

Inquiries by the Public

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

Student Rights and Responsibilities

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

Written Procedures

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

Adoption Date: October 2018

Classification: **Encouraged**

Revised Dates: **12.06; 12.11; 08.18**

Release of Information Concerning Student Sexual and Kidnapping Offenders

Responsibilities

Principals are required by law to respond to notification by local law enforcement and to disseminate information. Principals may rely on the Office of Superintendent of Public Instruction (OSPI) *Principal's Notification Checklist* for additional assistance.

Principals

Principals have responsibilities to develop a:

Relationship with local law enforcement (local sheriff's office) agencies dealing with students required to register as a sex or kidnapping offender.

Procedure for acceptance of notifications from law enforcement (local sheriff's office).

Procedure for notification of all teachers and appropriate staff regarding Level II or Level III students required to register as a sex or kidnapping offender attending the school/class.

Procedure for notifying teachers or staff of selected Level I students required to register as a sex or kidnapping offender.

Procedure to notify teachers and appropriate staff of their roles and responsibilities with respect to these students, including confidentiality, harassment, intimidation and bullying issues;

Protocol for responses to public inquiries about these students required to register as a sex or kidnapping offender, stressing confidentiality and FERPA rules; determine how district staff will be notified; and designate staff in charge of monitoring these students.

Procedure and protocol for safety planning to include student meetings, designing and monitoring student safety plans, implementing safeguards when students change schools or change sex offender levels or status with parole or probation.

Protocol of best practices for contacting district superintendent with a list of juvenile sex/kidnapping offenders when notification is received from law enforcement.

School Staff

Staff members are encouraged to be proactive and shall notify the principal or other appropriate personnel at the school if they observe any non-student sex offender on or near school grounds. Staff shall inform the principal or other appropriate personnel at the school of any suspected behavior or actions of students which may compromise the health, safety or well-being of students or staff. Staff shall be prepared to respond appropriately and effectively regarding reporting harassment, intimidation and bullying by either students or staff. It is the responsibility of staff to help all students be successful in school.

Students

It is the responsibility of students required to register as a sex or kidnapping offender to follow all rules and regulations of the school as outlined by the district in the student handbook, conduct themselves as defined in the student handbook and follow all stipulations as outlined in their individual Student Safety Plans.

Notifications

Notifications from local law enforcement (local sheriff's office) that a student required to register as a sex or kidnapping offender is enrolled or attending school can come to the principal in a variety of methods including: email, U.S. mail or hand-delivery. Although currently there is no standard notification form statewide, the following items may be found on most notifications:

Offender name, address, sex, height, weight, hair and eye color, age, ethnicity, crime, sex offender level, convicting jurisdiction, neighborhood, proximity to schools and level descriptors.

Notification Lists

Upon receipt of notification, the principal or a designee shall review the list of students. The list shall be reviewed to determine which students are currently enrolled, currently attending school or are new to the school district and not yet enrolled.

Staff Notification

The following are the risk level classifications for sex offenders.

Level I

Sex offenders are classified as Level I when their risk assessments indicate a low risk of reoffense within the community at large.

Level II

Sex offenders are classified as Level II when their risk assessments indicate a moderate risk of reoffense within the community at large.

Level III

Sex offenders are classified as Level III when their risk assessments indicate a high risk of reoffense within the community at large.

A principal receiving notice must disclose the information received as follows:

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

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

Students required to register as a kidnapping offender are not subject to leveling and therefore should be treated on a case by case basis.

Notifying Additional School Personnel For All Offender Levels

The principal shall designate additional school personnel to be notified following consultation with probation/parole (or the student's family if not on court supervision) in order to identify or recognize high-risk situations. The following staff should be considered: district Superintendent or designee, appropriate administrative and teaching staff, school resource officers, adjacent building principals, security personnel, staff working directly in the student's classrooms; and school counselors, school psychologists, coaches, advisors, school social workers, nurses, bus drivers, custodians, district daycare providers and playground supervisors that may have contact with the student.

Safety Planning

The principal shall complete safety planning with school staff, local law enforcement (local sheriff's office), probation and parole, treatment providers, parents/guardians, care providers and child advocates, as appropriate, in order to provide a safe and secure environment for all students and staff. For safety planning to be effective, the district registrar shall finalize formal enrollments for students required to register as a sex or kidnapping offender within 2-3 days of their enrollment request.

Student Meetings

Within 10 (ten) working days of the student's enrollment or earlier if possible, the principal or designee, working together with probation and parole professionals, shall meet with the student to create and implement a Student Safety Plan. The principal or designee shall determine other appropriate school personnel to be included in the meeting to assist in defining school expectations. The student's parent/guardian or care provider may also be invited. The purpose for the meeting is to help the student be successful in their transition back to school and to provide a safe school environment for all.

Student Safety Plan

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

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

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

The plan shall be based on the student's needs and include guidelines for expected intervention actions for high-risk behaviors and reinforce positive behaviors.

Each plan shall be reviewed semi-annually by staff designated by the principal.

Plans shall be reviewed more often if high-risk behaviors have been identified.

Monitoring the Safety Plan

The Student Safety Plan shall be monitored and changes made on an "as-needed" basis by school staff.

School authorities should be prepared to take appropriate actions, especially if they notice an increase or escalation of a student's high-risk behaviors, both for the short and long-term safety of the student required to register as a sex or kidnapping offender and all other students.

School staff shall report to the principal or designee and to law enforcement (local sheriff's office) or other involved agencies (treatment providers, parole/probation) if they determine the student has not followed the plan.

Follow-through on the Student Safety Plan shall be consistent with existing disciplinary policies and procedures, student conduct policies and mandatory reporting policies.

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

When Students Move or Change Status

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

Confidentiality

The principal and school staff will maintain confidentiality regarding these students the same as all students in the school. Any information received by a principal or school personnel as a result of a notification is confidential and may not be further disseminated except as provided in RCW 28A.225.330 and other statutes or case law and the Family and Educational and Privacy Rights Act of 1994 (FERPA) regulations (20 U.S. Code Section 1232g et. seq.). The Student Safety Plans shall only be shared with appropriate school personnel. School personnel shall report violations of plan expectations to the principal when they occur.

Inquiries by the Public

Community notification remains the responsibility of local law enforcement. Inquiries by the public at large (including parents and students), regarding students required to register as a sex or kidnapping offender are to be referred directly to local law enforcement (local sheriff's office). Law enforcement agencies receive relevant information about the release of sexual and kidnapping offenders into communities, and decide when such information needs to be released to the public.

Immunity from Liability

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

Revised: 0208

Policy No. 3200

Students

RIGHTS AND RESPONSIBILITIES

Each year, the superintendent shall develop and make available to all students, their parents and staff handbooks pertaining to student rights, conduct, corrective actions and punishment. Such statements shall be developed with the participation of parents and the community. The school principal and staff shall confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards as related to the established student hand-books. They shall also confer annually to establish criteria for determining when certificated employees must complete classes to improve classroom management skills.

All students who attend the district's schools shall comply with the written policies, rules and regulations of the schools, shall pursue the required course of studies, and shall submit to the authority of staff of the schools, subject to such corrective action or punishment as the school officials shall determine.

Legal References: RCW	28A.600.010	Government of schools, pupils, employees, rules and regulations for — Due process guarantees — Enforcement
	28A.600.020	Government of schools, pupils, employees optimum learning atmosphere
	28A.600.040	Pupils to comply with rules & regulations
	28A.400.110	Principal to assure appropriate discipline
	28A.150.240	Basic Education Act of 1977 — Certificated teaching and administrative staff as accountable for class room teaching —Scope — Responsibilities — Penalty
	28A.405.060	Course of study and regulations Enforcement — Withholding salary warrant for failure
WAC	180-40-225	School rules defining misconduct —Distribution of rules
	392-168	Citizen Complaint Procedure for Certain Categorical Federal Programs

Adoption Date:

School District Name Naselle-Grays River Valley School District

Book	WSSDA Model Policies
Section	3000 - Students
Title	Prohibition of Harassment, Intimidation and Bullying
Number	3207
Status	Active
Last Revised	01.15
Classification	Essential
Prior Revised Dates	04.02; 10.07; 04.08; 12.10; 12.11;12.13; 12.14
Adoption Date	02.17.15

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

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

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

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

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

Behaviors/Expressions

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

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

Sexual Harassment of Students Prohibited

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

Definitions

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

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

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

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

Investigation and Response

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

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what

occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

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

Retaliation and False Allegations

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

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

Staff Responsibilities

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

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

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

Notice and Training

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

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

Cross References:

- 3207 - Prohibition of Harassment, Intimidation and Bullying
- 3210 - Nondiscrimination
- 3211 - Transgender Students
- 3240 - Student Conduct Expectations and Reasonable Sanctions
- 3241 - Classroom Management, Discipline and Corrective Action
- 5010 - Nondiscrimination and Affirmative Action
- 5011 - Sexual Harassment of District Staff Prohibited

Legal References:

- 20 U.S.C. __ 1681-1688
- WAC 392-190-058 Sexual harassment
- RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies

Management Resources:

- 2015 - July Policy Alert
- 2014 - December Issue
- 2010 - October Issue

Adoption Date:
Classification: **Essential**
Revised Dates: **10.11; 12.14; ; 07.15**

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Procedure Sexual Harassment of Students Prohibited

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

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

Notice

- Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, be reproduced in each student, staff, volunteer and parent handbook.
- In addition to the posting and reproduction of this procedure and Policy 3205, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at the District Office - 793 State Route 4, Naselle, WA.

Staff Responsibilities

- In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement.
- The principal will notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality

- If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the *Superintendent, Lisa Nelson*, for evaluation.
- The *Superintendent* should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.

- If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

Retaliation

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

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to *Lisa Nelson, Title IX Coordinator*'s. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating students; or
- Providing staff and/or student training

Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or because the district believes the complaint needs to be more thoroughly investigated.

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

Formal Complaint Process

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation.

The following process will be followed:

Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the district Title IX Coordinator, Lisa Nelson at the *District Office 360.484.7121 or lnelson@naselleschools.org*. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

Investigation and Response

- The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.
- Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation. When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.

Superintendent Response

- The superintendent will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due

process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.

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

Level Two - Appeal to Board of Directors

Notice of Appeal and Hearing

- If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

Board Decision

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

Level Three - Complaint to the Superintendent of Public Instruction

Filing of Complaint

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

Investigation, Determination and Corrective Action

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

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

Level Four - Administrative Hearing

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

Other Complaint Options

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

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

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

Washington State Human Rights Commission (WSHRC)

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

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

Mediation

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

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

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

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

Training and Orientation

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

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

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

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

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

Policy and Procedure Review

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

Revised **07.15**



Prohibition of Harassment, Intimidation, or Bullying

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying. As defined in legislation, “Harassment, intimidation or bullying” means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A 642.010, or other distinguishing characteristics, when an act:

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

This policy recognizes that ‘harassment,’ ‘imitation,’ and ‘bullying’ are separate but related behaviors. Each must be addressed appropriately.” Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

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

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

Behaviors/Expressions

Harassment refers to any malicious act, which causes harm to any person's physical or mental well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment.

Intimidation refers to implied or overt threats of physical violence.

Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying

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

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

Training

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

Prevention

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

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

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

Retaliation/False Allegations

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

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

Compliance Officer

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

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

Cross References: 2161 - Special Education and Related Services for Eligible Students
3200 - Rights and Responsibilities
3205 - Sexual Harassment of Students Prohibited
3210 - Nondiscrimination
3211 Gender Inclusive Schools
3241 - Student Discipline

Legal References: RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures — Model policy and procedure — Training materials — Posting on web site — Rules — Advisory committee
WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure – School districts.

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

Adoption Date: 09/17/2019

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Procedure - Prohibition of Harassment, Intimidation, or Bullying

Introduction

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

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

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

B. Definitions

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

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

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

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

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

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

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

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

C. Behaviors / Expressions

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

D. Relationship to Other Laws

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

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

1. RCW 28A.300.285 – Harassment, Intimidation and Bullying
2. RCW 28A.640.020 – Sexual Equality
3. RCW 28A.642 – Prohibition of Discrimination in Public Schools
4. RCW 49.60.010 – The Law Against Discrimination

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

D. Prevention

1. Dissemination

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

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

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

2. Education

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

3. Training

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

4. Prevention Strategies

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

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

E. Compliance Officer

The district compliance officer will:

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

F. Staff Intervention

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

G. Filing an Incident Reporting Form

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

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

H. Addressing Harassment, Intimidation, or Bullying – Reports

Step 1: Filing an Incident Reporting Form

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

Status of Reporter

1. Anonymous

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

teacher's desk led to the increased monitoring of the boys' locker room in 5th period.

2. Confidential

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

3. Non-confidential

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

Step 2: Receiving an Incident Reporting Form

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

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

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

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

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation, or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan (<https://www.k12.wa.us/student-success/health-safety/school-safety-center/safety-planning-toolkit>) for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

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

3. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
4. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation, or bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
5. The investigation will include, at a minimum:

- a. An interview with the complainant;
 - b. An interview with the alleged aggressor;
 - c. A review of any previous complaints involving either the complainant or the alleged aggressor; and
 - d. Interviews with other students or staff members who may have knowledge of the alleged incident.
6. The principal or designee may determine that other steps must be taken before the investigation is complete.
 7. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
 8. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
 - a. The results of the investigation;
 - b. Whether the allegations were found to be factual;
 - c. Whether there was a violation of policy; and
 - d. The process for the complainant to file an appeal if the complainant disagrees with the results.

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

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

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

Step 4: Corrective Measures for the Aggressor

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

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

Step 5: Targeted Student's Right to Appeal

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
2. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which

the complainant received the superintendent's written decision.

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

Step 6: Discipline/Corrective Action

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

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

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

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

Step 7: Support for the Targeted Student

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

H. Immunity/Retaliation

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

I. Other Resources

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

- OSPI Equity and Civil Rights Office (for discrimination complaints)
360.725.6162
Email: equity@k12.wa.us
<https://www.k12.wa.us/policy-funding/equity-and-civil-rights>
- Washington State Human Rights Commission
800.233.3247
www.hum.wa.gov/index.html
- Office for Civil Rights, U.S. Department of Education, Region IX
206.607.1600
Email: OCR.Seattle@ed.gov
www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
877.292.3804
www.justice.gov/crt/

- Office of the Education Ombuds
866.297-2597
Email: OEInfo@gov.wa.gov
<http://oeo.wa.gov/>
- OSPI Safety Center
360.725-6044
<https://www.k12.wa.us/student-success/health-safety/school-safety-center>

J. Other District Policies and Procedures

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

Adoption Date:

Classification:

Revised Dates: **04.02; 04.08; 12.10; 12.11; 12.14; 01.15; 07.19; 08.19**

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Students

Nondiscrimination

The district will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with disabilities.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the district's course offerings; educational programming or any activity will not be tolerated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The district's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents, or employees. The statement will include: 1) notice that the district will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the district's compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the district's Section 504 and Title IX compliance officers.

The district will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of the district's discrimination complaint procedure.

The superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the district.

The district will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

Legal References

Chapter 28A.640 RCW Sexual equality

Chapter 28A.642 RCW Discrimination prohibition

Chapter 49.60 RCW Discrimination — Human rights commission

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

WAC 392-190-060 Compliance – School district designation of responsible employee - Notification

WAC 392-400-215 Student rights

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

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

Cross References

2020 - Course Design, Selection and Adoption of Instructional Materials

2030 - Service Animals in Schools

2140 - Guidance and Counseling

2150 - Co-Curricular Program

2151 - Interscholastic Activities

3211 - Gender-Inclusive Schools

4217 - Effective Communication

4260 - Use of School Facilities

Management Resources

2016 - March Issue

2014 - December Issue

2013 - April Issue

2012 - December Issue

2011 - June Issue

Policy News, August 2007 Washington's Law Against Discrimination

Nondiscrimination

Anyone may file a complaint against the district alleging that the district has violated anti-discrimination laws.

This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the board of directors.

This grievance procedure will apply to the general conditions of the nondiscrimination policy (Policy 3210) and more particularly to policies dealing with guidance and counseling (Policy 2140), co-curricular program (Policy 2150), service animals in schools (Policy 2030) and curriculum development and instructional materials (Policy 2020). As used in this procedure:

- A. **Grievance** means a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws.

- B. **Complaint** means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.

- C. **Respondent** means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

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

A. Informal Process for Resolution

Anyone with an allegation of discrimination may request an informal meeting with the compliance officer or designated employee to resolve their concerns. Such a meeting will be at the option of the complainant. If unable to resolve the issue at this meeting, the complainant may submit a written complaint to the compliance officer. During the course of the informal process, the district must notify complainant of their right to file a formal complaint.

B. Formal Process for Resolution

Level One: Complaint to District

The complaint must set forth the specific acts, conditions or circumstances alleged to be in violation.

Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within 30 calendar days. The school district and complainant may agree to resolve the complaint in lieu of an investigation. The officer shall provide the superintendent with a full written report of the complaint and the results of the investigation.

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

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

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

Level Two – Appeal to the Board of Directors

If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.

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

Level Three - Complaint to the Superintendent of Public Instruction

If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.

1. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
2. A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.
3. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

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

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

Level Four - Administrative Hearing

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

C. Mediation

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

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

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

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

D. Preservation of Records

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, will be retained in the office of the compliance officer for a period of six years.

Gender-Inclusive Schools

The board believes in fostering an educational environment that is safe, free of discrimination and inclusive for all students. The term “all” encompasses race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. (RCW 28A.642.010)

As defined within RCW 49.60.040, “Sexual orientation” means heterosexuality, homosexuality, bisexuality, and gender expression or identity. As used in this definition, “gender expression or identity” means having or being perceived as having a gender identity, self-image, appearance, behavior, or expression, whether or not that gender identity, self-image, appearance, behavior, or expression is different from that traditionally associated with the sex assigned to that person at birth.

Adoption by the board of this policy will support that effort by facilitating district compliance with state law and requirements promulgated by the Office of the Superintendent of Public Instruction (OSPI) concerning harassment, intimidation, bullying and, discrimination.

Adoption Date: Oct. 2019

Classification: Essential

Revised Dates: 12.13; 12.14; 07.19

Gender-Inclusive Schools

This procedure describes the methods to be followed by Naselle-Grays River Valley School District employees in the implementation of Policy 3211 - Gender-Inclusive-Schools approved by the District's Board of Directors on October 15, 2019. The intent of Policy 3211 is to ensure freedom from discrimination exists for all students within the District's K-12 public school. Inherent within the policy is the direction no gender sect has a greater right to such freedom than any other.

Key Definitions/Terms

Assigned sex at birth: The sex a person was given at birth, usually based on anatomy or chromosomes.

Cisgender: A term used to describe people whose assigned sex matches their gender identity.

Gender Expansive: A Wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.

Gender Expression: The external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.

Gender Identity: A person's internal and deeply felt sense of being female, male, both, non-binary, gender expansive, or other, regardless of the gender assigned at birth.

Transgender: A term often used to describe a person whose gender identity or expression, or both, are different from those traditionally associated with their sex assigned at birth.

Transitioning: The process in which a person goes from living and identifying as one gender to living and identifying as another.

Meeting

The district will designate one person to be the primary contact regarding this procedure. That person will request a meeting with a transgender or gender-expansive student as soon as the district is aware of such status. The goals of the meeting are to:

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

3. Specific areas to be addressed during the meeting include preferred name and pronoun, communication with parents/guardians, official records, restroom and locker room use, physical education classes, and athletics and other activities.

While the student is not required to attend a meeting, the student should understand that the meeting is intended to be helpful and supportive, and failure to attend may limit the district's ability to provide such support. As a result of the meeting, the designated person will document the district's understanding with the student so that teachers and other appropriate staff are made aware of that understanding.

Communication and Use of Names and Pronouns

A student may choose a name and pronoun by which the student desires to be addressed in school, in correspondence to the home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. However, the student's legal name should be accessible by only necessary staff members. It should not be visible to others. Students are not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. However, if students wish to have the electronic record reflect their preferred names and pronouns, they should be informed that parents/guardians will have access to the digital system and that reports will be sent that reflect their preferred name and gender. The district should adopt practices to avoid the inadvertent disclosure of students' transgender or gender-expansive status.

Official Records

The standardized high school transcript is the only official record that requires a student's legal name. The district will change a student's official records to reflect a change in legal name or gender upon receipt of documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally issued identification. The district will use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, and directory information. The district may change a student's official gender description at the request of either the student or the parent/guardian. The process should not be overly cumbersome, and the district may not require verification from a physician. However, students should be made aware that a change in student information will reflect their preferred gender on reports to their parents/guardians.

Confidential Health or Educational Information

Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to other students or other third parties may violate privacy laws.

Restroom Accessibility

Transgender or gender-expansive students' restroom use will be discussed with school officials prior to use of gender specific restrooms to ease the concerns of all students about the changes in order to increase acceptance of transgender and gender-expansive students within the school population. Any student, regardless of gender identity, who requests greater privacy should be given access to an alternate restroom.

Locker Room Accessibility

Use of locker rooms by transgender or gender-expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender-expansive student social integration, providing an equal opportunity to participate in physical education classes and athletics and ensuring the students' safety. Any student, regardless of gender identity, who requests greater privacy should be given access to alternate facilities or provided an alternate schedule for facility use.

Physical Education Classes

Students will be permitted to participate in physical education classes consistent with their gender identity.

Athletics

The district will provide students, including transgender and gender-expansive students, the opportunity to participate in athletics as prescribed by the Washington Interscholastic Activities Association Gender Identity Policy (see Attachment One).

Dress Codes

School dress codes will be gender-neutral and will not restrict a student's clothing choices based on gender.

Other School Activities

In any school activity involving separation by gender, students will be permitted to participate in accordance with the gender identity they assert at school. Teachers and other staff will make every effort to separate students based on factors other than gender. For activities that require parental permission, the student should be made aware that their preferred gender will be reflected on the permission document.

Training and Professional Development

The district's designated point of contact must participate in at least one mandatory training opportunity offered by OSPI. As appropriate, the district will conduct staff training and ongoing professional development

in an effort to build the skills of staff members to prevent, identify and respond to harassment and discrimination.

Discrimination and Harassment Complaints

Discrimination and harassment on the basis of sex, gender identity, or gender expression are prohibited within the district. It is the responsibility of the school, the district, and all staff to ensure that all students, including transgender and gender-expansive students have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the designated primary contact. Such incidents are to be taken seriously and handled in the same manner as other discrimination and harassment complaints. Anyone may file a complaint alleging a violation of this procedure using the complaint process outlined in the district's Nondiscrimination Procedure, 3210P.

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

Attachment One: WIAA Gender Identity Policy

PHILOSOPHY OF GENDER IDENTITY PARTICIPATION: The WIAA allows participation for all students regardless of their gender identity or expression. The purpose of this policy is to designate a set of criteria in which student-athletes are able to compete on a level playing field in a safe, competitive and friendly environment, free of discrimination. Fundamental fairness, as well as most local, state and federal rules and regulations, requires schools to provide transgender student-athletes with equal opportunities to participate in athletics. This policy creates a framework in which this participation may occur in a safe and healthy manner that is fair to all competitors.

18.15.0 GENDER IDENTITY PARTICIPATION - All students should have the opportunity to participate in WIAA activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student's records. Should any questions arise whether a student's request to participate in a sex-segregated activity consistent with his or her gender identity is bona fide, a student may seek review of his or her eligibility for participation by working through the procedure set forth below. Once the student has been granted eligibility to participate in the sport consistent with his/her gender identity, the eligibility is granted for the duration of the student's participation and does not need to be renewed every sports season or school year. All discussion and documentation will be kept confidential, and the proceedings will be sealed unless the student and family make a specific request. For Additional information on Gender Identity, refer to APPENDIX 6.

18.15.1 NOTICE TO THE SCHOOL: The student and/or parents shall contact the school administrator or athletic director indicating that the student has a consistent gender identity different than the gender listed on the 2016-2017 WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION HANDBOOK | 32 student's school registration records, and that the student desires to participate in activities in a manner consistent with his/her gender identity.

18.15.2 NOTICE TO THE WIAA: The school administrator shall contact the WIAA office, which will assign a facilitator who will assist the school and student in preparation and completion of the WIAA Gender Identity eligibility appeal process.

18.15.3 FIRST LEVEL OF APPEAL: The student will be scheduled for an appeal hearing before an eligibility committee specifically established to hear gender identity appeals. The WIAA shall schedule a hearing as expeditiously as possible, but in no case later than five (5) school business days of that member school prior to the first full interscholastic contest that is the subject of the petition, or within a reasonable time thereafter in cases of emergency, including, but not limited to, any unforeseeable late student enrollment. The Gender Identity Eligibility Committee will be comprised of a minimum of three of the following persons one of whom must be from the physician or mental health profession category:

- A. Physician with experience in gender identity health care and the World Professional Association for Transgender Health (WPATH) Standards of Care.
- B. Psychiatrist, psychologist or licensed mental health professional familiar with the World Professional Association for Transgender Health (WPATH) Standards of Care.
- C. School administrator from a non-appealing school
- D. WIAA staff member
- E. Advocate familiar with Gender Identity and Expression issues

18.15.4 DOCUMENTATION: The appealing student should provide the Eligibility Committee with the following documentation and information: A. Current transcript and school registration information B. Documentation of student's consistent gender identification (e.g., affirmed written statements from student and/or parent/guardian and/or health care provider) C. Any other pertinent documentation or information

18.15.5 SECOND LEVEL OF APPEAL: An aggrieved student wishing to appeal the Gender Identity Eligibility Committee decision shall file notice of appeal with the Executive Director of the WIAA on or before the tenth (10th) school business day following the date of receipt of the written decision of the Gender Identity Eligibility Committee denying the petition. An appeal to the WIAA Executive Director shall require the Executive Director to schedule a hearing to commence on or before the tenth (10th) school business day following the date of receipt of the written notice of appeal. Written notice of the time and place of the hearing shall be delivered to the petitioned appellant in person or by certified mail, with return receipt requested, no later than five (5) school business days of that member school prior to the date of the hearing.

When there is confirmation of a student's consistent gender identity, the eligibility committee/WIAA Executive Director will affirm the student's eligibility to participate in WIAA activities consistent with the student's gender identification. The WIAA will facilitate the provision of resources and training for a member school seeking assistance regarding gender identity.

Adoption Date: December 17, 2019

Procedure - Gender-Inclusive Schools

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

The goals of the meeting are to:

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

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

Key Definitions/Terms

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

- **Transitioning:** The process in which a person goes from living and identifying as one gender to living and identifying as another.

Communication and Use of Names and Pronouns

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

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

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

Official Records

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

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

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

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

Confidential Health or Educational Information

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

Restroom Accessibility

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

Locker Room Accessibility

Use of locker rooms by transgender or gender-expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender-expansive student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities and ensuring the student’s safety. The district will take an approach that conforms with OSPI’s guidelines. In most cases, the district should provide the student access to the locker room that corresponds to the gender identity they assert at school. Reasonable alternatives to locker room conditions for any student who wants additional privacy include, but are not limited to:

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

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

Sports and Physical Education Classes

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

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

Dress Codes

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

Other School Activities

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

Training and Professional Development

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

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;

- Strategies for preventing and intervening in incidents of harassment and discrimination, including bullying and cyber-bullying;
- District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, gender identity, gender expression issues.

Discrimination and Harassment Complaints

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

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

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

Adoption Date:

Classification: **Essential**

Revised Dates: **12.13; 02.14; 06.14; 07.19; 03.22**

FREEDOM OF EXPRESSION

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

The superintendent shall develop guidelines assuring that students are able to enjoy free expression of opinion while maintaining orderly conduct of the school.

A. Student Publications

Student publications produced as part of the school's curriculum or with the support of the associated student body fund are intended to serve both as vehicles for instruction and student communication. They are operated and substantively financed by the district. Material appearing in such publications should reflect all areas of student interest, including topics about which there may be controversy and dissent. Controversial issues may be presented provided that they are treated in depth and represent a variety of viewpoints. Such materials may not: be libelous, obscene or profane; cause a substantial disruption of the school, invade the privacy of others; demean any race, religion, sex, or ethnic group; or, advocate the violation of the law or advertise tobacco products, liquor, illicit drugs, or drug paraphernalia. The superintendent shall develop guidelines to implement these standards and shall establish procedures for the prompt review of any materials which appear not to comply with the standards.

B. Distribution of Materials

Publications or other material written by students may be distributed on school premises in accordance with procedures developed by the superintendent. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the posting of such material on school property. Students responsible for the distribution of material which leads to a substantial disruption of school activity or otherwise interferes with school operations shall be subject to corrective action or punishment, including suspension or expulsion, consistent with student discipline policies.

Materials shall not be distributed on school grounds by non-students and non-employees of the district.

Cross Reference:	Board Policy	2340	Religious-related Activities and Practices
		3241	Corrective Actions or Punishment
Legal References:	WAC	180-40-215	Student rights

Adoption Date: 031902

Naselle-Grays River Valley School District

Page 1 of 2
Procedure No. 3220P

Freedom of Expression

Students shall enjoy the privilege of free verbal and written expression providing such expression does not disrupt the operation of the school. The principal shall have the authority to monitor student verbal and written expression. Students who violate the standards for verbal and written expression shall be subject to corrective action or punishment.

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

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

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

2. Where such expression unduly impinges upon the rights of others.

In order for a student publication or speech to be disruptive, there must exist specific facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial disruption to normal school activity would occur if the material were published and distributed. Disruption includes, but is not necessarily limited to: student riots; destruction of property; widespread shouting, or boisterous conduct; or substantial student participation in a school boycott, sit-in, stand-in, walk-out or other related form of activity.

B. Distribution of written material or presentation of an oral speech which are construed to be unsuitable for minors shall not be permitted. Rules for determining unsuitability for minors should be consistent with those as applied to instructional materials.

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

D. Material may be considered profane when the language does not meet the standards of professional journalism as evidenced by the daily newspapers commonly distributed in the district.

Sanctions may be imposed on a student when he/she engages in offensively "lewd and indecent speech."

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

F. Publications or oral speeches which criticize school officials or advocate violation of school rules may be prohibited when there is evidence which supports a forecast that substantial disruption of school may develop.

FREEDOM OF ASSEMBLY

Publications or oral speeches which advocate racial, religious, or ethnic prejudice or discrimination or seriously disparage particular racial, religious, or ethnic groups are prohibited.

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

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

Cross Reference: Board Policy 2153 Noncurriculum Related Student Groups
Legal References: WAC 180-40-215 Student rights

Adoption Date: 031902

Naselle-Grays River Valley School District

FREEDOM OF ASSEMBLY

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Cross Reference: Board Policy 2153 Noncurriculum Related Student Groups

Legal References: WAC 180-40-215 Student rights

Adoption Date: **031604**

School District Name **Naselle-Grays River Valley**

Revised:

Policy No. 3224

Students

STUDENT DRESS

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

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

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

- A. A health or safety hazard shall be presented by the student's dress or appearance including possible membership in a gang or hate groups;
- B. Damage to school property shall result from the student's dress; or
- C. A material and substantial disruption of the educational process will result from the students' dress or appearance.

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

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

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

Cross References: Board Policy 3220 Freedom of Expression

Legal References: RCW 28A.320.140 Schools with Special standards

WAC 180-40-215 Student Rights

180-40-225 School district rules defining misconduct

Adoption Date: 031604

School District Name Naselle-Grays River Valley

Revised:

Procedure 3224P

Student Dress

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

- A. Lead school officials to reasonably believe that such dress or grooming shall disrupt, interfere with, disturb, or detract from the school environment or activity and/or educational objectives.
- B. Create a health or other hazard to the student's safety or to the safety of others.
- C. Create an atmosphere in which a student, staff, or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture or threat of violence; or
- D. Imply gang membership or affiliation by written communication, marks, drawing, painting, design, emblem upon any school or personal property or one's person.

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

- A. Creates a hazard to the student's safety or to the safety of others.
- B. Shall prevent, interfere with or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

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

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

Date: 031604

STUDENT SEARCHES

A. Searches of Students and Personal Property

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures.

School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent shall have the authority to conduct reasonable searches on school property as provided by board policy.

A student is subject to search by district staff if reasonable grounds exist to suspect that evidence of a violation of law or school rules will be found. A search is required when there are reasonable grounds to suspect a student has a dangerous weapon on school grounds, school transportation or at school events.

Prior to conducting a search, school officials shall ask that the student consent to be searched by removing all items from pockets or other personal effects. If the student refuses to consent to the search, school officials may proceed to search the student, the student's personal belongings, and the student's locker, as follows:

1. Any search of a student conducted by a school district employee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules.

For the purpose of this policy, "contraband" means items, materials, or substances the possession of which is prohibited by law or district policy, including but not limited to, stolen property controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon.

2. Staff shall conduct searches in a manner which is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

No student shall be subject to a strip search or body cavity search by school staff.

School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized.

The superintendent shall develop procedures regulating searches of students and their personal property.

B. Locker Searches

Students may be assigned lockers for storing and securing their books, school supplies, and personal effects. Lockers, desks, and storage areas are the property of the school district. No right nor expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school and such lockers and other spaces are subject to search in accordance with district policy.

No student may use a locker, desk or storage area as a depository for any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any student's locker, desk, or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules.

Student lockers may also be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the school official conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law or school rules, the container may be searched according to board policy governing personal searches.

The superintendent shall establish procedures for conducting searches of lockers, desks, or storage areas.

Vehicles parked on school property are subject to being searched if school officials have reasonable cause to believe that alcohol, drugs, controlled substances, weapons, stolen property or other contraband not permissible on school grounds is present.

Cross References:	Board Policy 3414 3231	Infectious Diseases Student Records
Legal References:	RCW 13.64.060 28A.320.040 28A.600.020 28A600.210-240 WAC 180-40-215	Power Capacity of emancipated minor Bylaws for board and school government Government of schools, pupils, employees, rules and Optimum learning atmosphere School official searches of student lockers Student rights

Management Resources:

Policy News, June 1999

School safety bills Impact policy

Date: 081704

Naselle-Grays River Valley School District

Searches of Students and Their Property

A student is subject to search by district staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff will report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

A. Establishing reasonable grounds.

The following review of the basis for the search should occur before conducting a search:

1. Identify: 1) the student's suspicious conduct, behavior, or activity; 2) the source of the information; and 3) the reliability of the source of such information.
2. If suspicion could be confirmed, would such conduct be a violation of the law or school rules?
3. Is the student likely to possess or have concealed any item, material, or substance which is itself prohibited or which would be evidence of a violation of the law or a school rule?

B. Conducting the search.

If the principal, or his or her designee, determines that reasonable grounds exist to search a student's clothing, personal effects, desk, locker, assigned storage area, or automobile, the search will be conducted as follows:

1. If evidence of criminal activity is suspected to be present, and prosecution by civil authorities will be recommended if confirmed by the search, consult law enforcement officials regarding the appropriateness of a search by a law enforcement officer.
2. If evidence of violation of a school rule is suspected, and if confirmed by the search will be handled solely as a student discipline action, proceed to search by asking the student to remove all items from pockets, purses, handbags, backpacks, gym bags, etc.
3. If the student refuses to cooperate in a personal search, the student should be held until the student's parent or guardian is available to consent to the search. If a parent or guardian cannot be reached in a reasonable time, the principal may conduct the search without the student's consent.

Locker Searches

Lockers, desks, and storage areas are the property of the school district. When assigned a locker, desk, or storage area, a student will be responsible for its proper care. A student may be subject to a fine for any willful damage to school property. Students are encouraged to keep their assigned lockers closed and locked.

A student's locker desk or storage area may be searched by district staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff will report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations when the risk of harm to students or staff demands immediate action.

Building principals should refer to these procedures for conducting searches of students and their property for guidance in establishing whether a search is reasonable under the circumstances.

Principals may search all lockers, desks, or storage areas without prior notice given to students and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules.

Administrative inspections, or health and welfare inspections, may be conducted at any time for the purpose of locating misplaced library books, textbooks, or other school property or to ensure that all lockers, desks, or storage areas are being kept clean and free from potential health or safety hazards. Periodic inspections of lockers will reinforce the district's ownership of lockers and the minimal expectation of privacy students have in the contents of their lockers.

During a search of all student lockers, if the school official conducting the search discovers any container within the locker which may conceal contraband, the container may be searched according to district procedures governing searches of students and their property. A "container" for the purpose of this policy may include, but is not limited to: an article of clothing, a handbag, purse, backpack, gym bag or any other item in which contraband material may be concealed.

Student Records

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

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

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

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

A grades report, transcript, or diploma will not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. If a student has transferred to another school district that has requested the student's records, but the student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, discipline actions, official juvenile court records, and history of violence will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible. The official transcript will not be released until the outstanding

fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine. However, for students who meet the definition of homeless, the district will make all the student's records readily available to the enrolling school regardless of outstanding fees or fines.

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

- Cross References:
- 2100 - Educational Opportunities for Military Children
 - 3115 – Students Experiencing Homelessness - Enrollment Rights and Services
 - 3211 - Gender-Inclusive Schools
 - 3520 - Student Fees, Fines, or Charges
 - 4020 - Confidential Communications
 - 4040 - Public Access to District Records

- Legal References:
- 20 U.S.C. 1232g Family Education Rights and Privacy Act
 - CFR 34 , Part 99 Family Education Rights and Privacy Act Regulations
 - 42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act
 - RCW 28A.150.510 Transmittal of education records to DSHS—Disclosure of educational records—Data sharing agreements—Comprehensive needs requirement document—Report.
 - RCW 28A.195.070 Official transcript withholding – Transmittal of information
 - RCW 28A.225.151 Reports.
 - RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules
 - RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts —Notice
 - RCW 28A.230.180 Educational and career opportunities in the military,

student access to information on, when

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

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

RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

RCW 40.24.030 Address Confidentiality Program — Application — Certification

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

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

Chapter 392-182 WAC Student Health Records

Chapter 392-415-WAC Secondary Education- standardized high school transcript

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

WAC 392-121-182 Alternative learning experience requirements

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

WAC 392-500-025 Pupil tests and records — Tests— School district policy in writing

Management Resources:

2019- July Issue

2018 - December 2018 - December Policy Issue

Records Retention Schedule for School Districts and ESDs (updated 2014)

2014 - December Issue

2013 - February Issue

2010 - February Issue

2003 - December Issue

2001 - April Issue

Adoption Date: 09/17/2019

Classification: **Essential**

Revised Dates: **02.00; 12.03; 12.06; 02.10; 12.11; 02.13; 12.13; 12.14; 12.18; 07.19**

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Number	3231P
Status	Active
Last Revised	12.14
Classification	
Prior Revised Dates	04.01; 04.05; 02.10; 12.11; 02.13
Adoption Date	02.17.15

Student records will be managed by the district records custodian in the following manner:

Type of Records

Student records will be divided into two categories: the cumulative folder and supplementary records.

A. Cumulative folder

The cumulative folder may contain all information about a student which is collected and maintained on a routine basis, such as identifying information (name, birth date, sex, year in school, address, telephone number, parent’s name, ethnic classification, emergency information, including parent’s place of employment, family doctor, babysitter, siblings); attendance records, including date of entry and withdrawal; grades and other student progress reports; results of tests of school achievement, aptitude, interests, hearing and vision; health and immunization status reports; records of school accomplishments and participation in school activities; verified reports of misconduct, including a record of disciplinary action taken; and such other information as will enable staff to counsel with students and plan appropriate activities. Identifying information may be limited if the student is a participant in the state Address Confidentiality Program.

B. Supplementary records

Supplementary records about a student may be collected and maintained in connection with special school concerns about the student, such as confidential health information or reports connected with assessment and placement of a student who is formally identified as a “focus of concern;” reports from nonschool persons and organizations such as physicians, psychologists and clinics, except for general screening purposes; reports pertaining to specific problems associated with the student; and current reports of psychological tests and progress reports related to a student’s disabling condition. All such reports included in records will be dated and signed.

For the purpose of this procedure, working notes of staff are defined as those records about students which are maintained in the sole possession of the writer and are not accessible or revealed to any other person except a substitute for that staff member. Working notes are not considered student records within the purview of this procedure.

Accessibility of Student Records

Information contained in the cumulative folder and/or supplementary records will be provided to persons and agencies as follows:

A. **Parents**

Parents of dependent children have the right to inspect the cumulative folder and/or supplementary records of their children.

1. The parent will be provided analysis and interpretation by qualified staff of all information in the cumulative folder and supplementary records. This action may be initiated by the parent or a staff member. The review will occur within five school business days after a request is received unless a written explanation for the failure to do so is supplied by the custodian of records. In no case will the review occur later than 45 days after the request is made.
2. Inspection and review will be conducted during normal working hours, unless the custodian (teacher, counselor, nurse, psychologist, principal) consents to other arrangements. Custodians will provide assistance in the interpretation and analysis of student records as needed. Although records must remain within district control, they may be copied or reproduced by or for the parent or eligible student at their own expense.

B. **The Student**

Information from the cumulative folder will be interpreted to the student upon his/her request. Information contained in supplementary records will be interpreted to the student upon his/her request and with the consent of the parent. The adult student may inspect his/her cumulative folder and supplementary records. The right of access granted the parent or adult student includes the right to be provided a list of the types of student-related education records maintained by the school and the district. The parent and adult student will have the right to inspect or to be informed of the content of any record containing personally identifiable information regarding more than one student, provided that the right to access will apply only to that portion of the record or document which relates to the student. Upon graduation from high school, a student may request to receive a final transcript in addition to the diploma.

Parents and adult students will be notified annually of their right to inspect and review the records of their children and their other rights under the Family Education Rights and Privacy Act through the following notice: (describe your notice here – Web site, school calendar, etc.)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the district records custodian a written request that identifies the record(s) they wish to inspect. The records custodian will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or

Procedure 3231

3. misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
4. Parents or eligible students have a right to inspect or review information including when the student is a dependent under IRS tax code, when the student has violated a law or the school rules regarding alcohol or substance abuse (and the student is under 21), and when the information is needed to protect the health or safety of the student or other individuals.
5. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Exceptions which permit disclosure without consent are: disclosure deemed by the district as necessary to protect the health or safety of the student or other individuals and disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, hearing officer, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202

C. Staff

Staff or other school officials who have a legitimate, educational interest in a student will have access to the cumulative folder and any supplementary records.

D. Other Districts

Other districts will be provided with records upon official request from the district, unless the student has an outstanding fee or fine. In those instances the enrolling school will be provided with the student's academic, special placement, immunization history and discipline records within two school days, but the official transcript will be withheld until the fee or fine is discharged. The enrolling school district will be notified that the transcript is being withheld due to an outstanding fee or fine. At the time of transfer of the records, the parent or adult student may receive a copy of the records at his/her expense if requested and will have an opportunity to challenge the contents of the records. Parents will be advised through the annual Student

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- E. Rights and Responsibilities Handbook that student records will be released to another school where the student has enrolled or intends to enroll.

Other Persons and Organizations

Prospective employers may request to review the transcript of a student. Each parent or adult student will be advised at least annually that such requests will be honored only upon a signed release of the parent or adult student. Information contained in the cumulative folder and supplementary records of a student will be released to persons and organizations other than the student, parent, staff and other districts only with the written consent of the parent or adult student with the following exceptions:

1. Directory information may be released publicly without consent upon the condition that the parent or adult student be notified annually of the school's intention to release such information and be provided the opportunity to indicate that such information is not to be released without prior consent. Such information will not be released for commercial reasons. Directory information is defined as the student's name, photograph, address, telephone number, date and place of birth, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received and the most recent previous school attended. The actual residential addresses of participants in the state Address Confidentiality Program will not be available for release as directory information. Social Security numbers, student identification numbers (with authentication factors such as a secret password or personal identification number) or other personally identifiable information is not considered directory information.
2. Information may be released to authorized representatives of the comptroller general of the United States, the commissioner of education, and/or an administrative head of an education agency or state education authorities in connection with the audit and evaluation of federally supported education programs or in connection with the enforcement of the federal legal requirements for such programs.
3. Information may be released to state and local officials to whom such information is specifically required to be reported or disclosed pursuant to Washington state statute (examples: reporting child abuse or referrals to juvenile court for truancy).
4. Information may be released to organizations conducting studies for educational agencies for the purpose of developing, validating or administering predictive tests or improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than the representatives of such organizations and if such information will be destroyed when no longer needed for the purpose for which it has been gathered.
5. Information may be released in compliance with a judicial order or lawfully issued subpoena including *ex parte* court orders under the USA Patriot Act, upon condition that a reasonable effort was made to notify the parent or adult student in advance of such compliance unless such notice is not allowed by the order or subpoena.
6. Information may be released to appropriate persons and agencies in connection with an emergency to protect the health or safety of the student or other persons. The district will take into account the totality of the circumstance and determine if there is an articulable and significant threat to the health or safety of the student or other individuals. When information from a student's record, other than directory information, is released to any person or organization other than staff, a record of

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7. such release will be maintained as part of the specific record involved. Telephone requests for information about students will not be honored unless the identity of the caller is known and the

caller is authorized to receive the information under provisions of these procedures. A record will be made of any such release of information and placed in the student's cumulative folder. This record of access will include date of access, name of the party granted access and the legitimate educational interest of the party granted access.

8. A high school adult student and/or parent/legal guardian may grant authority to the district permitting prospective employers to review the student's transcript.

Confidential Health Records

Confidential health records should be stored in a secure area accessible only to the school health care provider, unless an appropriately executed release under Ch. 70.02 has been obtained. Such records are also covered by the Family Education Rights and Privacy Act, permitting parent access to review and otherwise exercise FERPA rights regarding the records. There is a higher standard of confidentiality and minor student's rights of privacy for records pertaining to HIV, sexually transmitted diseases, drug or alcohol treatment, mental health treatment, family planning or abortion. The releases for information regarding sexually transmitted diseases, HIV and drug or alcohol treatment are more restrictive than ordinary medical releases.

Challenges and Hearings

At the time of inspection and review the parent or adult student granted access to records may challenge the appropriateness and accuracy of any record directly related to the student and may demand correction or deletion. Custodians (teacher, counselor, nurse, psychologist) may honor such demands by correcting or deleting records which are misleading, violative of privacy or inaccurate, provided that the senior custodian (principal or department head) concurs.

If the demanded correction or deletion is denied by the senior custodian, the parent or adult student may request an informal hearing before the superintendent, which hearing will be held within 10 school days of the receipt of such request. During the hearing the superintendent will review the facts as presented by the parent or adult student and the custodian and decide whether or not to order the demanded correction or deletion. The superintendent will send his/her written decision to the parent or adult student within 10 school days of the hearing.

Upon denial of correction or deletion by the superintendent, the parent or adult student may request in writing a hearing before the board, which hearing will be conducted at its next regular meeting. During such hearing, which will be closed to the public, the board will review the facts as presented by the parent or adult student and senior custodian and decide whether or not to order the demanded correction or deletion. The board will send its written decision to the parent or adult student within 10 school days of the hearing.

Parents or adult students challenging the appropriateness and accuracy of student records may insert a written explanation of their objections in such records.

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Maintenance of Student Records

The student's principal, counselor or teacher will be the custodian of the cumulative folder. The principal or the student's counselor will be the custodian of the supplementary records. Duplicate copies of all guidance case study reports and reports from non-school agencies contained in a student's supplementary record may be maintained in the district office under the supervision of the superintendent.

Custodians will:

- A. Maintain only those records authorized by these procedures;
- B. Safeguard student records from unauthorized use and disposition;
- C. Maintain access records;
- D. Honor access requests for parent or adult student;
- E. Delete or correct records upon approval of the senior custodian or upon order of the superintendent or the board; and
- F. Follow the records review schedule and procedures established by the senior custodian.

Senior custodians may assume the duties of custodians and will:

- A. Request student records from other schools;
- B. Maintain security of student records;
- C. Transfer, destroy and expunge records as permitted;
- D. Supervise activities of their custodians;
- E. Conduct informal hearings and grant or deny approval of corrections or deletions requested by parents or adult students;
- F. Establish records review schedules and procedures for their respective schools or departments in accordance with procedures governing records disposition. (Psychological test scores will be reviewed annually to determine their relevance to the continuing educational needs of the student.);
- G. Upon transfer of the student to the next level (elementary to middle school, middle school to high school) or upon graduation or transfer outside the district, remove for retention, preservation or destruction in accordance with applicable disposition procedures any records no longer pertinent to educational program placement; and
- H. Certify to the district records custodian by June 30 of each year the following:
 - 1. Only records pertinent to educational program placement are being maintained, unless otherwise authorized by law; and
 - 2. Required reviews have been accomplished.

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The district records custodian will provide overall supervision of student records management and control and will enforce the student records policy and the administrative procedures.

The district will use an array of methods to protect records, including passwords, physical controls (such as locked cabinets), technological controls (such as role-based access controls for electronic records) and administrative procedures.

Disposition of Student Records

The permanent student record will serve as the record of the student's school history and academic achievement. Permanent records filed in the student's cumulative folder are to be extracted and retained before disposition of the folder.

Within ten days after receiving a request, the district will furnish a set of unofficial educational records to the parent of a student transferring out of state who meets the definition of a child of a military family in transition. When a student transfers to another school in the district, all records including the permanent student record will be transmitted to the other school. When a student transfers to a school outside of the district, the senior custodian will purge the cumulative folder of all nonofficial, extraneous information. A copy of all records will be sent to the requesting school, unless the student has an outstanding fee or fine. In those instances the enrolling school will be provided with information regarding the student's academic, special placement, immunization history and discipline records within two school days, and the records will be sent as soon as possible. The official transcript will be withheld until the fee or fine is discharged. The enrolling school district will be notified that the transcript is being withheld due to an outstanding fee or fine. The cumulative folder for an elementary or middle school student who leaves the district will be maintained for two years after discontinuance of enrollment in the district.

Cumulative folders and supplementary records of high school students will be retained according to the Washington State Records Retention Schedule. In all cases, the student's permanent record card will be retained in perpetuity by the district.

At the time a student graduates from school or ceases to need special educational services, the parent/guardian or adult student will be informed that personally identifiable information regarding the disabling condition is no longer needed for educational purposes AND that the special education records will be retained by the district for six (6) years before being destroyed pursuant to the School Districts and Educational Districts Records Retention Schedule approved in accordance with RCW 40.14.070.

When informing the parent or adult student about his/her rights regarding such records, the district will advise the parent or adult student that the information may be needed by the student or the parent to establish eligibility for certain adult benefits, e.g., social security AND that the parent/guardian/adult student should ensure that they possess the necessary documentation, or request copies of certain records from the district BEFORE the district records are destroyed in six (6) years. At the parent's/guardian's or adult student's request, the record information relating to the disabling condition will be destroyed but ONLY after the records have met their six (6) year retention

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requirement pursuant to the School Districts and Educational Districts Records Retention Schedule. The district may, in its discretion, choose to retain these records for a longer period of time for business purposes.

A parent or adult student, at his/her expense, may receive a copy of all records to be transmitted to another district.

Large Scale Destruction of Student Records

After exercising care in accordance with that contained in the previous section (Disposition of Student Records), the senior custodian will bundle all records and send them to the district office. Each bundle will be plainly marked: "Student Records--for Destruction," dated and signed by the senior custodian. A summary sheet will be completed and retained in the office. The sheet will indicate: "As of this date, I have determined that the following records may be destroyed in accordance with district and state requirements and have submitted them for destruction." The summary sheet will be dated and signed by the senior custodian.

Electronic Records

Electronic records (including e-mail and web content) created and received by the district in the transaction of public business are public records for the purposes of RCW 40.14 and will be managed consistent with all of the laws and regulations governing the retention disclosure, destruction and archiving of public records. The district will manage electronic records according to the same provisions as paper documents as set forth in the records retention schedules. Electronic records will be retained in electronic format and remain usable, searchable, retrievable and authentic for the length of the designated retention period. The district will retain electronic records designated as archival in the original format along with the hardware and software required to read the data, unless the data has been successfully migrated to a new system. (The district will retain records in compliance with the General Records Retention Schedule for School Districts and Educational Service Districts in Washington State found at: www.sos.wa.gov/archives/recordsretentionschedules.aspx.)

Cut-Off

Whenever applicable, the retention period starts with the "cut-off." "Cut-off" is a term used to indicate files or records may be terminated on a predetermined date. "Cut-off" prevents current records from attaining unmanageable size and facilitates the filing of new records. Calendar year records may be "cut-off" on December 31, and a new file established on January 1; all fiscal year records can be "cut-off" only upon the completion of an action or event, such as termination of contract, final payment of a contract, termination of employment, etc. Regardless of the duration of the retention period, records series should be kept in the office files after "cut-off" only as long as is necessary to satisfy: (1) active reference; (2) audit, when required; and (3) other operational requirements. Once these three factors have been satisfied, the records should be transferred to a records center or to an appropriate alternative format, including electronically for the remainder of the retention period.

Policy 3232
Students

PARENT AND STUDENT RIGHTS IN ADMINISTRATION OF SURVEYS, ANALYSIS OR EVALUATIONS

All instructional materials, including supplementary materials and teachers manuals, used with any survey, analysis or evaluation in a program or project supported by federal funds are available for inspection by parents and guardians.

No student will be required as part of any project or program supported by federal funds to submit to survey, analysis or evaluation that reveals information concerning:

1. Political affiliations;
2. Potentially embarrassing mental or psychological problems;
3. Sexual behavior and attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of close family members;
6. Privileged or similar relationships;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income other than information necessary to establish eligibility for a program; without the prior consent of adult or emancipated students, or written permission of parents.

The district shall make arrangements to protect student privacy during the administration of surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.

Legal References:	20 U.S.C. 1232h(c) 34 CFR Parts 75, 76, and 98 (1984)	No Child Left Behind Act of 2001 Student rights in research, experimental activities and testing
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Management Resources:	<i>Policy News</i> , April 2003 Districts Required to Review Collection and Dissemination of Information
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Adoption Date: **031604**
School District Name: **Naselle-Grays River Valley**

Policy No. 3240

STUDENT CONDUCT EXPECTATIONS AND REASONABLE SANCTIONS

The board acknowledges that conduct and behavior is closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. The board requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:

- A. Respect the rights, person and property of others;
- B. Pursue the required course of study;
- C. Preserve the degree of order necessary for a positive climate for learning; and
- D. Comply with district rules and regulations;
- E. Submit to the authority of staff and reasonable discipline imposed by school employees and respond accordingly and respond accordingly.

The superintendent will develop written rules of conduct which will carry out the intent of the board and establish procedures necessary to implement this policy.

Legal References

RCW 28A.210.310 Prohibition on use of tobacco products on school property

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

RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills

RCW 28A.600.040 Pupils to comply with rules and regulations

RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent, or guardian - Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

RCW 28A.635.090 Interference by force or violence -- Penalty

RCW 28A.635.100 Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful—Penalty

RCW 4.24.190 Action against parent for willful injury to property by minor — Monetary limitation — Common law liability preserved

RCW 9.41 Firearms and dangerous weapons

RCW 9.91.160 Personal protection spray devices

RCW 9A.16.020 Use of force — When lawful

20 U.S.C. 7101 et seq. Safe and Drug-Free Schools and Communities Act

Students

WAC 392-400-205 Definitions

WAC 392-400-210 Student responsibilities and duties

WAC 392-400-215 Student rights

WAC 392-400-225 School district rules defining misconduct — Distribution of rules

WAC 392-400-226 School district rules defining harassment, intimidation and bullying prevention policies and procedures – Distribution of rules

WAC 392-400-227 School district rules defining students' religious rights

WAC 392-400-233 Unexcused absences and tardiness

Cross References

3241 - Classroom Management, Discipline and Corrective Action

6605 - Student Safety Walking, Biking and Riding Buses

Management Resources

2014 - August Issue

2013 - September Issue

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Last Modified by Angela De Los Santos on September 9, 2014

Adoption Date: 10/21/14

School District Name: Naselle-Grays River Valley

Prior Revised Dates: 12.06; 12.11; 09.13

Procedure 3240P

Student Conduct Expectations

As authorized by chapter 28A.600 RCW, the following procedure sets forth rights and conduct expectations for students, along with the sanctions that may be imposed for violations of such expectations. At all times, this procedure will be read consistent with federal statutes and regulations, state statutes, common law, and rules promulgated by the Washington Office of the Superintendent of Public Instruction.

Respect for the Law and the Rights of Others

The student is responsible as a citizen to observe the laws of the United States, the state of Washington, and local ordinances and laws. The student will respect the rights of others while in school, on school property, at all school activities, on district provided transportation or otherwise under school authority.

Compliance with Rules

All Students will obey the written rules and regulations established for the orderly operations of the district and the reasonable requests, instructions, and directives of district personnel. For purposes of Policy 3240 and this procedure, the term "district personnel" includes all adults, including contractors and volunteers, authorized to supervise student activities. Failure to do so will be cause for disciplinary action. All students will submit to reasonable discipline by the school district and its representatives for violations of policies, regulations and rules.

Student Rights

In addition to individual rights established by law and district policies, students served by or on behalf of the district will have the right to:

- High educational standards in a safe and sanitary building;
- Education consistent with stated district goals;
- Equal educational opportunity and in all aspects of the educational process freedom from discrimination based on economic status, pregnancy, marital status, sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of trained dog guide or service animal by a person with a disability;
- Access to their own education records at reasonable school times upon request;
- Fair and just treatment from school authorities and freedom from mistreatment and physical abuse;
- Freedom from unlawful interference in their pursuit of an education while in the custody of the district;
- Security against unreasonable searches and seizures;
- The substantive constitutional rights listed in WAC 392-400-215, subject to reasonable limitations upon the time, place, and manner of exercising such rights consistent with the maintenance of an orderly and efficient educational process within limitations set by law, including the right to:
 - Freedom of speech and press,
 - Peaceably assemble
 - Petition the government and its representatives for a redress of grievances,
 - The free exercise of religion and to have their schools free from sectarian control or influence, an

Procedure 3240P

- Participate in the development of rules and regulations to which they are subject and to be instructed on rules and regulations that affect them;
- Establish appropriate channels to voice their opinions in the development of curriculum;
- Representation on advisory committees affecting students and student rights;
- Present petitions, complaints, or grievances to school authorities and the right to prompt replies;
- Consult with teachers, counselors, administrators and other school personnel at reasonable times;
- Be involved in school activities, provided they meet the reasonable qualifications of the sponsoring organization;
- Free election of their peers in student government and the right to hold office;
- Know the requirements of the course of study, be informed about and know upon what basis grades will be determined;
- Citizenship privileges as determined by the United States and Washington State Constitution and its amendments; and
- Annual information pertaining to the district's rules and regulations regarding students, discipline and rights.

Scope of District Authority

Students who involve themselves in acts that have a detrimental effect on the maintenance and operation of the school or the school district; criminal acts; and/or violations of school rules and regulations, may be subject to disciplinary action by the school and prosecution under the law. The rules will be enforced by school officials:

- On school grounds during and immediately before or immediately after school hours;
- On school grounds at any other time when school is being used by a school group(s) or for a school activity;
- Off school grounds at a school activity, function, or event;
- Off the school grounds if the actions of the student materially or substantially affects or interferes with the educational process; or
- In school-provided transportation, or any other place while under the authority of school personnel.

Disruptive Conduct

A student will not intentionally cause substantial and/or material disruption of any school operations. The following illustrate the kinds of offenses that are prohibited:

- Intentionally obstructing normal pedestrian or vehicular traffic on a school campus;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Causing a disturbance or disruption on school grounds, at school activities, or on district-provided transportation, including substantially interfering with any class or activity;
-

- Cheating or disclosure of exams;
- Defiance of school personnel by;
- Disobedience of reasonable requests, instruction, and directives of school personnel;
- Refusal to leave an area when instructed to do so by school personnel;
- Refusing a reasonable request to identify oneself to district personnel (including law enforcement officers) while under the supervision of the school; and
- Refusal to cease prohibited behavior;
- Disruptive and/or dangerous use of motor vehicles or conduct on a school bus that endangers students;
- Extortion, theft, forgery;
- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where blows are exchanged is prohibited, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Gambling or encouraging other students to gamble;
- Gang-related behavior, association, and/or affiliation (see Policy _____);
- Harassment of others;
- Inappropriate dress or appearance (see Policy_____);
- Trespassing on school property or school transportation at a time or place the student's presence is not permitted;
- Occupying a school building or school grounds in order to deprive others of its use;
- Preventing students from attending class or school activities;
- Use or possession of tobacco;
- Using any object in a dangerous manner;
- Intentionally defacing or destroying the property of another.

Exceptional Misconduct

Exceptional misconduct is a violation of rules so serious in nature and/or so disruptive as to warrant an immediate short-term or long-term suspension. Exceptional misconduct includes the following (*District note - include types of misconduct that qualify as exceptional misconduct approved by board following recommendation by superintendent and representative ad hoc citizens committee*):

- Arson;
- Assault, if the assault involves
- Injury to another;

- Bodily fluids; or
- A weapon;
- Commission of any crime on school grounds, or the commission of a crime or other dangerous conduct anywhere that indicates the student's presence on school grounds poses a danger to other students or staff;
- Cumulative violations;
- Causing intentional, substantial damage or destruction to school property or the property of another on school grounds or at school activities;
- Dangerous use of motor vehicles on school grounds or at school activities, or endangering students on a school bus;
- Disruption of the school program by bomb scares, false fire alarms, firecrackers, etc.;
- Extortion;
- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged is prohibited, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Harassment/intimidation/bullying of others;
- Knowingly possessing stolen property;
- Possession, use, sale, or delivery of illegal or controlled chemical substances, including marijuana or substances containing marijuana and alcoholic beverages, as well as possession of items reasonably determined to be drug paraphernalia as used or possessed;
- Presence on school property or at a school activity following the consumption or use elsewhere of an alcoholic beverage or a controlled substance, including marijuana;
- Sexual misconduct on school grounds, at school activities, or on school provided transportation;
- Theft on school grounds, at school activities, on school provided transportation, or of school property at any time;
- Threats of violence to other students or staff;
- Use or possession of dangerous weapons, including firearms, airguns, knives, nun-chu-ka sticks, throwing stars, stun guns, explosives and other weapons prohibited by state law and Policy_____.

Guidelines for Sanctions

Chapter 392-400 WAC contains the following restrictions for suspensions:

- Kindergarten through grade four - No student in grades kindergarten through four shall be subject to short-term suspensions for more than a total of ten school days during any single semester or trimester as the case may be, and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.

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- Grades five and above program - No student in grade five and above program shall be subjected to short-term suspension for more than a total of fifteen school days during any single semester or ten school days during any single trimester, as the case may be.

In all cases where sanctions are imposed, a reasonable effort to contact parents or guardians will occur prior to, or contemporaneous with, the imposition of the sanction, in addition to any written notice required by law. When a school administrator has good and sufficient reason to believe that a student's presence poses an immediate and continuing danger to the student, other students or school staff, or an immediate and continuing threat of substantial disruption of the educational process, immediate emergency removal or emergency expulsion may be appropriate. (See Policy 3241, Classroom Management, Discipline and Corrective Action)

In conjunction with the following sanction guidelines, administrators may also consider any alternative form of corrective action—including programs intended to lessen the time of exclusion from class attendance—which has been approved by the Board of Directors and/or Superintendent. The district encourages the use of alternative forms of correction action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning.

In addition to school sanctions, administrators should determine whether restitution for damage or injury should be considered.

Implementing the Guidelines for Sanctions

It is presumed that school administrators will sanction a student for the following offenses within each listed standard range, beginning at the presumptive sanction and determining whether mitigating or aggravating factors warrant a sanction higher or lower within the standard range. School administrators are expected to use their professional judgment and experience when assigning students sanctions and will, to the best of their abilities, attempt to apply these sanctions to all similarly-situated students in a fair and equitable manner. The administrator's judgment and discretion will carefully balance the duty to maintain order and discipline in a safe school environment, the appropriate corrective action needed to address the student's misconduct, and the student's long-term educational success.

The sanctions below do not prohibit administrators from considering approved alternatives to out-of-school suspension or expulsion, including in-school suspension. The standard range for each offense does not prohibit a school administrator from exceeding the range, up to and including expulsion, if sufficient aggravating factors warrant such corrective action or if the threat of danger or substantial disruption supports an emergency expulsion under WAC 392-400-295.

ARSON:

For purposes of school discipline, "arson" means any intentional or reckless setting of a fire or other burning of personal or public property. "Reckless" means that the student understood, but acted with disregard for, the consequences of his or her conduct.

STANDARD RANGE: 0-20 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Short-Term Suspension of 1 Day

Secondary: Short-Term Suspension of 5 Days

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal damage
- Little potential of harm
- Student's intent or purpose
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Student attempted, but failed to or was prevented from, carrying out the conduct

AGGRAVATING FACTORS:

- Significant damage
- Potential of serious harm
- Intent or purpose in setting fire
- Previous discipline record of student warranting progressive sanctions
- The student's presence on campus is determined to be a threat to the safety of others.

ASSAULT:

For purposes of school discipline, "assault" means actual or attempted hitting, striking or other wrongful physical contact inflicted on another either directly or indirectly through an object. For verbal threats, see Harassment, Intimidation, and Bullying.

STANDARD RANGE: 0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: 0 Days

Secondary: Short-Term Suspension of 5 Days

Procedure 3240P

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal injury or damage
- Student was primarily acting defensively, but facts do not support a conclusion that the student's conduct was clearly reasonable self-defense as set forth below
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct

AGGRAVATING FACTORS:

- Serious actual or potential injury
- Use of an object or weapon
- Premeditated conduct
- Multiple students assaulting a single student
- Prior assault(s), threat(s), harassment, or bullying by the student against the same victim
- Exceptional severity or cruelty
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Conduct is motivated by actual or perceived gang rivalry or affiliation
- Previous discipline record of student warranting progressive sanctions

REASONABLE SELF-DEFENSE:

It is expected that a student must always first retreat from any threat of harm and/or contact an adult staff member for assistance before engaging in any type of physical response to an assault. However, an administrator may decide not to subject a student to discipline if, following a reasonable investigation, the administrator determines that all of the following are true:

- A student who is being assaulted or witnesses another student being assaulted acts only in a manner that is defensive and protective of himself/herself or others;
- The student is acting in a manner that a building administrator determines is reasonable and necessary in light of the circumstances; and
- The student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault.

A reasonable physical response to an assault may include holding the assailant's hands or arms to prevent the assault, or pulling two fighting students apart and holding them until adult staff can arrive and intervene.

DEFACING OR DESTRUCTION OF PROPERTY:

For school discipline purposes, means the unauthorized, intentional damage to district property or the property of others (other than arson, above).

STANDARD RANGE: 0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Short-Term Suspension of 3 Days

Restitution will usually be required.

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal damage
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent remedial steps, including restitution to district or victim of misconduct

AGGRAVATING FACTORS:

- Significant damage in extent or cost
- Similar previous conduct
- Previous discipline record of student warranting progressive sanctions
- Property defaced with:
 - Lewd or obscene words or imagery
 - Words or imagery containing slurs or negative reference to the race, color, national origin, gender, sexual orientation, gender expression, or disability of others
 - Gang words or imagery

Procedure 3240P

Note: Under RCW 28A.635.060 (1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district, an employee, or another student until the pupil or the pupil's parent or guardian has paid for the damages. If a student has been suspended or expelled, the student may not be readmitted until the student or parents or legal guardian has made payment in full, or until the superintendent directs otherwise. If the property damaged is a school bus owned and operated by the district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the superintendent.

When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil shall be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

DEFIANCE OF SCHOOL AUTHORITY:

Refusal to obey reasonable requests, instructions, and directives of any school personnel, including volunteers or contractors working for the school. Defiance includes dress or appearance in violation of Policy _____ that the student either refuses to correct at the directive of a school administrator, or that is a persistent and repeated violation of Policy _____. Defiance of school authority can also include intentional disruptive behavior.

STANDARD RANGE: 0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the conduct
- Subsequent action taken by student to make amends for misconduct with school personnel

AGGRAVATING FACTORS:

- Part of a pattern of similar misconduct
- Previous discipline record of student warranting progressive sanctions
- Substantial disruption to learning of others caused by student's defiance
- Student attempts to solicit or incite others to engage in defiant behavior

Procedure 3240P

- Use of lewd, obscene, or profane language directed towards supervising school personnel
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of school personnel

DRUGS/ALCOHOL AND OTHER PROHIBITED CHEMICAL SUBSTANCES:

The possession, consumption, use, storage, or distribution of drugs (including marijuana/cannabis), alcohol, and other similar chemical substances on school grounds, at school activities, or on district-provided transportation is prohibited. For purposes of student conduct expectations:

- This section applies to any controlled substance, medication, stimulant, depressant, or mood altering compound, including simulated compounds intended to produce intoxication or euphoria, whether or not such compounds have been designated a controlled substance by state or federal law;
- This section applies to marijuana or substances containing marijuana;
- This section applies to legally-prescribed drugs which a student is nevertheless not lawfully authorized to possess on school grounds, at school activities, or on district-provided transportation;
- This section applies to students who enter school grounds, school activities, or district-provided transportation following the unlawful use or consumption of drugs, alcohol, and other similar chemical substances, including students who appear to be under the influence of such substances; and
- This section applies equally to the possession or use of paraphernalia or other items used to possess, consume, store, or distribute drugs, alcohol, and/or other illegal chemical substances, including marijuana or substances containing marijuana.

STANDARD RANGE Elementary: 0-10 Day Suspension

STANDARD RANGE Secondary: 3-20 Day Suspension

PRESUMPTIVE STANDARD SANCTION FOR POSSESSION OR USE:

Elementary: Short-Term Suspension of 1 Day

Secondary: Short-Term Suspension of 10 Days

PRESUMPTIVE STANDARD SANCTION FOR DISTRIBUTION:

Elementary: Short-Term Suspension of 5 Days

Secondary: Long-Term Suspension of 20 Days

MITIGATING FACTORS:

- Little or no prior documented misconduct
- A significantly small amount of substance
- Student's age and/or inability to understand potential consequences of the conduct
- Momentary or transient handling of the item
- Admitted or self-reported conduct
- Student believed that he or she was authorized to possess a lawfully-prescribed drug on campus
- Evidence that there was no intent to use, consume, or distribute the substance on school grounds, district-provided transportation, or at school activities.

AGGRAVATING FACTORS:

- Previous discipline record of student warranting progressive sanctions
- A relatively large amount of substance that would reasonably exceed anticipated single use
- Evidence of sophistication or pre-planning
- Evidence of distribution or intent to distribute prohibited substances
- The substance is heroin or another similar opiate (including methadone, oxycodone, etc.), cocaine, methamphetamine, or a similar substance designated as a level one or level two controlled substance with the potential for significant harm and addiction
- Distribution has been to multiple students
- Conduct is related to gang affiliation

Generally, a suspension for possession, use, or consumption should not exceed ten (10) days, and a suspension for distribution should not exceed twenty (20) days. A suspension for secondary students in either case should not fall below three (3) days.

An expulsion may be imposed for such conduct when sufficient aggravating circumstances are present and in consultation with the superintendent or the superintendent's designee. Emergency expulsion may be imposed when the student's conduct meets the requirements of WAC 392-400-295.

An administrator may draw up a contract with a student serving a suspension, and a maximum of fifty percent (50%) of the suspension may be held in abeyance when the student successfully complies with the terms and conditions of the contract

Procedure 3240P

In all cases in which a student possesses or is distributing on school grounds, at school activities, or on district-provided transportation a substance prohibited under this section that is also a violation of the law, a report will be made by school officials to law enforcement.

FIGHTING OR FIGHTING INVOLVEMENT:

Includes instigating, promoting (including promotion by presence as a spectator), and escalating a fight, as well as the failure to disperse at the scene of a fight.

SANCTIONS: See Assault

GANG CONDUCT:

For school discipline purposes includes:

- The creation, display, or communication of gestures, language, imagery, or symbols as defined below commonly associated with gang culture
- The promotion of gang culture and/or gang violence, and/or
- The solicitation or recruitment of gang members.

Gang imagery and symbols include, but are not limited to:

- Apparel (including shoelaces, bandanas, belts, or hats) which by virtue of color, arrangement, trademark, symbol, or any other attributes indicate or imply gang membership or affiliation
- Displays of gang affiliation on personal belongings including clothing, school assignments, notebooks, body, etc.

STANDARD RANGE: 0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

Procedure 3240P

MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent remedial steps, including restitution for property damaged or defaced with gang imagery, symbols, or language

AGGRAVATING FACTORS:

- Similar previous conduct
- Concerted action with other students or non-students
- Gang conduct in connection with other misconduct prohibited elsewhere by this procedure, including but not limited to assault, harassment, intimidation, bullying, theft, and the possession of weapons
- Previous discipline record of student warranting progressive sanctions

Expulsion or Long-term suspension for gang conduct alone, absent any other misconduct, may only occur under extraordinary circumstances following consultation with the Superintendent or Superintendent's designee.

HARASSMENT, INTIMIDATION OR BULLYING:

For school discipline purposes, "harassment, intimidation and bullying" includes:

- Intentional hurtful, threatening, or intimidating verbal and/or physical conduct in violation of district policy _____ and procedure _____P;
- Unsolicited or unwelcome verbal or physical conduct that is harassing or intimidating that can be of a sexual, religious, racial or ethnic nature, or based on disability;
- A threat to cause bodily injury, property damage, or to cause the physical confinement or restraint of the person threatened, or any other act causing substantial harm to the physical or mental health of the person threatened.

STANDARD RANGE Elementary: 0-10 Day Suspension

STANDARD RANGE: Secondary: 3-20 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: 3 Day Suspension

MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent action taken by student to make amends for misconduct with the victim

AGGRAVATING FACTORS:

- Threat of serious injury
- Use of an object or weapon
- Premeditated conduct
- Part of a pattern of similar misconduct against the same victim
- Prior assault(s) threat(s), harassment, or bullying by the student against the same victim
- Exceptional severity or cruelty
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Conduct is motivated by actual or perceived gang rivalry or affiliation
- Previous discipline record of student warranting progressive sanctions

LEWD, OBSCENE, OR PROFANE LANGUAGE, GESTURES OR MATERIALS:

For purposes of school discipline, this includes, but is not limited to, lewd, obscene or profane language, gestures or materials that are unrelated to authorized school curriculum. Prohibited "materials" includes digital or electronic text, images, or sounds that are possessed, displayed, or transmitted while under the supervision of school authorities.

STANDARD RANGE: 0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

Procedure 3240P

MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the conduct
- Subsequent action taken by student to make amends for misconduct

AGGRAVATING FACTORS:

- Part of a pattern of similar misconduct
- Previous discipline record of student warranting progressive sanctions
- Substantial disruption to learning of others caused by student's defiance
- Student attempts to solicit or incite others to engage in behavior
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of school personnel

Any conduct under this section that could constitute a criminal act will be reported to law enforcement. Any conduct under this section that involves the use of district resources or equipment may result in the loss or restriction of a student's use of district systems, resources, or equipment.

TARDINESS:

Schedule a conference or conferences with the custodial parent or guardian and student, at a time reasonably convenient for all, for the purpose of analyzing the causes of the student's tardiness. Take steps to eliminate the tardies, including adjusting the student's school program, or school/course assignment.

THEFT/STEALING:

Possession of another person's or district property, regardless of value, without the person's permission with the intent to deprive the owner of such property. As part of the sanction, restitution will usually be required.

STANDARD RANGE: 0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Short-Term Suspension of 2 Days

Restitution will usually be required if property is not recovered and returned.

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MITIGATING FACTORS:

- No prior documented misconduct
- Property returned to victim
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent remedial steps, including restitution to district or victim of misconduct

AGGRAVATING FACTORS:

- Significant damage in extent or cost
- Similar previous conduct
- Previous discipline record of student warranting progressive sanctions
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Conduct is motivated by gang affiliation

Note: Under RCW 28A.635.060 (1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district, an employee, or another student until the pupil or the pupil's parent or guardian has paid for the damages. If a student has been suspended or expelled, the student may not be readmitted until the student or parents or legal guardian has made payment in full, or until the superintendent directs otherwise. If the property damaged is a school bus owned and operated by the district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the superintendent.

When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil shall be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

TOBACCO/NICOTINE PRODUCTS - USE OR POSSESSION:

Students may not participate in smoking, use of tobacco products or products containing nicotine, or possess tobacco products on the school premises or at school-sponsored functions.

Elementary Students

See sanctions for Defiance of School Authorities

Secondary Students

First Offense: Complete Tobacco Intervention Packet. [Refusal or failure to complete Tobacco Intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline sanctions as set forth in Defiance of School Authorities]

Second Offense: Complete Tobacco Intervention Packet and attend extended after school detention. [Refusal to complete Tobacco intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline that includes short-term suspension with days that may be held in held in abeyance for community service].

Third Offense: Complete Tobacco Intervention Packet and attend extended after school detention. [Refusal to complete Tobacco Intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline that includes short-term suspension with days that may be held in held in abeyance for community service].

TRUANCY:

See Policy and Procedure ____ .

WEAPONS:

This section addresses the possession or use of actual weapons in violation of district policy ____, including firearms, dangerous weapons, and other items listed within that policy. This includes when a student acts with malice as defined under RCW 9A.04.110 and displays a device that appears to be a firearm. Objects and conduct that fall outside of Policy ____ should be addressed under other sections, as appropriate.

STANDARD RANGE: 0-20 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Short-Term Suspension of 3 Days

Secondary: Long-Term Suspension of 11 Days

SANCTION FOR FIREARM AT SCHOOL: Emergency Expulsion (see below)

MITIGATING FACTORS:

- No prior documented misconduct
- No injury or damage caused

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- No evidence that student intended to display or use the weapon
- The weapon is a small pocketknife with a blade 3 inches or less
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Student offers credible evidence that he or she had the weapon for legitimate purposes away from school and unintentionally brought the object to school

AGGRAVATING FACTORS:

- Previous discipline record of student warranting progressive sanctions
- Student used the weapon in furtherance of an assault, to intimidate another, cause injury, and/or to cause physical damage to property
- Student displayed, activated or discharged the weapon in a reckless manner
- Evidence of premeditation
- Display or use of the weapon was motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of a person intimidated or assaulted
- Conduct is motivated by actual or perceived gang rivalry or affiliation
- The weapon is an airgun or firearm.
- The object appears to be a firearm and the student displaying or using the object does so with malice

Any student who is determined to have carried a firearm or to have possessed a firearm on school premises, school-provided transportation, or school sponsored activities at any facility shall be expelled from school for not less than one year (12 months) under RCW 28A.600.420, with notification to parents and law enforcement. The district superintendent or the superintendent's designee is authorized to modify the expulsion of a student on a case-by-case basis.

The school district may also suspend or expel a student for up to one year if the student acts with malice as defined under RCW 9A.04.110 and displays a device that appears to be a firearm.

Expulsion may result based upon the administrator's judgment of the seriousness of the act or circumstances surrounding the act, and/or the previous record of the student.

Date: 10/21/14

Student Discipline

Introduction/Philosophy/Purpose

The Board focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption;
- Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees.
-

Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students’ fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#) to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW [28A.300.042](#)(1) and [CEDARS Appendices Y and Z](#)), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency expulsion, and expulsion.

The District will follow the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

Distribution of policies and procedures

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW [28A.415.410](#) to support implementation of this policy and procedure to all school staff as feasible.

Application

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

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

Legal References:

- RCW 9.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions
- RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty

Chapter 28A.225, RCW Compulsory school attendance and admission
Chapter 28A.320, RCW Provisions applicable to all districts
RCW 28A.400.100 Principals and vice principals — Employment of —
Qualifications — Duties
RCW 28A.400.110 Principal to assure appropriate student discipline —
Building discipline standards — Classes to improve classroom
management skills
Chapter 28A.600 RCW, Students
WAC 392-190-048 Access to course offerings – Student discipline
Chapter 392-400 WAC, Student Discipline
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management Resources:

- 2021 – February Issue
- 2019 – April Policy Alert
- 2018 - August Issue
- 2016 - July Issue
- 2014 - December Issue
- 2014 - August Issue
- 2010 - June Issue

Adoption Date: 11/19/2019

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Procedure – Student Discipline

Introduction

The purpose of this student discipline procedure is to implement the District’s student discipline policy as adopted by the Board. These procedures are consistent with the Board’s student discipline policy, as well as all applicable federal and state laws.

Definitions

For purposes of the student disciplinary policy and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
- **“Best practices and strategies”** refers to other forms of discipline the district identified that school personnel should administer to support students in meeting behavioral expectations.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include actions that result in missed instruction for a brief duration when:
 - (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means the removal of a student from school because the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and

continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC [392-400-510](#) through [392-400-530](#).

- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC [392-400-430](#) through [392-400-480](#).
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW [28A.165.035](#).
- **“Parent”** has the same meaning as in WAC [392-172A-01125](#), and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC [392-172A-05130](#). If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **“School board”** means the governing board of directors of the local school district.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.
- **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
 - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).

Engaging with Families & Language Assistance

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations.

The district will ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meeting, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

Supporting Students with Best Practices and Strategies

The District will implement culturally responsive discipline that provides every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>. Each District school will take into consideration the skills of school personnel and needs of students when identifying a continuum of best practices and strategies school personnel should use to support students in meeting behavioral expectations.

The District will ensure schools receive adequate support to effectively implement a continuum of identified best practices and strategies that:

4. Focus on prevention to reduce the use of exclusionary discipline practices;
5. Allow the exercise of professional judgment and skill sets; and
6. May be adapted to individual student needs in a culturally responsive manner.

Each school within the District will implement best practices and strategies consistent with this policy and procedure and the district's Optional: insert reference to the district's system for delivering a continuum of interventions and supports such as multi-tiered system of supports (MTSS) or positive behavioral interventions and supports (PBIS) framework, etc. In accordance with WAC 392-400-110(1)(e), the District has identified the following continuum of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations:

behavior support and monitoring practices, restorative justice practices, social skills instruction, de-escalation, and trauma-informed approaches or other best practices and/or strategies.

All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. At least annually, school personnel at each District school will review the identified best practices and strategies as well as building discipline standards. The District will provide training for newly hired school personnel on implementation of the identified best practices and strategies.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, school personnel must first attempt one or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension. Before considering imposing a long-term suspension or expulsion, school personnel must first consider one or more best practices and strategies.

When administering best practices and strategies in response to behavioral violations, school personnel will follow this policy and procedure as well as building discipline standards.

Behavioral Violations

Having sought the participation of school personnel, students, parents, families, and the community, the District has developed definitions for the following behavioral violations, which clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. These are located in the student handbook.

The District will continue to further develop and/or revise the definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In addition to these District definitions, school principals will confer with certificated building employees at least annually to develop and/or review building discipline standards as stated in the Board Policy. This development of building standards will also address differences in perceptions of subjective behaviors and reduce the effect of implicit or unconscious bias.

Staff Authority and Exclusionary Discipline

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus. Staff have the responsibility to provide a safe and supportive learning environment for all students during school-related activities. In accordance with the Board's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. If the district wants other staff members to have exclusionary discipline authority, the procedure must identify by title. The Superintendent designates disciplinary authority to the building principal and dean of students.

Exclusions from transportation or extra-curricular activities and detention

The Superintendent authorizes *the principal and dean of students*) to administer other forms of discipline that exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 –Students Experiencing Homelessness – Enrollment Rights and Services.

Authorized staff may administer lunch or afterschool detention. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding the behavioral violation. At least one school personnel will directly supervise students during the duration of any detention.

The district will not administer other forms of discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements. The district will not exclude a student from transportation services without providing access to alternative transportation the student needs to participate fully in regular educational services or educational services provided during suspension or expulsion.

Students and parents may challenge the administration of other forms of discipline, including exclusions from transportation or extra-curricular activities and detentions using the district's grievance procedures.

Classroom exclusions

After attempting at least one other form of discipline, as set forth in this procedure, teachers have statutory authority to to exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision in accordance with this policy and procedure and building discipline standards. Additionally, the district authorizes the principal and dean of students to administer classroom exclusion with the same authority and limits of authority as classroom teachers. As stated in policy 3241, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavioral violations that disrupt the educational process to reduce the effect of implicit or unconscious bias.

Except for emergency circumstances, the teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations before considering using classroom exclusion. Classroom exclusion may be administered for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency expulsion and must include the required notification and due process outlined in the procedures below.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The district will not administer other forms of discipline or classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. Classroom exclusion under the behavioral violation category of "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

When the teacher or other authorized school personnel administers a classroom exclusion because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

(a) The teacher or other school personnel must immediately notify the principal or the principal's designee; and

(b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The district will address student and parent grievances regarding classroom exclusion through the district's following grievance procedures.

Grievance procedures for classroom exclusion and other forms of discipline

Any parent/guardian or student who is aggrieved by the administration of classroom exclusion and/or other forms of discipline, including discipline that excludes a student from transportation or extra-curricular activities and detention, has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible.

At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action.

Student disciplinary board

The board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, the district will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

Suspension and expulsion – general conditions and limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not administer discipline, including suspension and expulsion, in any manner related to a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any discipline, including suspension and expulsion, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The district will provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. Suspension or expulsion under the behavioral violation category of "other" is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion in accordance with WAC 392-400-610. The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480;
The change of setting is to protect victims under WAC 392-400-810; or

Other law precludes the student from returning to their regular educational setting.

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

The Superintendent designates the principal and dean of students with the authority to administer in-school and short-term suspension. Before considering administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations. Before administering in-school or short-term suspension, the district will consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted. The district will not administer in-school or short-term suspension in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements..

The district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated in this policy and procedure, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

The district will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

When administering an in-school suspension, school personnel will ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel will ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student’s regular subjects or classes.

Long-term suspensions and expulsions – conditions and limitations

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may only administer long-term suspension or expulsion for specific severe behavioral violations. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for behavioral violations that meet the definitions provided under RCW 28A.600.015 (6)(a) through (d), which include:

- a. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- b. Any of the following offenses listed in RCW 13.04.155, including:
 - i. any violent offense as defined in RCW 9.94A.030, including:
 - o any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - o manslaughter;
 - o indecent liberties committed by forcible compulsion;
 - o kidnapping;
 - o arson;
 - o assault in the second degree;
 - o assault of a child in the second degree;
 - o robbery;
 - o drive-by shooting; and
 - o vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.

- ii. any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - iii. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280; or
 - iv. unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW.
- c. Two or more violations of the following within a three-year period
- i. criminal gang intimidation in violation of RCW 9A.46.120;
 - ii. gang activity on school grounds in violation of RCW 28A.600.455;
 - iii. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
 - iv. defacing or injuring school property in violation of RCW 28A.635.060; and
- d. Any student behavior that adversely affects the health or safety of other students or educational staff.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW 28A.600.015(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion. Consistent with this policy and procedure, the district will work to develop definitions and consensus on what constitutes an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.

A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the Superintendent grants a petition to extend the expulsion under WAC 392-400-480. The district is not prohibited from administrating an expulsion beyond the school year in which the behavioral violation occurred.

In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided

transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW [9A.04.110](#)) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

Except for a firearm violation under WAC [392-400-820](#), the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible.

Suspensions and expulsions – initial hearing

Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation and the principal or designee will conduct an informal initial hearing with the student to hear the student's perspective. At the initial hearing, the principal or designee must provide the student an opportunity to contact their parent(s), or, in the case of long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact their parent(s) to provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the student and parents understand.

At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;

- An explanation of the discipline that may be administered; and
- An opportunity for the student to share their perspective and provide explanation regarding the behavioral violation.

Suspensions and expulsions – notice

Following the initial hearing, the principal or designee will inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

- a. A description of the student’s behavior and how the behavior violated this policy;
- b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- c. The other forms of discipline that the district considered or attempted, and an explanation of the district’s decision to administer the suspension or expulsion;
- d. The opportunity to receive educational services during the suspension or expulsion;
- e. The right of the student and parent(s) to an informal conference with the principal or designee; and
- f. The right of the student and parent(s) to appeal the suspension or expulsion; and
- g. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Emergency expulsions – conditions and limitations

The district may immediately remove a student from the student’s current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student’s presence poses:

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

The district may not impose an emergency expulsion solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency expulsion, the phrase “immediate and continuing threat of material and substantial disruption of the educational process” means:

- The student’s behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start.

If the district converts an emergency expulsion to a suspension or expulsion, the district must:

- (a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
- (b) Provide the student and parents with notice and due process rights under WAC 392-400-430 through 392-400-480 appropriate to the new disciplinary action.

All emergency expulsions, including the reason the student’s presence poses an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within twenty-four (24) hours after the start of the emergency expulsion.

Emergency expulsions – notice

After an emergency expulsion, the district must attempt to notify the student’s parents, as soon as reasonably possible, regarding the reason the district believes the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Within twenty-four (24) hours after an emergency expulsion, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

- The reason the student’s presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;

- The opportunity to receive educational services during the emergency expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

Optional conference with principal

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

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the behavioral violation and the events that led to the exclusion. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion and discuss other forms of discipline that the district could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension, expulsion, or emergency expulsion, participate in a reengagement meeting, or petition for readmission.

Appeals

Requesting appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

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

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-school and short-term suspension appeal

For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

Long-term suspension or expulsion and emergency expulsion appeal

For long-term suspension or expulsion and emergency expulsions, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

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

For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; and
- No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency expulsion, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:

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

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency expulsion, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's presence continues to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;

- Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of appeal

The student or parents may request the school board or discipline appeal council, if established by the school board, review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.

For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

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

For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-430 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted

Petition to extend an expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820 involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

Notice

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the Superintendent or designee received the petition. The written notice must include:

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the Superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and

- The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the Superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request;

Review and Reconsideration of extension of expulsion

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

The school board (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the school board (or discipline appeal council) may be made only board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student’s expulsion; and
- The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Educational Services

The district will offer educational services to enable a student who is suspended, expelled or emergency expelled to:

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

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

- Meaningful input from the student, parents, and the student’s teachers;
- Whether the student’s regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student’s academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student’s educational services on a case-by-case basis. The types of educational services the district will consider include alternative locations, classrooms, one on one support and online coursework. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

For students subjected to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student’s regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student’s regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subjected to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student’s regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student’s regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
 - Coordinate the delivery and grading of course work between the student and the student’s teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student’s regular subjects or classes; and
 - Communicate with the student, parents, and the student’s teacher(s) about the student’s academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the “Course of Study” provisions of WAC 392-121-107.

Readmission

Readmission application process

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:

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

The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

Reengagement

Reengagement Meeting

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and parent(s) a plan to reengage the student.

The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement plan

The district will collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

Behavior agreements

The district staff may enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individual Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP). The district will provide any behavior agreement in a language and form the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

Exceptions for protecting victims

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Management Resources:

- 2021 – February Issue
- 2019 - August Policy Alert
- 2019 - April Policy Alert
- 2018 - August Issue
- 2016 - July Issue
- 2014 - August Issue

Adoption Date: **04.19; 02.21, 4.21**
Classification: **Essential**
Revised Dates: **04.19; 08.19**

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Policy No. 3242

Students

CLOSED CAMPUS

Students shall remain on school grounds from time of arrival until close of school unless officially excused.

Adoption Date: 031902

Naselle-Grays River Valley School District

Policy 3243
Students

STUDENT DRIVING

The board regards the use of motor vehicles and bicycles for travel to and from school as an assumption of responsibility by parents and students. The superintendent shall develop procedures governing the use of bicycles and motor vehicles while on school property and shall disseminate those procedures to all students so affected.

Adoption Date: 031902

Naselle-Grays River Valley School District

Procedure 3243P

Student Driving

Students may drive automobiles to and from school. They may not be driven during the school day without the consent of the parent and principal. They may not transport another student during the school day unless consent has been granted by the student's parent.

A student may use the school parking lot subject to the following conditions:

A. A student must register the car in the school office. The student must possess a valid Washington driver's license and show evidence that there is a liability and property damage insurance coverage on the vehicle and acknowledge that he/she will assume full responsibility for any comprehensive or collision claims that may occur while on school property.

B. Students may not occupy a vehicle (without permission) during the school day.

C. In terms of student conduct rules, "possession" of alcoholic beverages, illegal chemical sub-stances or opiates, firearms or a dangerous weapon shall also extend to a student's vehicle.

A student who does not conform to the above rules shall be subject to corrective action.

Date: 031902

Policy 3244

Students

PROHIBITION OF CORPORAL PUNISHMENT

Corporal punishment is any act which willfully inflicts or willfully causes the infliction of physical pain on a student, and is not permitted.

Corporal punishment does not include:

- A. The use of reasonable physical force by an administrator, teacher, other school employee or volunteer as necessary to maintain order to prevent a student from harming him/herself, other students, school staff and other persons, or property;
- B. Physical pain or discomfort resulting from or caused by training for or participation in athletic competition or recreational activity voluntarily engaged in by a student;
- C. Physical exertion shared by all students in a teacher directed class activity, which may include, but is not limited to, physical education exercises, field trips or vocational education projects; or
- D. Physical restraint or the use of aversive therapy as part of a behavior management program in a student's individual education program which has been signed by the parent and is carried out according to district procedures in compliance with WAC 392-171-800(30).

Cross Reference: Board Policy 3241 Corrective Actions or Punishment

Legal References: RCW 28A.150.300 Corporal punishment prohibited-Adoption of policy
WAC 180-40-235 Discipline — Conditions and limitations

Adoption Date: 031902

Naselle-Grays River Valley School District

Policy No. 3245
Students

Students and Telecommunication Devices

Students in possession of telecommunications devices, including, but not limited to, pagers, beepers and cellular phones, while on school property or while attending school-sponsored or school-related activities will observe the following conditions:

1. Telecommunication devices will be turned on and operated only before and after the regular school day and during the student's lunch break, unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device;
2. Students will not use telecommunication devices in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others;
3. Students will not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the district;
4. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to the student's parent or legal guardian;
5. By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;
6. Students are responsible for devices they bring to school. The district will not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored events;
7. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices; and
8. Students who violate this policy will be subject to disciplinary action, including suspension or expulsion.

Cross Reference:

- Electronic Resources [Board Policy 2022](#)
- Prohibition of Harassment, Intimidation and Bullying [Board Policy 3207](#)
- Classroom Management, Corrective Actions or Punishment [Board Policy 3241](#)
- Relations with Law Enforcement Agencies, Child Protective Agencies and County Health Officials [Board Policy 4310](#)

Management Resources:

- Students and Telecommunication Devices Revisited *Policy News*, October 2010
- Students and Sexting *Policy News*, June 2010
- Evolution of Cell Phone Use < *Policy News*, February 2004
- Adoption Date: February 19, 2013
- School District Name: Naselle-Grays River Valley
- Revised: 2.04; 06.10; 10.10; 12.11
- Classification: Priority

Students and Telecommunication Devices**Definitions:**

- A. *Sexting* means sending, forwarding, displaying, retaining, storing or posting sexually explicit, lewd, indecent or pornographic photographs, images or messages by or on a cell phone, computer or other electronic means during school hours or school activities on or off campus; while on school district property, during any recess, lunch or leave periods on or off school district property; or beyond the hours of school operation if the behavior detrimentally affects the personal safety or well-being of school-related individuals, the governance, climate or efficient operation of the school; or the educational process or experience.
- B. *Disrupting the Learning Environment*: means any intentional gesture, any intentional electronic communication or any intentional written, verbal or physical act or statement initiated, occurring, transmitted or received by a student at school that a reasonable person under the circumstance should know will have the effect of:
1. Insulting, mocking or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school; or
 2. Creating an intimidating, threatening, hostile or abusive educational environment for a student or group of students through substantially severe, persistent or pervasive behavior.
- C. *Third parties* include, but are not limited to coaches, school volunteers, parents or guardians, school visitors, service contractors or others engaged in district business or activities that are not directly subject to District control at inter-district and intra-district athletic competitions or other school events.

Reporting Violations:

Any student, employee, parent or guardian or third party who has knowledge of conduct in violation of this policy or any student who feels he/she has been a victim of sexting, menacing, retaliation or reprisal in violation of this policy shall immediately report the concerns to:

- A. The building principal or his/her designee;
- B. A teacher who will be responsible for notifying the building principal or designee immediately if the matter cannot be adequately addressed by the teacher, or warrants administrative intervention;
- C. A counselor, who is responsible for notifying the building principal or designee immediately if the matter cannot be addressed by the counselor or is sufficiently serious to warrant administrative intervention; or
- D. The superintendent of schools or designee.

Investigating:

The principal or designee shall be responsible for timely investigating a complaint made under this policy. The investigation, witness statements and evidence shall be documented along with the outcome of the investigation.

In the course of the investigation, administrative staff will not send, receive or unnecessarily view or transmit sexting photographs or any other inappropriate images on either the district's or their personal electronic devices. The examination or viewing of the evidence/information will be limited to the extent necessary to determine that misconduct occurred.

Parent or Guardian Notification:

Parents or guardians of all students identified in the report shall be notified of the investigation and informed of their students' involvement in the incident.

Discipline:

Students whose behavior violates this policy will be subject to discipline up to and including expulsion. Law enforcement will also be notified when conduct may violate criminal laws.

In addition to discipline, the district will assist students and/or parents or guardians to resolve concerns and issues prior to the use of the formal criminal complaint process. These interventions may include consultation, counseling, education, mediation and/or other opportunities for problem-solving.

In imposing discipline the administrator will take into consideration the context of the events, all relevant circumstances, and the parties' prior behavior, the nature of the behavior and its potential harm and the emotional and/or physical harm resulting from the reported party's actions. Exceptional misconduct penalties may be imposed, if in the opinion of the administration it is warranted.

Sexting Offenses

First offense:

- A. Parents or guardians will be notified;
- B. The district will file an information report with the police by phone or in writing;
- C. The student's phone or electronic device will be confiscated, searched and returned only to a parent or guardian;
- D. The student will receive a short-term, out-of-school suspension or an in-school suspension; and
- E. The district may impose appropriate interventions.

Second offense:

- A. Parents or guardians will be notified;
- B. Police will be notified;
- C. The student's phone or electronic device will be confiscated, searched and returned only to a parent or guardian;
- D. The student will receive a long-term suspension; and
- E. The student will be ineligible to participate in extracurricular activities.

Third offense:

- A. Parents or guardians will be notified;
- B. Police will be notified;
- C. The student's phone or electronic device will be confiscated, searched and returned only to a parent or guardian;
- D. The student will be expelled; and
- E. The student will be ineligible to participate in extracurricular activities.

Date: 12.10

Policy 3246
Students

USE OF REASONABLE FORCE

It is the policy of the Naselle-Grays River Valley Board of Directors that the district maintain a safe learning environment while treating all students with dignity and respect. All students in the district shall remain free from the unreasonable use of force.

District staff may use reasonable force, isolation or restraint to maintain order or to prevent a student from harming him/herself other students and school staff or property.

Physical force is reasonable when needed to prevent or minimize imminent bodily injury or substantial or great bodily harm to self or others. If de-escalation interventions have failed or are inappropriate, reasonable physical force may be used to protect district property.

Use of restraint device or chemical spray is reasonable only under the following conditions and only when used by authorized and trained district staff after de-escalation interventions have failed or are inappropriate:

- a) if the student's behavior poses a threat of imminent bodily injury or substantial or great harm to self or others;
- or b) to prevent significant property damage.

Physical force, mechanical restraints, chemical spray or less than lethal devices will not be used as a form of discipline or punishment.

This policy is intended to address students enrolled in the district and not intended to prevent or limit the use of reasonable force or restraint as necessary with other adults or youth from outside the school as allowed by law.

The superintendent will annually report to the board on the use of force. The superintendent or a designee will develop procedures to implement this policy.

Legal References:	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of Students With Disabilities under Section 504 of the Rehabilitation Act of 1973
	Policy 3247	Isolation and Restaint of Students with IEPs and Section 504 Plans
RCW 28A.150.300	RCW 9A.16.020	Use of Force — When lawful
	RCW 9A.16.100	Use of Force on Children — Policy — Actions presumed unreasonable
	RCW 28A.150.300	Corporal Punishment Prohibited
	WAC 392-400-235	Discipline — Conditions and limitations

Management Resources:

Policy and Legal News, December 2013

WSSDA issues new policy specific to isolation and restraint of students with IEPs and Section 504 plans

Policy and Legal News, July 2013

Use of Reasonable Force Policy retitled, revised to include new reporting requirement pursuant to ESSB 1688

Policy News, December 2008

Use of Reasonable Force Policy

Adoption Date: 01/21/14
School District Name Naselle-Grays River Valley
Revised: 12.08; 12.11; 07.13; 12.13
Classification: Essential

Procedure No. 3246

Use of Reasonable Force

Definitions:

Physical force: Any use of bodily force or physical restriction that substantially immobilizes or reduces the free movement of a student through physical contact.

Chemical sprays: The use of chemicals, such as OcSpray or similar chemical weapons to control a student or limit a student's freedom of movement.

Mechanical restraint: The use of a mechanical device including, but not limited to metal handcuffs, plastic ties, ankle restraints, leather cuffs, or other hospital-type restraints, used to control a student or limit a student's freedom of movement.

School resource officer: A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district.

School security officer: A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.

De-escalation: The use of strategies to defuse an individual who has lost self control, is non-compliant or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.

Seclusion: Confinement of a student alone in an enclosed space from which the student may not leave.

Less than lethal devices: Physical or mechanical restraint or chemical sprays that are unlikely to cause permanent physical harm, impairment or death. Examples of less than lethal devices are batons and electrical impulse control devices.

Bodily injury, physical injury or bodily harm: Physical pain or injury, illness or an impairment of physical condition.

Substantial bodily harm: Bodily injury which involves a temporary but substantial disfigurement or which causes a temporary but substantial loss or impairment of the function of any bodily part or organ or which causes a fracture of any bodily part.

Great bodily harm: Bodily injury which creates a probability of death or which causes significant serious permanent disfigurement or which causes a significant permanent loss or impairment of the function of any bodily part or organ.

Use of force continuum:

Whenever possible and practical, the use of force continuum will be followed. District staff shall only use the degree of force necessary to protect a student, students or staff from imminent bodily injury, substantial bodily harm or great bodily harm.

The generally accepted use of force continuum includes, in order:

Staff/school security officer presence;

Verbal/non-verbal communication, de-escalation;

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Physical interventions;

Mechanical restraints;

Sprays or electrical devices; and

Other reasonable force as authorized by RCW 9A.16.020.

Appropriate use of force:

Physical force may be used to prevent or minimize imminent bodily injury, substantial bodily harm or great bodily harm to self or others, or if de-escalation interventions fail or are inappropriate to protect district property.

Mechanical restraint or chemical spray may be used when a student's behavior poses a threat of imminent, substantial or great bodily harm to self or others; or will cause significant property damage but shall be used only by personnel trained and authorized by the board to use these tools after de-escalation interventions fail or are inappropriate.

Mechanical restraint or chemical spray may be used as needed to obtain possession of a known or reasonably-suspected weapon or other dangerous object on a person or within the control of a person.

Less than lethal devices may be used only as necessary to prevent substantial bodily harm or loss of life and only by trained personnel who are authorized by the board to use such level of force. RCW 9A.16.020.

Consistent with the provisions found in WAC 392-172A-03120, nothing in this policy and procedure precludes the use of reasonable force to control unpredicted spontaneous behavior by a student with an IEP or 504 plan, when the behavior poses a clear and present danger of serious harm to the student, to another person, or to property; or of seriously disrupting the educational process.

Inappropriate use of force:

Physical force, mechanical restraint or chemical spray will not be used as a form of discipline or punishment;

Physical force, mechanical restraint or chemical spray will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules, or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation intervention fail or are inappropriate.

Physical force, mechanical restraints or chemical spray should not be used as an intervention, if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of force.

Degree of force:

Force shall not be continued if a determination is made by the staff member administering the force that the student is no longer at risk of causing imminent bodily injury to him or herself or others; Force shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during the use of force, the student demonstrates significant physical distress, the force shall be reduced immediately and, if necessary, school staff shall take immediate steps to seek medical assistance;

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Monitoring:

An adult must continually monitor any student when force is used. The monitoring must be conducted by direct observation of the student. Monitoring must include regularly evaluating the student for signs of physical distress.

Staff training requirements:

All training shall include instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior and safe and appropriate use of force, seclusion and restraint. Annually, administrators will provide all staff with the district established policy and procedure regarding the use of reasonable force.

Physical force:

All staff should be informed of de-escalation strategies and proper physical intervention procedures.

Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.

Mechanical restraints or chemical spray:

Only staff trained and authorized to use mechanical restraint or chemical spray procedures shall administer it to students. The appropriate personnel shall include those staff members who are most likely to be called upon to use mechanical restraint or chemical spray to prevent or address disruptive or dangerous student behavior.

Reporting requirements:

Processing the incident:

Following the release of a student from the use of force, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the use of force, reviewing the incident with the staff person(s) who administered the force to discuss whether proper procedures were followed and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Incident report:

Any school employee, school resource officer or school security officer who uses any chemical spray, mechanical restraint or physical force as defined in this procedure, shall immediately inform the building administrator or a designee and within two business days submit a written report of the incident to the district office.

The building administrator or a designee shall maintain a log of all instances of use of force, as defined by this procedure, which will be presented to the superintendent annually. The superintendent will provide an annual report to the board regarding the district's use of force, including identifying the individuals authorized and trained to use chemical spray or mechanical restraint.

Informing parents:

The principal or a designee shall make a reasonable effort to verbally inform the parents, within twenty four hours, of the incident and send written notification as soon as practical but postmarked no later than five business days after the use of force. If the language of the parents is other than English, the written use-of-force report shall be provided to the parent in the language of the home, if practicable.

Procedure No. 3246

Resolution of concerns about the use of force:

A student or his/her parent or guardian who has concerns regarding a specific use of force may seek to resolve the concern by using the district's complaint process which is set forth in _____ (*insert district's procedure number*).

Date: 021709

Policy 3247

Students

Isolation and Restraint of Students with IEPs and Section 504 Plans

It is the policy of the Naselle-Grays River Valley Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those with an Individualized Education Program (IEP), an Aversive Intervention Plan (AIP) or a plan developed under Section 504 of the Rehabilitation Act of 1973 (Section 504 plan) will remain free from the unreasonable use of force.

Isolation and restraint of these students will generally be avoided and will not be used as a form of discipline or punishment. The district recognizes, however, that isolation and restraint are necessary at times to preserve the safety of students and school staff. The district therefore authorizes these actions under limited circumstances. This policy and its accompanying procedure set forth the statutory definitions and authorized use of isolation, restraint and restraint devices as well as incident review procedures and requirements for reporting and parent/guardian notification.

The district will provide parents or guardians of students with an IEP or Section 504 plan a copy of the district's Isolation and Restraint policy when the IEP or Section 504 plan is created and will include parent/guardian notification procedures in the student's IEP.

Legal References

WAC 392-400-235 Discipline—Conditions and limitations.

WAC 392-172A Rules for the Provision of 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.155.210 Use of restraint or isolation — Requirement for procedures to notify parent or guardian.

RCW 28A.150.300 Corporal punishment prohibited — Adoption of policy.

RCW 9A.16.100 Use of Force on Children — Policy — Actions presumed unreasonable

RCW 9A.16.020 Use of Force — When lawful

Cross References

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

2161 - Special Education and Related Services for Eligible Students

Management Resources

2014 - June Issue

2013 - December Issue

2013 - July Issue

Policy News, December 2008, Use of Reasonable Force Policy

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Last Modified by Francisco J Rangel on June 26, 2014

Adoption Date: 08/19/14

School District Name: Naselle-Grays River Valley

Section

3000 - Students

Title

Required Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans

Number 3247P

Status

Active

Classification

Last Revised

06.14

Prior Revised Dates

12.13

A. **Definitions: (Note: The definitions below specify measures that, if used to isolate or restrain a student with an IEP or section 504 plan, require reporting and notification processes under Washington Law. The definitions are not provided to advocate for, recommend or endorse the use of any measure unless authorized as described below in Section B.)**

- **Isolation:** Excluding a student from his or her regular instructional area and restricting the student alone within a room or any other form of enclosure, from which the student may not leave.
- **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device.
- **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 include use of a harness or seatbelt with students whose disabilities require support and/or proper physical positioning.

B. **Authorized Use of Isolation, Restraint or a Restraint Device**

District staff are authorized to use isolation, restraint or a restraint device:

1. in response to a student's unpredicted, spontaneous behavior that poses a clear and present danger of:
 - a. serious harm to the student, other students or staff;
 - b. serious harm to property; or
 - c. serious disruption of the educational process, or

2. as required by:
 - a. a student's Individualized Education Program (IEP);
 - b. a student's Aversive Intervention Plan (AIP) and in a manner consistent with Chapter 392-172A WAC, or
 - c. the student's 504 plan.

Under no circumstances will isolation, restraint or restraint devices be used for purposes of discipline or punishment.

3247 P

C. Review of Incident

Following release of a student from isolation or restraint, the school will:

- review the incident with the student and their parent/guardian (though not necessarily at the same time) to address the behavior that precipitated the incident; and
- review the incident with the staff member who administered the isolation or restraint to discuss whether proper procedures were followed.

D. Reporting Requirement

If any school staff member, school resource officer (SRO) or school security officer (SSO) isolates or restrains a student with an IEP or a 504 plan during school-sponsored instruction or activities, he or she will:

- inform the principal or designee as soon as possible and;
- submit a written report of the incident to the district office within two (2) business days that contains, at a minimum:
 - the date and time of the incident;
 - the name and job title of the staff member who administered the restraint or isolation;
 - a description of the activity that led to the restraint or isolation;
 - the type of restraint or isolation used on the student, and the duration;
 - whether the student or staff was physically injured during the restraint or isolation; and
 - any medical care provided to the student or staff.

E. Parent/Guardian Notification

The principal or designee will:

- make a reasonable effort to verbally inform the student's parent/guardian of the incident within twenty-four (24) hours of the incident; and
- send written notification no later than five (5) business days after the incident occurred in the language that the school customarily provides school-related information to the parent.

IEPs will include the above procedures for notification of parents/guardians regarding the use of isolation and restraint on their student.

F. **Providing Parents/Guardians with Restraint and Isolation Policy**

The district will provide parents/guardians of students with IEPs or 504 plans with a copy of the district's policy on Isolation and Restraint when the IEP or 504 plan is created.

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Last Modified by Megan M Simmons on September 15, 2014
Naselle-Grays River Valley School
August 19, 2014

Accommodating Students with Seizure Disorders or Epilepsy

The district will develop and follow an individual health plan for each student with seizure disorder or epilepsy. Each individual health care plan will include an individual emergency plan element. The health plans will be updated annually, and more frequently as needed.

The board of directors shall designate a professional person licensed under chapter 18.71, 18.57, or 18.79 RCW as it applies to registered nurses and advanced registered nurse practitioners, to consult and coordinate with the student's parents and health care provider, and train and supervise the appropriate school district personnel in proper procedures for care for students with epilepsy or other seizure disorders to ensure a safe, therapeutic learning environment. Training required may also be provided by a national organization that offers training for school nurses for managing students with seizures and seizure training for school personnel.

In addition to adhering to the requirements of each individual health care plan, for the general care of students with seizure disorder or epilepsy, the district will:

- A. Acquire necessary parent requests and instructions for treatment;
- B. Acquire monitoring and treatment orders from licensed health care providers prescribing within the scope of their licensed authority;
- C. Provide sufficient and secure storage for medical equipment and medication provided by the parent;
- D. Establish school policy exceptions necessary to accommodate students' needs related to epilepsy or other seizure disorders, as described in the individual health plan;
- E. Ensure the development of individual emergency plans;
- F. Ensure the possession of legal documents for parent-designated adults to provide care, if needed;
- G. Ensure each individual health plan at least annually; and
- H. Ensure each student's individual health care plan will be distributed to appropriate staff based on the student's needs and the staff member's contact with the student.

Parents of students with seizure disorders or epilepsy may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate.

"Parent-designated adult" means a parent-designated adult who is not licensed under chapter 18.79 and: (A) Volunteers for the designation; (B) receives additional training from a health care professional or expert in care for epilepsy or other seizure disorders selected by the parents; and (C) provides care for the child consistent with the individual health plan.

A parent-designated adult may be a school district employee. Parent-designated adults who are school employees will file a voluntary, written, current, and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with seizures from the school nurse, other licensed provider, from a parent-selected health care professional, or appropriate personnel from a national epilepsy organization that offers seizure training and education for school nurses and other school personnel. If a school district employee who is not licensed under chapter 18.79 RCW chooses not to file a letter under this section, the employee may not be subject to any employer reprisal or disciplinary action for refusing to file a letter.

Parent-designated adults who are not school employees are required to show evidence of comparable training and meet school district requirements for volunteers. Parent-designated adults must receive additional training from a parent-selected health care professional or expert in seizure care to provide the care requested by the parent. The school nurse or office staff are not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

The district, its employees, agents, or parent-designated adults who act in good faith and in substantial compliance with a student's individual health care plan and the instructions of the student's health care provider will not be criminally or civilly liable for services provided under RCW 28A.210.330.

Adoption Date:

Classification: **Essential**

Revised Dates: 10.21;

Automated External Defibrillators

The Naselle-Grays River Valley Board of Directors recognizes that equipping schools with automated external defibrillators (AEDs) and training employees and students in their use, increases the potential to save lives in the event of a health emergency, including cardiac arrest. The board authorizes the district to place AEDs at designated school sites. The Washington State Department of Health (DOH) requires that any person using an AED receive training. Therefore, schools and district facilities with an AED on site will designate and train selected staff in the use of AEDs according to the DOH guidelines. Student instruction in cardiopulmonary resuscitations, to include appropriate use of an AED, will occur in at least one health class necessary for graduation.

This policy does not create any implied or express guarantee, or obligation to use an AED, nor does it create an expectation that an AED or a trained employee or student will be present and able to use an AED, even if a condition arose that made the use of an AED beneficial.

A person who uses an AED at the scene of an emergency and all other persons and entities providing services are immune from civil liability for any personal injury that results from any act or omission in the use of the AED in an emergency setting, unless the acts or omissions amount to gross negligence or willful or wanton misconduct.

The superintendent will develop procedures for the placement, maintenance, and use of AEDs in schools.

Adoption Date: October 2018

Classification: **Encouraged**

Revised Dates: **04.11; 12.11; 09.13; 08.18**

Automated External Defibrillators (AEDs)

The purpose of this procedure is to assist employees who are trained and willing to use an AED in the event such use is necessary. These procedures do not create an obligation to use the AEDs, nor do they create an expectation that trained staff will be present at every event where use of the AED might be beneficial.

The district will place AEDs in the following locations: *[insert specific locations here]*. At every location where an AED is present, the district will select and train staff members in its use. If an event occurs requiring use of an AED, trained staff will:

- A. Dial 911 immediately;
- B. Follow Cardio-Pulmonary Resuscitation (CPR) procedures; and
- C. Retrieve and use the AED as training dictates.

Pre-placement

Approved Equipment:

- 1. All AEDs purchased or donated for placement in district facilities must meet the requirements of, and be approved by Pacific County Emergency Medical Services (EMS).
- 2. To the extent possible, the brand of AED used should be the same throughout district facilities to provide consistency in training and operation.
- 3. The district will maintain on file a specifications/technical information sheet for each approved AED model purchased or donated to the district.
- 4. The district will notify local EMS of the existence and location of the AEDs

Training:

- 1. Selected staff will be provided with an initial training course approved by the Washington State Department of Health in the use of AEDs. A copy of the training certificate will be kept in the employee's personnel file.
- 2. Upon acquiring the defibrillator, medical direction in using CPR and using the AED will be obtained from a licensed physician.
- 3. AED use will be included in CPR training programs arranged by the district and directed by a licensed physician. The course will include demonstrating proficiency in adult CPR, and the following:
 - a. Safe and effective use of the AED device and
 - b. Common troubleshooting techniques for an AED
- 4. Proficiency re-training for district employees certified in AED-CPR skills will be required every two years.
- 5. Employees receiving training in the use of the AED may include nurses, athletic/activities directors, coaches, facility operations managers, security supervisors, health room assistants and office staff with health room responsibilities. Absent a contractual requirement, training is voluntary.

6. Employees should use the AED only to the extent their training allows.

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Procedure No. 3412P

7. Employees trained to use an AED will only be held to the standards embodied in the state's Good Samaritan Legislation (RCW 4.24.300).

Pre-Event

Accessibility, availability, security:

1. During school hours, the AED will be housed in a designated location that allows for security and visibility. Ideally, the AED will be placed near a phone. Staff should be able to access the device outside of school hours.
2. Outside of school hours, the AED may be moved from its normal location by trained staff in order to support athletic or academic activities. A sign must be left in its place that clearly indicates who has the AED, its exact temporary location and estimated time of return.
3. Community members and individuals using district facilities on a contractual basis are not guaranteed access to an AED or AED trained staff.

Routine maintenance

1. A schedule for maintaining the AED will be dictated by the product manufacturer and the Washington Department of Health.
2. Most AEDs perform periodic self-diagnosis, including a check of battery strength and an evaluation of internal components.
3. The maintenance staff will be responsible for checking the AED, including monitoring battery and maintenance indicators, and will immediately contact the appropriate staff member if the device needs to be serviced or if supplies are missing or will soon expire.
4. Periodic maintenance of the AED will be documented by dating and initialing a card located in the AED storage cabinet.

Event

- A. Staff trained in the use of an AED are volunteers and are not expected to place their own safety in jeopardy in order to aid others. The scene around the victim must be made safe before a rescue is attempted.
- B.. If an event occurs requiring use of an AED, trained staff should first ensure that EMS has been contacted and then proceed as their training in use of the AED dictates.
- C. Upon arrival of EMS personnel, school district employees will immediately turn responsibility for care of the victim over to EMS.

Post-Event:

Event Data

1. Immediately following the incident, the supervising employee/principal will contact EMS to retrieve data from the AED.

2. The supervising employee/principal will document the name of the fire/rescue responder and include this information on the district accident form.

Page 2 of 3

Procedure No. 3412P

Return of the AED to operational service: As soon as possible after the event, a designated staff member principal will complete a post-event checklist to ensure that the AED is returned to operational condition, including replacement of any single use items.

Critical event stress debriefing: District employees may arrange an informal debriefing for school district and community members regarding the incident. EMS may also assist in setting up a debriefing.

Date: 05.11

Student Immunization And Life Threatening Health Conditions

Immunizations

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the board requires a student to present evidence of his/her having been immunized against diseases as required by the Washington State Board of Health.

Exemptions from Immunization

The district will allow for exemptions from immunization requirements only as allowed for by RCW 28A.210.090.

Meningococcal Disease and Vaccine Information Distribution

The district will provide parents/guardians of students in sixth grade and above with information about meningococcal disease and its vaccine at the beginning of every school year. The information will address the characteristics of the disease; where to find additional information about the disease; vaccinations for children; and current recommendations from the United States Centers for Disease Control and Prevention regarding receiving the vaccine.

Human Papilloma Virus Disease and Vaccine Information Distribution

At the beginning of every school year, the district will provide parents/guardians of sixth through twelfth grade students, information provided by the Washington State Department of Health about human papilloma virus (HPV) disease and its vaccine.

The information will include the causes and symptoms of human papilloma virus, how the disease is spread, the places where parents/guardians may obtain additional information and vaccinations for their children, and current recommendations from the United States Centers for Disease Control Prevention regarding the vaccine.

Life-Threatening Health Conditions

Prior to attendance at school, each child with a life-threatening health condition will present a medication and treatment order from a Licensed Healthcare Provider (LHP) addressing the condition. A life threatening health condition means a condition that will put the child in danger of death during the school day if a medication and treatment order, providing authority to a registered nurse, and a nursing care plan are not in place.

Following submission of the medication and treatment order, the registered nurse will develop the nursing care plan.

Students who have a life-threatening health condition and no medication or treatment order presented to the school will be excluded from school, to the extent that the district can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, and according to the due process requirements in School District Procedure 3413P.

Exclusion from School

The district will exclude students only as allowed for by RCW 28A.210.120 and WAC 392-380-050.

The superintendent will adopt procedures necessary to implement this policy.

Adoption Date: October 2018

Classification: **Essential**

Revised Dates: **10.02; 06.05; 04.06; 08.07; 10.11; 08.12; 08.18**

Infectious Diseases

In order to safeguard the school community from the spread of certain communicable diseases the superintendent will implement procedures assuring that all school buildings are in compliance with State Board of Health rules and regulations regarding the presence of persons who have or have been exposed to infectious diseases deemed dangerous to the public health. Such procedures will also prescribe the steps to remove the danger to others.

The district will require that the parents/guardian complete a medical history form at the beginning of each school year. The school nurse may use such reports to advise the parent of the need for further medical attention and to plan for potential health problems in school.

The board authorizes the school principal to exclude a student who has been diagnosed by a Licensed Health Care Provider (LHP) or is suspected of having an infectious disease in accordance with the regulations within the most current Infectious Disease Control Guide, provided by the State Department of Health and the Office of the Superintendent of Public Instruction. The principal and/or school nurse will report the presence of suspected case or cases of reportable communicable disease to the appropriate local health authority as required by the State Board of Health. The district and its staff will treat all information concerning a student's present and past health condition as confidential. The principal will cooperate with the local health officials in the investigation of the source of the disease.

The fact that a student has been tested for a sexually transmitted disease, the test result, any information relating to the diagnosis or treatment of a sexually transmitted disease, and any information regarding drug or alcohol treatment for a student must be kept strictly confidential. If the district receives authorization to release information, the district may disclose information pursuant to the restrictions in the release.

A school principal or designee has the authority to send an ill child home without the concurrence of the local health officer, but if the disease is reportable, the district must notify the local health officer. The local health officer is the primary resource in the identification and control of infectious disease in the community and school. The local health officer, in consultation with the superintendent can take whatever action deemed necessary to control or eliminate the spread of disease, including closing a school.

Adoption Date: October 2018

Classification: **Encouraged**

Revised Dates: **08.07; 12.11; 02.13; 08.18**

Revised:

Page 1 of 4

Procedure 3414P

Infectious Diseases

An infectious disease is caused by the presence of certain microorganisms in the body. Infectious diseases may or may not be communicable or in a contagious state.

Diseases in a contagious state may be controlled by the exclusion from the classroom or by referral for medical attention of the infected student. Staff members of a school must advise the principal when a student possesses symptoms of an infectious disease. The principal must be provided with as much health information as is known about the case in a timely manner so that appropriate action can be initiated. (See Infectious Disease Control Guide)

List Of Reportable Diseases

The following diseases require an immediate report to the local health department at the time a case is suspected or diagnosed:

- A. Diphtheria, noncutaneous,
- B. Measles (rubeola), and
- C. Poliomyelitis.

The following diseases or conditions require a case report within one day of diagnosis:

- A. Gastroenteritis of suspected food-borne or water-borne origin
- B. Hemophilus influenza invasive disease (excluding otitis media) in children age five years and under,
- C. Hepatitis A and B, acute,
- D. Meningococcal disease,
- E. Pertussis,
- F. Rubella, including congenital,
- G. Salmonellosis, including paratyphoid fever and typhoid fever, and
- H. Shigellosis.

The following diseases or conditions require a case report within seven days of diagnosis:

- A. Acquired immunodeficiency syndrome (AIDS) and class IV human immunodeficiency virus, (HIV),
- B. Viral encephalitis
- C. Giardiasis,
- D. Hepatitis non-A, non-B, and unspecified,
- E. Mumps
- F. Kawasaki syndrome
- G. Lyme disease
- H. Reye Syndrome
- I. Rheumatic fever,
- J. Tetanus,

ACCOMMODATING STUDENTS WITH DIABETES

The director of student health services from Pacific County Health Department is appointed to:

- Consult and coordinate with the parents and health care providers of students with diabetes; and
- Train and supervise the appropriate staff in the care of students with diabetes.

The district shall develop and follow an Individual health plan for each student with diabetes. Each Individual health care plan shall include an Individual emergency plan element. The health plans shall be updated annually, and more frequently as needed.

Parents of students with diabetes may designate an adult to provide care for their student consistent with the student's Individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they shall not be required to participate. Parent-designated adults who are school employees shall file a voluntary, written, current and unexpired letter of Intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with diabetes from the Pacific County Health Department or from a nationally certified diabetes educator. Parent-designated adults who are not school employees are required to show evidence of comparable training, and meet school district requirements for volunteers. Parent-designated adults shall receive additional training from a parent-selected health care professional or expert in diabetic care to provide the care requested by the parent. The Pacific County Health Department is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

In addition to adhering to the requirements of each Individual health care plan, for the general care of students with diabetes, the district shall:

- Acquire necessary parent requests and instructions for treatment.
- Acquire monitoring and treatment orders from licensed health care providers prescribing within scope of their licensed authority.
- Provide sufficient and secure storage for medical equipment and medication provided by the parent.
- Permit students with diabetes to perform blood glucose tests, administer insulin, treat hypoglycemia and hyperglycemia, with easy access to the necessary supplies, equipment and medication necessary under their Individual health care plan. This includes the option for students to carry the necessary supplies, equipment and medication on their person and perform monitoring and treatment functions wherever they are on school grounds or at school sponsored events.

- Permit students with diabetes unrestricted access to necessary food and water on schedule and as needed, and unrestricted access to bathroom facilities. When food is served at school events, provision shall be made appropriate food to be available to students with diabetes.

Policy No. 3415

Students

- School meals shall not be withheld from any student for disciplinary reasons. Students with diabetes shall not miss meals because they are not able to pay for them. The charge for the meal will be billed to the parent or adult student and collected consistent with district policies.
- Parents and health care providers of students with diabetes will be provided with a description of their student's school schedule to facilitate the timing of monitoring, treatment and food consumption.
- Each student's Individual health care plan shall be distributed to appropriate staff based on the student's needs and the staff member's contract with the student.

The district, Its employees, agent or parent-designated adults who act In good faith and In substantial compliance with a student's Individual health care plan and the Instructions of the student's health care provider shall not be criminally or civilly liable for services provided under chapter 350, Laws of 2002.

Cross References:	Board Policy	2162	Education of Students with Disabilities
			Under Section 504
		3416	Medication at School
		3520	Student Fees, Fines and Charges
		5630	Volunteers

Legal References: Ch. 350, Laws of 2002
Section 504 of the Rehabilitation Act of 1973
PL 101-336 Americans with Disabilities Act

Adoption Date: **021803**
District Name: **Naselle-Grays River Valley**

Medication at School

General Statement

Under normal circumstances, all student medications, both prescription and over-the-counter (OTC) medications, should be administered before and/or after school hours under supervision of the parent/guardian. When it is necessary for a student to receive prescription or OTC oral medication, topical medication, eye drops, ear drops, or nasal spray at school or at school-sponsored events, the parent/guardian must submit a written parental request and a written authorization form from a licensed healthcare practitioner (LHP), prescribing within the scope of his or her prescriptive authority. If the medication will be administered for more than fifteen consecutive days, the LHP must also provide written, current, and unexpired instructions for the administration of the medication.

The superintendent will establish procedures for required and proper:

- A. Designating staff members who may administer medication to students;
- B. Training, delegation, and supervision of staff members in the administration of medication to students by a registered nurse (RN), including oral medication, topical medication, eye drops, ear drops, and/or nasal spray;
- C. Obtaining signed and dated parent/guardian and LHP request and authorization for the administration of medications, including instructions from the LHP if the medication is to be given for more than fifteen (15) days;
- D. Transporting medications to and from school;
- E. Storing medication in a locked or limited access area;
- F. Labeling medication;
- G. Administering of medication, including identification of student and medication;
- H. Documenting administration of medication, including errors, reactions, or side effects;
- I. Disposing of medications;
- J. Maintaining records pertaining to the administration of medication;
- K. Maintaining student confidentiality
- L. Permitting, as appropriate, possession and self-administration of medications necessary for student school attendance;
- M. Permitting possession and self-administration of over-the-counter topical sunscreen products (see Sunscreen Section below); and
- N. Reviewing and evaluating of medication practices and documentation

School District Policy and Procedure 3419 - Self-Administration of Asthma and Anaphylaxis Medication and School District Policy and Procedure 3420 - Anaphylaxis Prevention and Response govern the use of injectable medication for the treatment of anaphylaxis.

Except for limited situations, no school staff other than a RN or licensed practical nurse (LPN) may administer suppositories, rectal gels, or injections (except for emergency injections for students with anaphylaxis, as stated in School District Policy and Procedure 3419 - Self-Administration of Asthma and Anaphylaxis Medication and School District Policy and Procedure 3420 - Anaphylaxis Prevention and Response). In some situations, a parent designated adult (PDA) may administer certain injections.

If the school decides to discontinue administering a student's medication, the superintendent or designee must provide notice to the student's parent/ guardian orally and in writing prior to the discontinuance. There must be a valid reason for the discontinuance that does not compromise the health of the student or violate legal protections for the disabled.

Sunscreen

Over-the-counter topical sunscreen products may be possessed and used by students, parent/guardians, and school staff without a written prescription or note from a licensed health care provider if the following conditions are met:

- A. The product is regulated by the US Food and Drug administration as an over-the-counter sunscreen product; and
- B. If possessed by a student, the product is provided to the student by a parent/guardian.

Medical Marijuana:

Washington State law (RCW 69.51A.060) permits the use of medical marijuana, however, federal law (Title IV-Part A—Safe and Drug Free Schools and Communities and the Controlled Substances Act (CSA) (21 U.S.C. § 811) prohibits the possession and use of marijuana on the premises of recipients of federal funds including educational institutions. School nurses may not administer medical marijuana. See 3423 – Parental Administration of Marijuana for Medical Purposes, regarding parental administration of medical marijuana on school grounds, school bus, and school-sponsored activities.

Cross References: 3420 - Anaphylaxis Prevention and Response

3419 - Self-Administration of Asthma and Anaphylaxis Medications

3423 – Parental Administration of Marijuana for Medical Purposes

Legal References: RCW 28A.210.260 Public and private schools - Administration of medication —
Conditions
RCW 28A.210.270 Public and private schools —Administration of medication —
Immunity from liability — Discontinuance, procedure

Management Resources: 2019 – July Issue
2018 - August 2018
2017 - July Policy Issue
2014 - February Issue
2012 - August Issue
Policy News, February 2001 Oral Medication Definition Expanded

Adoption Date: 09/17/2019

Classification: **Essential**

Revised Dates: **02.01; 12.11; 08.12; 02.14; 07.17; 08.18; 07.19**



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Medication at School

Each school principal will authorize two staff members to administer prescribed or non-prescribed medication. These designated staff members will receive RN delegation prior to the opening of school each year.

For purposes of this procedure, “medication” means oral medication, topical medication, eye drops and nasal spray. Oral medications are administered by mouth either by swallowing or by inhaling and may include administration by mask if the mask covers the mouth or mouth and nose.

Medication may be dispensed to students on a scheduled basis upon written authorization from a parent with a written request by a licensed health professional prescribing within the scope of their prescriptive authority . If the medication is to be administered is to be administered more than fifteen consecutive days the written request must be accompanied by written instructions from a licensed health professional . Requests will be valid for not more than the current school year. The prescribed or non-prescribed medication must be properly labeled and be contained in the original container. The dispenser of prescribed or non-prescribed oral medication will:

A. Collect the medication directly from the parent, (students should not transport medication to school), collect an authorization form properly signed by the parent and by the prescribing health professional and collect instructions from the prescribing health professional if the oral medication is to be administered for more than fifteen consecutive days;

B. Store the prescription or non-prescribed oral medication (not more than a twenty (20) day supply) in a locked, substantially constructed cabinet;

C. Maintain a daily record which indicates that the prescribed or non-prescribed oral medication was dispensed.

D. Provide for supervision by a physician or registered nurse.

A copy of this policy shall be provided to the parent upon request for administration of medication in the Schools.

Prescribed and over-the-counter oral or topical medications, eye drops or ear drops may be administered by a registered nurse, a licensed practical nurse or an authorized staff member.

Nasal sprays containing legend (prescription) drugs or controlled substances may only be administered by a school nurse or, if a school nurse is not present on school premises, an authorized school employee; or a parent-designated adult with training as required by RCW 28A.210.260.

No prescribed medication will be administered by injection by staff except when a student is susceptible to a predetermined, life-endangering situation. The parent will submit a written statement which grants a staff member the authority to act according to the specific written orders and supporting directions provided by licensed health professional prescribing within his or her prescriptive authority (e.g., medication administered to counteract a

reaction to an insect sting). Such medication will be administered by staff trained by the supervising registered nurse to administer such an injection.

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Students
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Written orders for emergency medication, signed and dated, from the licensed health professional prescribing within his or her prescriptive authority will:

- A. State that the student suffers from an allergy which may result in an anaphylactic reaction;
- B. Identify the drug, the mode of administration, the dose. Epinephrine administered by inhalation, rather than injection, may be a treatment option. This decision must be made by the licensed health professional prescribing within his or her prescriptive authority;
- C. Indicate when the injection shall be administered based on anticipated symptoms or time lapse from exposure to the allergen;
- D. Recommend follow-up after administration, which may include care of the stinger, need for a tourniquet, administration of additional medications, transport to hospital and
- E. Specify how to report to the health professional prescribing within his or her prescriptive authority and any record keeping recommendations.

If a health professional and a student's parent request that a student be permitted to carry his/or her own medication and/or be permitted to self-administer the medication, the principal may grant permission after consulting with the school nurse. The process for requesting and providing instructions will be the same as established for oral medications. The principal and nurse will take into account the age, maturity and capability of the student; the nature of the medication; the circumstances under which the student will or may have to self-administer the medication and other issues relevant in the specific case before authorizing a student to carry and/or self-administer medication at school. Except in the case of multi-dose devices (like asthma inhalers), students will only carry one day's supply of medication at a time. Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own medication may result in termination of that permission, as well as the imposition of discipline when appropriate.

(The following procedures are specific to parent-designated adult care of students with epilepsy):

Parent Designated Adult Care of Students with Epilepsy

Parents of student with epilepsy may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate. Parent designated adults who are school employees will file a voluntary, written, current and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with epilepsy from the school nurse. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care (including medication administration) requested by the parent.

Parent-designated adults who are not school employees are required to show evidence of comparable training, and meet school district requirements for volunteers. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care requested by the parent. The school secretary is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

Dated: 041514

Book WSSDA Model Policies

Section	3000 - Students
Title	Catheterization
Number	3417
Status	Active
Last Revised	12.14
Classification	Essential
Prior Revised Dates	04.02; 06.03; 12.03; 12.11
Adoption Date	02.17.15

The board authorizes qualified staff to provide clean, intermittent bladder catheterization (CIC) of students or assisted self-catheterization according to rules adopted by the State Board of Nursing.

Employees who are not licensed nurses and whose job descriptions do not require performing catheterizations may file a written statement of refusal to perform catheterizations. Refusal will not adversely affect the employee's job status or be grounds for dismissal.

Catheterization is permitted under the following conditions:

- A. A parent, legal guardian or other person having legal control over the student files a written, current and unexpired request that the district provide for the catheterization of the student;
- B. A licensed physician of the student files a written, current and unexpired request that catheterization of the student be provided for during the hours when school is in session or the hours when the student is under the supervision of school officials;
- C. A registered nurse provides written, current and unexpired instructions regarding catheterization that states which staff members are designated to provide for catheterization and a description of the nature and extent of any supervision that is required; and
- D. A staff member who is authorized to provide for catheterization must receive training from a registered nurse consistent with the rules of the State Board of Nursing. Licensed practical nurses are trained to provide catheterization as part of their professional preparation and are not subject to this training requirement.

The district and its staff and the staff member who provides for catheterization in substantial compliance with this policy and the rules of the state board of nursing will not be liable in any criminal action or for civil damages arising from providing catheterization. The district may discontinue catheterization service for a student without being liable so long as the affected parents/guardians are given advance oral/written notice.

Legal References

[RCW 28A.210.255 Provision of health services in public and private schools — Employee job description](#)

[RCW 28A.210.280 Catheterization of public and private school students](#)

[RCW 28A.210.290 Catheterization of Public and Private School Students — Immunity from liability](#)

[WAC 246-840-820 Provision for clean, intermittent catheterization in schools](#)

Cross References

[2161 - Special Education and Related Services for Eligible Students](#)

Management Resources

[2014 - December Issue](#)

2003 - December Issue

2003 - June Issue

Catheterization

The State Department of Health has established the following rules:

- A. The student's medical file shall contain a written request from the parent(s) or guardian for the clean, intermittent catheterization of the student.
- B. The student's medical file shall contain written permission from the parent(s) or guardian for the performance of the clean, intermittent catheterization procedure by the nonlicensed school employee.
- C. The student's medical file shall contain a current written order for clean, intermittent catheterization from the student's physician and shall include written instruction for the procedure.
The order shall be reviewed and/or revised each school year.
- D. The service shall be offered to all disabled students and may be offered to the nondisabled students, at the discretion of the school board.
- E. A licensed registered nurse shall develop instructions specific for the needs of the student. These shall be made available to the nonlicensed school employee and shall be updated each school year.
- F. The supervision of the self-catheterizing student shall be based on the needs of the student and the skill of the nonlicensed school employee.
- G. A licensed registered nurse, designated by the school board, shall be responsible for the training of the nonlicensed school employees who are assigned to perform clean, intermittent catheterization of the students.
- H. The training of the nonlicensed school employee shall include but not be limited to:
 - 1. An initial inservice training, of a length to be determined by the licensed registered nurse.
 - 2. An update of the instructions and a review of the procedure each school year.
 - 3. Anatomy, physiology and pathophysiology of the urinary system including common anomalies for the age group served by the employee.
 - 4. Techniques common to the urinary catheterization procedure.
 - 5. Identification and care of the required equipment.
 - 6. Common signs and symptoms of infection and recommended procedures to prevent the development of infections.
 - 7. Identification of the psychosocial needs of the parent/guardian and the students with emphasis on the needs for privacy and confidentiality.
 - 8. Documentation requirements.
 - 9. Communication skills including the requirements for reporting to the registered nurse or the physician.
 - 10. Medications commonly prescribed for the clean, intermittent catheterization patient and their side effects.
 - 11. Contraindications for clean, intermittent catheterization and the procedure to be followed if the nonlicensed school employee is unable to catheterize the student.

EMERGENCY TREATMENT

The board recognizes that schools are responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian.

When a student is injured it is the responsibility of staff to see that immediate care and attention is given the injured party until relieved by a superior, a nurse or a doctor. Word of the accident should be sent to the principal's office and to the nurse. The principal or designated staff should immediately contact the parent so that the parent can arrange for care or treatment of the injured. In the event that the parent or emergency contact cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. However, an injured or ill student should only be moved if a first aid provider has determined that it is safe to do so, or that it is safe to transport the student in a private vehicle. Students with head or neck injuries should only be moved or transported by emergency medical technicians. When the parent is located, he/she may then choose to continue the treatment or make other arrangements.

The district is not qualified under law to comply with directives to physicians limiting medical treatment and will not accept such directives.

The superintendent shall establish procedures to be followed in any accident, and for providing first aid or emergency treatment to a student who is ill or injured.

Cross Reference: Board Policy 3124 Removal/Release of Student During School Hours

Adoption Date: 03/21/00
School District Name Naselle-Grays River Valley
Revised:

Emergency Treatment

Staff are encouraged to become trained and/or maintain skills in recognized first aid procedures, especially through Red Cross certified providers. Staff have the affirmative duty to aid an injured student and act in a reasonable and prudent manner in obtaining immediate care. The staff member who exercises his/her judgment and skills in aiding an injured person during the school day or during a school event is protected by the district's liability insurance except when the individual is operating outside the scope of his/her employment or designated duties.

Any child who appears to be very ill or who has received a serious injury should be either sent home or to a physician or hospital as quickly as possible. The principal shall be responsible for making the appropriate decision. In the event the principal or nurse is not available, the staff member designated by the principal to take charge in emergency situations shall be responsible for the decision. For a life-threatening emergency (severe bleeding, shock, breathing difficulty, heart attack, head or neck injuries), call for an aid car. The principal, nurse, responsible designated person, or involved staff member should contact the parent as quickly as possible to determine whether the child should:

- A. Be sent to a hospital, or
- B. Be sent to a doctor, or
- C. Be sent home, or
- D. Remain at school.

If the parent cannot be contacted, call the emergency number listed on the child's enrollment card to determine the next course of action.

If a seriously ill or injured child is sent home or to the hospital by private automobile, be sure that someone trained in first aid accompanies the child. This is in addition to the driver of the vehicle. Do not let a child walk home if he/she has a high fever (102+), has a head injury, or is likely to go into shock from injury. Even if the parent says to send the child, do not send home unaccompanied if the way home is not likely to be a safe route.

If illness or injury is not life-threatening, the parent should arrange transportation. If ambulance service is required, ask the parent to call the ambulance or secure permission from the parent to call one. The child should be sent to the hospital of the parent's choice. Be sure to notify the hospital that the child is on the way.

If the injury is deemed to be minor, the trained staff member should:

- A. Administer first aid to the child as necessary (following flip chart in nurse's office or standard Red Cross procedure).
- B. Notify the nurse, principal or responsible designated person. The nurse may be consulted by phone if not in the building.
- C. Remain with the child until released by the principal, nurse, responsible person, or the parent.
- D. The nurse, principal or other responsible person so designated should make the decision whether an ill or injured child who has received first aid should return to class. If there is any doubt the parent should be consulted.

Policy No. 3419

Students

SELF-ADMINISTRATION OF ASTHMA AND ANAPHYLAXIS MEDICATIONS

It is the policy of the board or directors that students with asthma or anaphylaxis are afforded the opportunity to self-administer prescribed medications. The students' parent or guardian shall submit a written request and other documentation required by the school. The student's prescribing health care provider must provide a written treatment plan.

The student shall demonstrate competence, to possess and self-administer prescribed medications during school and at school sponsored events, to the school's professional registered nurse.

The superintendent is directed to establish procedures that implement this policy and to develop emergency rescue procedures.

Legal Reference: 42 U.S.C. 280, Section 399 Public Health Service Act
Chapter 462, Laws of 2005 Relating to the prevention, diagnosis, and treatment of
asthma.

Adoption Date: 051606

Self-Administration of Asthma and Anaphylaxis Medications

- I. Students with asthma are authorized, in consultation with the school’s professional registered nurse, to possess and self-administer medication for asthma or anaphylaxis during the school day, during school sponsored events or while traveling to and from school or school sponsored activities. The student shall be authorized to possess and self-administer medication if the following conditions are met.
 - A. The parent or guardian must submit a written request for the student to self-administer medication(s) for asthma or anaphylaxis;
 - B. Health care practitioner has prescribed the medication for use by the student during school hours and the student has received instructions in the correct and responsible way to use the medication(s);
 - C. The student demonstrates to the health care practitioner and a professional registered nurse at the school the skill necessary to use the medication and to use the device necessary to administer the medication;
 - D. The health care practitioner provides a written treatment plan for managing the asthma or anaphylaxis episodes of the student and for use of medication during school hours. The written treatment plan should include name and dosage of the medication, frequency with which it may be administered, possible side effects and the circumstances that warrant its use;
 - E. The parent or guardian must sign a statement acknowledging that the district shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parents or guardians shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the self administration of medication by the student.
- II. The authorization to self medicate will be valid for the current school year only. The parent or guardian must renew the authorization each school year.
- III. In the event of an asthma or anaphylaxis emergency, the district shall have the following easily accessible:
 - A. The student’s written treatment plan;
 - B. The parent or guardian’s written request that the student self medicate; and
 - C. The parent or guardian’s signed release of liability form.
- IV. Backup medication, if provided by the parent or guardian, shall be kept at a location in the school to which the student has immediate access in the event of an asthma or anaphylaxis emergency.
- V. A student’s authorization to possess and self-administer medication for asthma or anaphylaxis may be limited or revoked by the building principal after consultation with the school’s professional registered nurse and the student’s parents or guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

Procedure 3419

Asthma Rescue Procedures

In the event of an asthma or anaphylactic episode, the school nurse shall be immediately contacted. In the absence of the school nurse, the person responsible for school health duties will be contacted. The district will follow the procedures outline in the most recent addition of the AMES: Asthma Management in Educational Settings including:

- A.Managing the students' school environment;
- B.Training school personnel in rescue procedures;
- C.Accompanying all students exhibiting symptoms;
- D.Providing care as designed in the student's emergency care plan;
- E.Calling 911, if appropriate
- F.Notifying the students parent or guardian;
- G.Documenting interventions;
- H.Reviewing the student's emergency care plan and making changes, if necessary

Date: 051606

ANAPHYLAXIS PREVENTION

Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by an allergist/immunologist.

The Naselle-Grays River Valley School District Board of Directors expects school administrators, teachers and support staff to be informed and aware of life threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life threatening allergens are peanuts, tree nuts, fish, bee or other insect stings, latex and some medications. Affected students require planned care and support during the school day and during school sponsored activities.

Parents/guardians are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. The district will take reasonable measures to avoid allergens for affected students. The district will also train all staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, student specific training will be provided for appropriate personnel.

Even with the district's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, the district will take precautions to reduce the risk of a student having an anaphylactic reaction by developing strategies to minimize the presence of allergens in schools.

The superintendent will establish procedures to support this policy and to ensure:

1. Rescue protocol in cases of suspected anaphylaxis will follow OSPI's Guidelines for the Care of Students with Anaphylaxis (2009);
2. A simple and standardized format for emergency care plans is utilized;
3. A protocol is in place to ensure emergency care plans are current and completed;
4. Medication orders are clear and unambiguous;
5. Training and documentation is a priority.

Cross References: Policy 3416 Medication at School
 Policy 3418 Emergency Treatment
 Policy 3419 Self-Administration of Asthma and Anaphylaxis IV
 Policy 3420 Employee Administration of Epinephrine by Auto

Legal References: RCW 28A.210.380 Anaphylaxis – Policy Guidelines – Procedures – Reports
 WAC 392-380 Life Threatening Health Condition

Management Resources:

Policy and Legal News, November 2013

Policy News, August 2012

Policy News, February 2009

OSPI March 2009

Discretionary new epinephrine autoinjector law

Anaphylaxis Prevention and Response

Anaphylaxis Prevention Policy Required

Guidelines for the Care of Students with Anaphylaxis

Adoption Date: 01/21/14

School District Name: Naselle-Grays River Valley

Revised: 02.09; 12.11; 8.12; 08.13; 12.13

Classification: Essential

Anaphylaxis Prevention

For students with a medically diagnosed life-threatening allergy, the district will take appropriate steps for the student's safety, including implementing a nursing care plan.

Parent/Guardian Responsibility

Prior to enrolling a student, the parent/guardian will inform the school in writing of the medically diagnosed allergy(ies) and risk of anaphylaxis. Upon receiving the diagnosis, school staff will contact the parent/guardian to develop a nursing care plan. A nursing care plan will be developed for each student with a medically diagnosed life-threatening allergy.

Nursing Care Plan

The written plan will identify the student's allergies, symptoms of exposure, practical strategies to minimize the risks and how to respond in an emergency.

The principal or designee (school nurse) may arrange a meeting (*or telephone call*) with the parent/guardian prior to the first day of attendance to develop and discuss the nursing care plan. The plan will be developed by the parent, school nurse and appropriate school staff. If the treatment plan includes self-administration of medications, the parents, students and staff will comply with model policy and procedure 3419, *Self-Administration of Asthma and Anaphylaxis Medication*.

Annually and prior to the first day of attendance, the student health file will contain: 1) a completed nursing care plan; 2) a written description of the treatment order, signed by a licensed health care provider; and 3) an adequate and current supply of auto-injectors (or other medications). The school will also recommend to the parents that a medical alert bracelet be worn by the student at all times. The parents/guardians are responsible for notifying the school if the student's condition changes and for providing the medical treatment order, the auto-injectors and medications.

Students who have a medically diagnosed life-threatening allergy and no medication or treatment order presented to the school, shall be excluded from school to the extent that the district can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, and pursuant to the following due process requirements:

- A. Written notice to the parents, guardians or persons in loco parentis is delivered in person or by certified mail.
- B. Notice of the applicable laws, including a copy of the laws and rules.
- C. The order that the student shall be excluded from school immediately and until medications or a treatment order is presented.

Communications Plan and Responsibility of School Staff

After the nursing care plan is developed, the school principal or a designee will inform appropriate staff regarding the affected student. The school nurse (R.N.) will train appropriate staff regarding the affected student and the nursing care plan. The plan will be distributed to appropriate staff and placed in appropriate locations in the district (class room, office, school bus, lunchroom etc.). With the permission of parents/guardian and the student, (if appropriate), other students and parents may be given information about the student's condition.

In-service Training

Annually, each school nurse will provide an in-service training on how to minimize exposure and how to respond to an anaphylaxis emergency. The training will include a review of avoidance strategies, recognition of symptoms, the emergency protocols to deal with an anaphylaxis episode and use of an auto injector.

Student specific training and additional information will be provided (by the school nurse) to teachers, teacher's assistants, clerical staff, food service workers and bus drivers who will have known contact with a diagnosed student.

Controlling the Exposure to Allergens

Controlling the exposure to allergens requires the cooperation of parents, students, the health care community, school employees and the board. The district will inform parents of the presence of a student with life threatening allergies in their child's classroom and/or school and the measures being taken to protect the affected student. Parents will be asked to cooperate and avoid including the allergen in school lunches and snacks or other products. The district will discourage the sharing of food, utensils and containers. The district will take other precautions such as avoiding the use of party balloons or contact with latex gloves. Additionally, play areas will be specified that are lowest risk for the affected student.

The district will also identify high-risk events and areas for students with life-threatening allergies, such as foods and beverages brought to school for seasonal events, school equipment and curricular materials used by large numbers of students (play-dough, stuffed toys, science projects, etc.)

During school-sponsored activities, appropriate supervisors, staff and parents will be made aware of the identity of the student with life-threatening allergies, the allergens, symptoms and treatment. The lead teacher will ensure that the auto-injector is brought on field trips.

Date: 11.09

CHILD ABUSE, NEGLECT AND EXPLOITATION PREVENTION

Child abuse, neglect and exploitation are violations of children's human rights and an obstacle to their educational development. The board directs that staff shall be alert for any evidence of such abuse, neglect or exploitation. For purposes of this policy, "child abuse, neglect or exploitation" shall mean:

- A. Inflicting physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health, or loss or impairment of any bodily function.
- B. Creating a substantial risk of physical harm to a child's bodily functioning.
- C. Committing or allowing to be committed any sexual offense against a child as defined in the criminal code, or intentionally touching, either directly or through the clothing, the genitals, anus or breasts of a child for other than hygiene, child care or health care purposes.
- D. Committing acts which are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain or mental suffering.
- E. Assaulting or criminally mistreating a child as defined by the criminal code.
- F. Failing to provide food, shelter, clothing, supervision or health care necessary to a child's health or safety.
- G. Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child.
- H. Failing to take reasonable steps to prevent the occurrence of the preceding actions.

Child abuse can include abuse by another minor and so may be included in incidents of student misconduct.

When feasible, the district will provide community education programs for prospective parents, foster parents and adoptive parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations. The district shall also encourage staff to participate in in-service programs that deal with the issues surrounding child abuse.

The superintendent shall develop reporting procedures, including sample indicators of abuse and neglect, and shall disseminate the procedures to all staff. The purpose is to identify and report as soon as possible to the proper authorities all evidence of child abuse or neglect. Staff shall receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

Classified and certified staff are legally responsible for reporting all suspected cases of child abuse and neglect. A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee shall report such abuse or misconduct to the appropriate school administrator. The administrator shall report to the proper law enforcement

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Students

agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred as required under RCW 26.44.030. Under state law staff are free from liability for reporting instances of abuse or neglect and professional staff are criminally liable for failure to do so.

Staff need not verify that a child has in fact been abused or neglected. Any conditions or information that may reasonably be related to abuse or neglect should be reported. Legal authorities have the responsibility for investigating each case and taking such action as is appropriate under the circumstances.

Cross References:	Policy 3226	Interviews and Interrogations of Students on School Premises
	Policy 4265	Community Education
	Policy 4310	Relations with the Law Enforcement and Child Protective Agencies
Legal References:	RCW 13.34.300	Failure to cause juvenile to attend school as evidence under neglect petition
	RCW 26.44.020	Child abuse — Definitions
	RCW 26.44.030	Reports — Duty and authority to make — Duty of receiving agency — Duty to notify — Case planning and consultation — Penalty for unauthorized exchange of information — Filing dependency petitions — Interviews of children — Records — Risk assessment process
	RCW 28A.620.010	Community education provisions — Purposes
	RCW 28A.620.020	Community education provisions — Restrictions
	RCW 43.43.830	Background checks — Access to children or vulnerable persons
	RCW 28A.320.160	Alleged sexual misconduct by school employee — Parental notification — Information on public records act.
	RCW 28A.400.317	Physical abuse or sexual misconduct by school employees — Duty to Report — Training
	WAC 388-15-009	Definition of child abuse, neglect or exploitation
	AGO 1987, No. 9	Children — Child Abuse — Reporting by School Officials — Alleged Abuse by Student
Management Resources:	Policy News, April 2010	Child Abuse Interviews at Schools
	<i>Policy News</i> , February 2007	Physical Abuse and Sexual Misconduct Notice Requirements
	<i>Policy News</i> , June 1999	23% of districts out-of-compliance on child abuse policies

Adoption Date: 01/21/14

School District Name Naselle-Grays River Valley

Revised: 06.99; 02.07; 06.07; 08.07; 08.08; 04.10; 12.11; 12.13

Classification: Priority

Child Abuse, Neglect and Exploitation Prevention

Each school principal shall develop and implement an instructional program that will teach students:

- A. How to recognize the factors that may cause people to abuse others;
- B. How one may protect oneself from incurring abuse; and
- C. What resources are available to assist an individual who does or may encounter an abuse situation.

To facilitate such a program, staff development activities may include such topics as:

- Child growth and development
- Identification of child abuse and neglect
- Effects of child abuse and neglect on child growth and development
- Personal safety as it relates to potential child abuse and neglect
- Parenting skills
- Life situations/stressors which may lead to child maltreatment
- Substance abuse

Reporting Responsibilities

Staff are expected to report every instance of suspected child abuse or neglect. Since protection of children is the paramount concern, staff should discuss any suspected evidence with the principal or nurse regardless of whether the condition is listed among the indicators of abuse or neglect.

Staff are reminded of their obligation as district employees to report suspected child abuse, and professional staff are reminded of their legal obligation to make such reports. Staff are also reminded of their immunity from potential liability for doing so. The following procedures are to be used in reporting instances of suspected child abuse:

A. When there is reasonable cause to believe that a student has suffered abuse or neglect, staff shall immediately contact the nearest office of the Child Protective Services (CPS) of the Department Of Social And Health Services (DSHS). If this agency cannot be reached, the report shall be submitted to the police, sheriff, or prosecutor's office. Such contact must be made within forty-eight (48) hours. Staff shall also advise the principal regarding instances of suspected abuse or neglect and reports of suspected abuse that have been made to state authorities or law enforcement. In his/her absence the report shall be made to the nurse or counselor.

A staff member may wish to discuss the circumstances with an employee of CPS for assistance in determining if a report should be made. The Child Protective Service has the responsibility of determining the fact of child abuse or neglect. Any doubt about the child's condition shall be resolved in favor of making the report.

B. A written report shall be submitted promptly to the agency to which the phone report was made. The report shall include:

1. The name, address and age of the child;
2. The name and address of the parent or person having custody of the child;
3. The nature and extent of the suspected abuse or neglect;
4. Any evidence of previous abuse or any other information that may relate to the cause or extent of the abuse or neglect; and
5. The identity, if known, of the person accused of inflicting the abuse.

C. The district shall within forty-eight (48) hours of receiving a report alleging sexual misconduct by a school employee notify the parents of a student alleged to be the victim, target or recipient of the misconduct.

Abuse Indicators

Physical abuse indicators:

- A. Bilateral bruises, extensive bruises, bruises of different ages, patterns of bruises caused by a particular instrument (belt buckle, wire, straight edge, coat hanger, etc.).
- B. Burn patterns consistent with forced immersion in a hot liquid (a distinct boundary line where the burn stops), burn patterns consistent with a spattering by hot liquids, patterns caused by a particular kind of implement (electric iron, etc.) or instrument (circular cigarette burns, etc.).
- C. Lacerations, welts, abrasions.
- D. Injuries inconsistent with information offered by the child.
- E. Injuries inconsistent with the child's age.
- F. Injuries that regularly appear after absence or vacation.

Emotional Abuse Indicators:

- A. Lags in physical development.
- B. Extreme behavior disorder.
- C. Fearfulness of adults or authority figures.
- D. Revelations of highly inappropriate adult behavior, i.e., being enclosed in a dark closet, forced to drink or eat inedible items.

Sexual Abuse Indicators

Sexual abuse, whether physical injuries are sustained or not, is any act or acts involving sexual molestation or exploitation, including but not limited to incest, rape, carnal knowledge, sodomy or unnatural or perverted sexual practices. Indicators include:

- A. Child having difficulty sitting down.
- B. Child refusing to change into gym clothes (when he/she has been willing to change in the past).
- C. Venereal disease in a child of any age.
- D. Evidence of physical trauma or bleeding to the oral, genital or anal areas.
- E. Child running away from home and not giving any specific complaint about what is wrong at home.
- F. Pregnancy at 11 or 12 with no history of peer socialization.

Neglect Indicators

Physical Neglect Indicators:

- A. Lack of basic needs (food, clothing, shelter).
- B. Inadequate supervision (unattended).
- C. Lack of essential health care and high incidence of illness.
- D. Poor hygiene on a regular basis.
- E. Inappropriate clothing in inclement weather.
- F. Abandonment.

Some Behavioral Indicators of Abuse:

- A. Wary of adult contact.
- B. Frightened of parents.
- C. Afraid to go home.
- D. Habitually truant or late to school.
- E. Arrives at school early and remains after school later than other students.
- F. Wary of physical contact by adults.
- G. Shows evidence of overall poor care.
- H. Parents describe child as “difficult” or “bad.”.
- I. Inappropriately dressed for the weather — no coat or shoes in cold weather or long sleeves and high necklines in hot weather (possibly hiding marks of abuse).

J. Exhibit behavioral extremes: crying often or never, unusually aggressive or withdrawn and fearful.

NOTE: Behavioral indicators in and of themselves do not prove abuse has occurred. Together with other indicators they may warrant a referral.

Child abuse as defined by the statutes can be inflicted “by any person” and may include student-on-student abuse. These cases also require reporting to CPS, DSHS or law enforcement. Child abuse in this and all other cases requires two elements. First, there must be injury, sexual abuse, sexual exploitation, negligent treatment or maltreatment. Second, there must be harm to the child’s health, welfare or safety.

Interviews of Suspected Abused or Neglected Child

A. If a CPS investigator, unaccompanied by law enforcement, requests to interview the suspected abused or neglected child at school, the principal or designee shall obtain the child’s consent before making the student available for an interview. The principal shall ask the child if he or she has a school person who he or she would like to be present during the interview. The principal or designee shall document the questions asked and the student’s answers regarding consent. The principal or designee shall notify the parent unless CPS directs the school not to do so.

B. If a law enforcement official, without a warrant or court order and without exigent circumstance, requests to interview the suspected abused or neglected student under twelve (12) years of age, the principal or designees shall contact the parent and notify them of the request. Absent a warrant, court order or exigent circumstances, law enforcement officers must obtain parental consent before the student will be made available for an interview. A child twelve (12) years of age or older may give consent. The principal or designee shall document the questions asked and the answers given regarding consent.

Date: 10.98; 02.07; 04.07; 08.08; 4.10

Policy 3422

Students

STUDENT SPORTS — CONCUSSION AND HEAD INJURIES

The Naselle-Grays River Valley Board of Directors recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The board acknowledges that the risk of catastrophic injuries or death are significant when a concussion or head injury is not properly evaluated and managed. Therefore, all competitive sport activities in the district will be identified by the administration and all appropriate district staff, coaches and team volunteers will complete training as required in the district procedure to recognize suspicious signs and symptoms of concussion. Additionally, all coaches will comply with Washington Interscholastic Activities Association (WIAA) guidelines for the management of head injuries and concussions.

Consistent with Washington law, the district will utilize guidelines developed with the WIAA and other pertinent information and forms to inform and educate coaches, youth athletes, and their parents and/or guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

Annually, the district will distribute a head injury and concussion information sheet to all parents and guardians of student participants in competitive sport activities. The parent/guardian and student must return a signed acknowledgement indicating that they have reviewed and understand the information provided before the student participates in any covered activity. Until this acknowledgement form is returned and on file with the district, the student may not practice or compete.

All coaches, including volunteers, will complete training as required in the district procedure.

Additionally, all coaches of competitive sport activities will comply with WIAA guidelines for the management of head injuries and concussions.

Legal References

[RCW 4.24.660 Liability of school districts under contract with youth programs](#)

[Chapter 28A.600 RCW Students](#)

Cross References

[4260 - Use of School Facilities](#)

Management Resources

[2014 - August Issue](#)

[2009 - August Issue](#)

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Adoption Date: October 21, 2014

School District Name: Naselle-Grays River Valley

Revised: 08.09

Classification: Essential

Procedure 3422P

Concussion and Head Injury Management in Student Sports

A. **Athletic Director or Administrator in Charge of Athletics Duties:**

1. **Updating:** Each spring, the athletic director, or the administrator in charge of athletics if there is no athletic director, will review any changes that have been made in forms required for concussion and head injury management by consulting with the WIAA or the WIAA Web site. If there are any updated forms, they will be adopted and used for the upcoming school year.
2. **Identifying Sports:** By June 30 of each year, the athletic director or administrator in charge will identify competitive sport activities in the district for which compliance with the concussion and head injury policy is required. A list of competitive sports activities and the district's policy and procedure 3422 will be distributed to all coaching staff and volunteers.

B. **Coach Training:** All coaches will undergo training in head injury and concussion management at least once every two years by one of the following means: (1) through attendance at a WIAA or similar clock hour presentation which uses WIAA guidelines; or (2) by completing WIAA online training.

C. **Parent Information Sheet:** On a yearly basis, a concussion and head injury information sheet will be signed and returned by the youth athlete and the athlete's parent and/or guardian prior to the youth athlete's initiating practice or competition. This information sheet may be incorporated into the parent permission sheet which allows students to participate in extracurricular athletics.

D. **Coach's Responsibility:** A youth athlete who is suspected of sustaining a concussion or head injury in a practice or game will be immediately removed from play.

E. **Return to Play After Concussion or Head Injury:** A student athlete who has been removed from play may not return to play until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and receives written clearance to return to play from that health care provider. The health care provider may be a volunteer.

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Date: 10/21/14

Emergencies

Naselle-Grays River Valley is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The District and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Include provisions for the special needs of staff and students;
- Require the building principal to be certified on the incident command system;
- Consider community use of school facilities in emergencies;
- Be annually reviewed with emergency response agencies;
- Conduct inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system and the incident command system;
- Collaborate with community agencies to update emergency first aid procedures, including training, use, funding, and placement of public access automated external defibrillators (AEDs);
- Identify school transportation procedures for evacuation;
- Provide information to all staff on the use of emergency supplies and alert procedures;
- Annually record and report information and activities required in subsection 28A.320.125

Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

Basic Functional Drills

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold –on):

- **Shelter-in-Place**

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to remain inside and take the steps necessary to eliminate or minimize the health and safety hazard.

- **Lockdowns**

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures.

- **Evacuations**

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or district needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc., they will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site.

Schools in mapped tsunami or mapped lahar hazard zones, will plan and participate in one pedestrian evacuation drill annually.

- **Earthquakes: Drop-Cover-Hold on**

The board recognizes the importance of protecting staff, students, and facilities in the event of an earthquake. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

“Drop – cover – hold on” is the basic functional earthquake response. The superintendent will establish guidelines and the action for building principals to take should an earthquake occur while school is in session.

Additional Drills

In addition to the above four functional response drills, the District shall, at a minimum, also develop response plans for the following:

Pandemic/Epidemic

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Bomb Threats

The superintendent will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally, or by other means.

Emergency School Closure or Evacuation (Modified Shelter-in-Place)

When weather conditions or other circumstances make it unsafe to operate schools the superintendent is directed to determine whether schools should be started late, closed for the day, or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

The superintendent will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office.

Cross References: 4310 - District Relationships with Law Enforcement and other Government Agencies

Legal References: RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations — Fees

RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, schools, and educational service districts — Reports — Drills — Rules

Management 2021 – February Issue

Resources: 2017 - July Issue

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June 2008 OSPI School Safety Planning Manual

Policy News, August 2008 School Safety Plans

Policy News, October 2006 Pandemic Flu Planning for School Districts

Policy News, February 1999 Fire drills Required Monthly

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Procedure - Emergencies

Overview

The District and its schools will develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies. Plans will be revisited annually and revised if necessary.

In the event of an emergency:

- The report of an emergency will be directed to the superintendent's office;
- If the nature of the emergency calls for immediate action on the part of a principal, he/she will take necessary action and report such action to the superintendent's office;
- The superintendent's office will contact those departments and/or schools who must assist in the emergency action, and
- When appropriate the superintendent's office will contact the local police department and the county department of emergency services.

Drills

Drills are essential and are held to familiarize the occupants of a building with the signals, process, and procedures so that in case of emergency there will be no hesitation or confusion. Each school in the District will hold at least one safety-related drill per month to teach students and staff the basic functional responses to potential threats and hazards: evacuation, lockdown, shelter-in-place, and drop-cover-hold on. All persons in the building must take part in the drills. District schools may hold unplanned drills.

Schools will identify those drills that they intend to practice more than one time. The basic functional responses are adaptable and can be applied to a variety of situations. In responding to real threats or hazards, more than one response may be required. (An earthquake, for example, may require both a drop-cover-hold-on response followed by an evacuation.)

The sounding of an alarm for the purpose of a drill is an authority possessed solely by the principal or authorized designee. The principal will designate an alternate to act in the principal's absence. In the event of a real emergency, the person witnessing the situation may sound the alarm; the school office must be immediately notified of the emergency.

Each school in the District will document the date, time, and type of drill, and maintain the documentation in the school office. In addition to required monthly drills, schools are encouraged to conduct one tabletop exercise, one functional exercise, and two full-scale exercises within a four-year period.

Each school in the District is distinct. It is incumbent upon the principal of each school to develop, adapt, and modify safety planning requirements, processes, and drills to the particular needs of the school. The school principal will ensure that all staff and students are trained and prepared for a wide range of potential emergency situations. Principals are encouraged to use a variety of options and opportunities to facilitate the training process. Each school will develop plans to teach students crisis response strategies and ensure that adults, including First Responders, are trained to follow established protocols.

The District is committed to supporting the needs of all students in the event of an emergency, including those with special needs and disabilities, and those whose first language is other than English. School emergency planning will consider the needs of these students throughout the four phases of crisis management and work to identify students' needs for accommodations and modifications related to safety planning.

Basic Responses and Drills

Evacuation:

In an emergency, it may be necessary to evacuate students from a school. An evacuation is a functional response taken to move students and staff from one place to another quickly. The primary objective of an evacuation is to ensure that all staff, students, and visitors can quickly move away from the threat. Evacuation examples include responding to fire, bomb threat, after an earthquake, or internal gas leak.

Principals must prepare an evacuation plan for their school and carry out a practical evacuation exercise at least once a year. The needs for each school will be different, no common plan can be used to prepare all schools. Principals are encouraged to collaborate with local fire and law enforcement when making plans to evacuate your school.

In preparing for possible evacuations, principals should identify three types of evacuation locations:

- On-site evacuation location within the school (auditorium, gym, cafeteria, etc.);
- On-site evacuation location outside of the building (playground, football field, parking lot, etc.);
- Off-site evacuation location to a separate facility, as well as a possible alternate location.

When planning for an evacuation, principals should consider:

- The safe movement of students, staff, and visitors to designated assembly areas;
- The evacuation of students who are not with a teacher or staff member;
- Alternate evacuation routes and assembly locations in the event that the primary route or assembly area is unsafe;
- The evacuation of individuals with disabilities and others with access and functional needs, such as language, transportation, or medical needs.

The principal will instruct staff including teachers, secretaries, cooks, custodians, aides, and bus drivers as to their respective responsibilities in an evacuation exercise.

The principal will be responsible for organizing and conducting such emergency evacuation drills as are necessary and will objectively evaluate the activity following each such drill. In the absence of the principal, staff should be able to conduct all aspects of the evacuation procedure.

Lockdown/Lockout:

A Lockdown is a functional response taken to secure interior portions of school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective is to ensure all school students, staff, and visitors are quickly secured away from the immediate danger, such as armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or nearby police activity.

A Full Lockdown is initiated when hallways need to be cleared. Movement throughout building is stopped until an all-clear signal is given.

A Modified Lockdown is typically used when events in the vicinity of the school may pose a threat. Movement within the building may continue as normal or may be adapted based on the situation.

A Lockout is initiated to secure school buildings and grounds during incidents that pose a threat or hazard outside of the school building. Lockout uses the security of the physical facility to act as protection; it brings students inside the school when that is deemed safer than being outside.

Shelter-in-Place/Sheltering:

Shelter-in-place means to take immediate shelter where you are and isolate your inside environment from the outside environment. Generally, shelter-in-place lasts for just a few hours. Shelter-in-place is initiated because it is safer inside the building or a room than outside. It is used to protect students and staff from chemical, radiological, or biological contaminants that have been released into the environment.

Sheltering is similar to shelter-in-place, in that it is initiated because it is safer inside the building than outside. When sheltering, action is taken to move students, staff, and visitors indoors quickly. Sheltering may last for an *extended period* of time. For severe weather, depending on the type and/or threat level, staff may need to move the affected individuals to rooms without windows or to rooms that can be sealed as a weather shelter.

In planning for both shelter-in-place and for sheltering, the school planning team should consider:

- Supplies needed to seal a room against hazardous materials;
- Supplies needed to provide for the basic needs of students and staff (e.g., water; sanitary needs);
- The needs of individuals with disabilities and others who have access or functional needs, such as students needing regular administration of medication, durable medical equipment, or personal assistant services; and
- The possible need for and integration of “safe rooms” for protection against extreme weather hazards in order to provide immediate life-safety protection when evacuation is not an option.

Earthquake/Drop – Cover – Hold-on:

The threat of an earthquake in Washington is ever-present. The standard functional response to an earthquake is: Drop – Cover – Hold-on. When an earthquake occurs, the danger can persist for some time.

Each school principal in consultation with staff is required to prepare a plan and conduct an emergency drop-cover-hold-on earthquake drill annually. Building staff are encouraged to contact the District office and the county emergency service department for technical assistance.

Preparation

The principal and building staff will be responsible for conducting an annual inspection of the building early in the school year for the purpose of identifying potential hazards in the event of an earthquake, e.g., securing all bookcases to wall to prevent collapse. Those hazards that cannot be corrected by building level personnel will be corrected by District maintenance personnel as soon as resources permit.

Information to Families

Families should be advised that if there is an earthquake while children are on their way to school, they should “duck and cover away from power lines, buildings, and trees.” Once the earthquake has stopped, they should proceed to school. If the quake occurs on their way home, after protecting themselves until the quake stops, they should proceed to their home.

Families should also be advised not to remove a child from the school grounds unless they have first checked with school officials, as building staff might think the student is missing and needs help.

Families should further be advised to avoid calling the school, as school staff will need to use the phones, if the phones are functioning. Staff will notify parents of injured children first. Schools will train staff to help injured children, as possible, until other medical assistance arrives.

Following an earthquake drill or actual event, staff members will account for all students and staff before re-entry. The principal must determine, on the basis of thorough inspection of both structures and utility conduits, that the facility is safe. No students or staff will be dismissed until procedures have been approved by the superintendent’s office if district-wide communications are in operation.

Instructions – During Drill or Earthquake

In classrooms: All persons, including the teacher, other staff, and students should get under a desk or table, face away from windows, face away from bookshelves, face away from heavy objects that may fall, crouch on knees close to ground, place head close to knees, cover side of head with elbows and clasp hands firmly behind neck, close eyes tightly, and remain in place until instructed otherwise or until the “all clear” signal is given.

In gymnasiums or assembly areas: all persons should exit such facilities as expeditiously as possible and move to designated areas.

On stairways: all persons should move to the interior wall and “duck and cover.” If the stairway is exterior to the building, all persons should evacuate to designated areas.

If outdoors: all persons should move to designated areas, as far away as possible from buildings, poles, wires, and other elevated objects. All persons should lie down or crouch low to the ground, covering their heads. All persons should be aware of encroaching danger that may demand further movement.

After the Shaking Stops:
Expect aftershocks.

The principal and custodian should inspect facilities as soon as it appears safe to do so, and before instructing staff and students to evacuate. Classes should be evacuated through exits to a safe area. Students should move away from buildings and remain there until given further instructions. One or more responsible staff members or students may be posted to prevent re-entry.

Following the evacuation, the principal should:

- Check for injuries among students and staff (do not attempt to move seriously injured persons unless they are in immediate danger of further injury);
- Check for fires or fire hazards;
- Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valves and shut off electrical power if there is damage to the wiring (do not use matches, lighters, or open flame appliances until you are sure no gas leaks exist, and do not operate electrical switches or appliances if gas leaks are suspected);
- Instruct students not to touch power lines or objects touched by the wires (all wires should be treated as live);
- Clean up spilled medicines, drugs, chemicals, and other potentially harmful materials immediately;
- Do not eat or drink anything from open containers near shattered glass (liquids may be strained through a clean handkerchief or cloth if danger of glass contamination exists);
- Check the chimney over its entire length for cracks and damage, particularly in the attic and at the roof line (unnoticed damage could lead to a fire);
- Check closets and storage shelf areas (open closet and cupboard doors carefully and watch for objects falling from shelves);
- Keep the streets clear for emergency vehicles;
- Be prepared for “after-shocks;”
- Respond to requests for help from police, fire department and civil defense, but do not go into damaged areas unless your help has been requested; and
- Plan for student/staff needs during the time that may elapse before assistance arrives (e.g. four to eight hours).

The four basic functional responses are adaptable and can be applied to a variety of situations. Some threats or hazards may require the use of more than one basic functional response.

Preparation and Response to Specific Emergencies Fire:

Fire drills are evacuation drills held to familiarize the occupants of a building with the signals, evacuation routine, and exits so that in case of a fire emergency there will be no hesitation or confusion in leaving the building. These drills are for the safety of all persons involved, and each person must realize that the success of the drill is dependent upon his/her actions and cooperation.

Therefore:

- All persons in the building must take part in the fire drill;
- Every fire alarm should be considered as a warning of an actual fire;

- An accidental or otherwise unplanned fire alarm will be considered a real event and not counted as a drill.

Instructions should be given to all students during the first week of school in September. It is particularly important that kindergarten children, representing the one large group of children new to the schools, be given instructions in fire evacuation drill procedures for the building.

Pandemic/Epidemic

If anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic that person will be immediately quarantined pending further medical examination. Local health officials will be notified immediately.

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by the individual's primary care physician or other medical personnel indicating that the risk of that individual transmitting the disease no longer exists.

In the event of prolonged school closings and/or extended absences by staff or students as the result of a pandemic (or other catastrophes) the superintendent will develop a pandemic/epidemic emergency plan that includes at a minimum:

- The chain of command for the emergency plan, and the individuals responsible for specific duties such as quarantine;
- The specific steps the district will take to stop the spread of the disease;
- The process for identifying sick students;
- The transportation plan for sick students;
- Disease containment measures for the district, including possible required use of personal protective equipment and of social distancing;
- A continuing education plan for students, such a plan for remote learning including but not limited to teaching via the internet, providing students with learning packets, assignments via mail, the school district's web resources, etc.;
- Procedures for dealing with student online safety and privacy;
- A continuity of operations plan (COOP) for central office functions including employee leave, pay, and benefits during a pandemic; and
- An ongoing communication plan for staff, students, and families.

Bomb Threats:

Most bomb threat messages are very brief. When possible, every effort should be made to obtain detailed information from the caller such as: exact location of the bomb, time set for detonation, description of the bomb, and type of explosive used. Details such as: time of call, exact words used, sex, estimated age, identifiable accent, voice description of caller and identifiable background noise should also be noted.

Evacuation Decision

The principal should notify the District office immediately. The principal should be ready to provide specific information regarding the "threatening call" and indicate if the building(s) will be evacuated and/or searched.

The decision of whether or not to evacuate and the manner of evacuation depends on the circumstances of each call. Every call should be handled individually and evaluated separately. If there is doubt as to what action to take, the safety of students and staff must be paramount.

If the principal determines the threat is a hoax, he/she will conduct a quiet search of the building. No classes will be dismissed. A written report should be submitted to the superintendent.

If the principal determines that the message is a dangerous threat, law enforcement officers and the District office should be contacted. Immediate evacuation of the facility should be initiated as delineated in the site-specific comprehensive safety plan. Evacuation procedures should be modified as needed to ensure the safest possible routes are identified and followed.

Students and staff to be evacuated from the area should be moved to a minimum safe distance as determined by law enforcement personnel. Teaching staff should remain with their classes until such time as the danger of explosion is past. Search procedures should be conducted under the direction of law enforcement officers. A written report should be submitted to the superintendent.

Those evacuated from the area should be moved to a minimum of 300 feet from the point of possible explosion. Power, gas, and fuel lines leading to a danger area should be shut off as soon as practical. All flammable liquids and materials should be removed from the surrounding area as well as any portable materials of value.

Search without Evacuation

If the preliminary decision is to search the building without evacuating the students, the principal should enlist the voluntary aid of the staff to conduct a cursory search of the building. Particular attention should be paid to those areas that are accessible to the public, such as hallways, stairways and stairwells, restrooms, unlocked lockers, unlocked unused classrooms, closets, and the like. A search should also be made on the outside of the building on low window ledges, window wells, and the base of all outside walls.

Search with Evacuation

If the decision is to evacuate staff and students, the principal should have the team conduct a more thorough search of the entire building. When a threat appears to be “dangerous,” the principal should enlist the aid of the local police and fire department in conducting the search. All searchers should vacate the building for a short period of time when the alleged bomb is to detonate. After the search has been made and the danger period is over, the students may then return to their classrooms for resumption of normal activities.

Search with Evacuation during Valid Bomb Threats

When the bomb threat is judged to be valid, the building should be cleared immediately of all personnel so that the police can assume the responsibility of conducting the search. A staff member should be stationed at each entrance to prevent unauthorized persons from returning to the building until the area is declared safe.

What to Look for

All unidentified packages found during bomb searches should be considered dangerous and left untouched, to be examined and identified by a qualified bomb expert. Bombs come in many shapes and

sizes. Some are disguised, while others may be as crude as sticks of dynamite held together with twine or tape. One must be suspicious of any package that cannot be identified. Example: a brown paper package found ticking in an unlocked locker should always be considered dangerous.

Disposition of Suspected Bombs

In the event of the discovery of a suspected bomb, the following steps will be taken:

- Do not touch or attempt to move the package in any manner.
- Avoid moving any article or articles that seem to be connected with the bomb in any way that could be a triggering mechanism. Bombs have been set off by turning on a light switch or lifting a telephone receiver;
- Clear the danger area of all occupants; and
- Assign staff at entrances to prevent others from entering.

Additional Emergency and Drill Planning Considerations

Communications:

The delivery of timely and accurate information before, during, and after an incident is a critical component of crisis and emergency management. Ensuring that students, staff members, parents, local response agencies, the media, and the community have information is the joint responsibility of the school and the District Chief Information officer.

Planning for communication and coordination will consider both internal communication and external communication with stakeholders during emergencies and disasters. Planning will also consider the communication of emergency protocols before an emergency and communication after an emergency.

If possible, District and school communications system will work to integrate into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff). The goal of integrated communications is to:

- Ensure relevant staff members can operate communications equipment;
- Communicate with students, families, and the broader community before, during, and after an emergency;
- Account for technology barriers faced by students, staff, parents, and guardians;
- Effectively address language access barriers faced by students, staff, parents, and guardians;
- Allow the Chief Information Officer to respond in a timely manner to media inquiries;
- Communicate to the community; and
- Ensure effective communication with individuals with disabilities and others with access and functional needs (e.g., coordinating with First Responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing only accessible documents, ensuring information on websites is accessible).

Accounting for All Persons:

The planning team should consider the following when developing plans to account for all persons, including students, staff, and visitors:

- Who is in attendance at the school site;
- Who is in attendance at the assembly area;
- Actions to be taken when a student, staff member, or guest cannot be located;
- The process for reporting to the assembly supervisor; and
- How and when students will be dismissed or released.

Reunification and Student Release:

Planning how students will be reunited with their families or guardians is a critical component of emergency planning. Reunification is part of the Incident Command System. A comprehensive emergency plan needs to include procedures to accomplish the main priority of safety planning, which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/parent reunification. Reunification may be needed if the school is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

As feasible, the planning team will consider the following when developing goals, objectives, and courses of action:

- The location of the reunification site;
- The methods used to inform families and guardians about the reunification process in advance;
- Verification that an adult is authorized to take custody of a student;
- The check-in process between the authorized adult and student at the reunion areas;
- Assurances that students do not leave on their own;
- Privacy protection of students and parents from the media;
- Methods to reduce confusion during the reunification process;
- Frequent updates for families;
- Recognition of technology barriers faced by students, staff, parents, and guardians; and
- Effective resources to address language access barriers faced by students, staff, parents, and guardians.

Adoption Date:

Classification:

Revised Dates: **02.99; 10.06; 12.11; 06.13; 07.17; 2.21**

Associated Student Bodies

An associated student body (ASB) will be formed in each school within the district whenever one or more students in that school engage in money-raising activities with the approval and at the direction or under the supervision of the district.

An ASB will be a formal organization of students, including sub-components or affiliated student groups. Each ASB will submit a constitution and bylaws to the board for approval. The constitution and bylaws will identify how student activities become approved as student body activities and establish standards for their supervision, governance and financing. Subject to such approval process, any lawful activity that promotes the educational, recreational or cultural growth of students as an optional extracurricular or co-curricular activity may be considered for recognition as an ASB activity. Any lawful fund-raising practices that are consistent with the goals of the district and that do not bring disrespect to the district or its students may be acceptable methods and means for raising funds for student body activities. The board may act or delegate the authority to a staff member to act as the ASB for any school that contains no grade higher than grade six.

The school principal will designate a staff member as the primary advisor to the ASB and assure that all groups affiliated with the ASB have an advisor assigned to assist them. Advisors will have the authority and responsibility to intervene in any activities that are inconsistent with district policy, ASB standards, student safety or ordinarily accepted standards of behavior in the community. When in doubt, advisors will consult with the school principal regarding the propriety of proposed student activities. Student activities cannot include support or opposition to any political candidate or ballot measure.

Each ASB will prepare and submit annually a budget for the support of the ASB program to the board for approval. All property and money acquired by ASBs, except private non-associated student body funds, will be district funds and will be deposited and disbursed from the district's associated student body program fund.

Money acquired by associated student body groups through fundraising and donations for scholarships, student exchanges and charitable purposes will be private non-associated student body monies.

Solicitation of funds for non-associated student body fund purposes must be voluntary and must be accompanied by notice of the intended use of the proceeds and the fact that the District will hold the funds in trust for their intended purpose. Non-associated student body fund monies will be disbursed as determined by the group raising the money. Private non-associated student body funds will be held in trust by the district for the purposes indicated during the fundraising activities, until the student group doing the fundraising requests disbursement of the funds and the accounts of the fund raising are complete and reconciled.

The board may establish and collect a fee from students and nonstudents as a condition to their attendance at, or participation in, any optional non-credit extracurricular district event of a cultural, social, recreational or athletic nature. If the board establishes such a fee or fees, the superintendent or designee will establish a procedure for waiving fees for students who are eligible to participate in the federal free or reduced-price meals program and for reducing for students' family members and other nonstudents sixty-five or older who, by reason of their low income, would

have difficulty in paying the entire amount of such fees. Fees collected pursuant to this paragraph shall be deposited in the ASB program fund of the district.

Adoption Date: 2.17.15

Classification: Essential

Revised Dates: 12.14, 5.21, 8.21

ASB fees

The associated student bodies (ASBs) in the schools of the district will operate within the following guidelines:

Structure

- A. ASBs are mandatory whenever one or more students engage in money raising activities with the approval and at the direction or under the supervision of the district. The school principal is designated to act as the ASB for K-6 school buildings.
- B. The board has authority over ASBs. ASBs are subject to the same laws as the district, including accounting procedures, budgets, and warrants.

Financial Operations

- A. The district will have an ASB program fund budget approved by the board.
- B. All ASB money is accounted for, spent, invested, and budgeted the same way as other public money.
- C. Disbursements may be made either by warrant, imprest bank accounts, procurement card, or petty cash funds.
- D. ASB purchases will comply with state bid procedure as outlined in the law and district bid requirements policy and procedure. Purchases of the same goods or services for more than one school will be considered together when establishing the purchase amount and applicability of bid requirements.
- E. All property acquired with ASB moneys becomes property of the district.
- F. ASB groups may raise private non-associated student body fund moneys through fundraising and donations for scholarships, student exchanges, and charitable purposes. Such fundraising and donation solicitation will meet the requirements for other ASB fundraising and those requirements specific to non-associated student body funds, including clear notice to all donors of the purpose of the fundraising. Students wishing to use district facilities to raise private non-associated student body funds will comply with district policy and procedures regarding community use of school facilities. For handling the accounting for complex fundraising programs for private non-associated student body fund money, the district will withhold or otherwise be compensated an amount adequate to reimburse the district for its direct costs.
- G. Purposes that directly further or support the school district's program — both co-curricular and extracurricular — are suitable uses for ASB funds, if the activities are optional for students.
- H. ASB funds may not be used for gifts or recognition to individuals for private benefit. Private non-associated student body funds may be raised for scholarships, student exchanges, and charitable purposes, pursuant to district policy and procedure.

Waiver or Reduction of Fees

Each student who is eligible to participate in the federal free and reduced-price meals program will have fees associated with attending or participating in optional noncredit extracurricular activities waived.

Students' family members and other nonstudents who are sixty-five or older may have any fee to attend an optional noncredit extracurricular activity reduced if they would have difficulty paying the entire amount of the fee because of their low income. Any students' family members and other nonstudents who are sixty-five or older who believe he or she should have a fee reduced must contact the appropriate

school and ask for a reduction. The school principal will determine whether a reduction is appropriate after obtaining relevant information from the person seeking the reduction.

Website Publication of Program Fund Information

The district will publish the following ASB program fund information on its website:

- A. The fund balance at the beginning of the school year;
- B. Summary data about expenditures and revenues occurring over the course of the school year;
- C. The fund balance at the end of the school year;
- D. Data related to high school student possession of an associated student body card and high school student participation in school-based extracurricular activities;
- E. The district's extracurricular activity opportunity gap reduction plan, if the district is required to develop one; and
- F. A list of optional noncredit extracurricular event attendance and participation fees and the district's policy for waiving or reducing those fees.

The information will be published for each ASB of the district and each account within the ASB program fund. If the district website contains separate websites for schools in the district, the information will be published on the website of the applicable school of the ASB. The District will add updated annual information to its website by each August 31, except that the district is only required to maintain the information on its website from the previous five years.

Student Fees, Fines, or Charges

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

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

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

A student will be responsible for the cost of replacing materials or property which are lost or damaged due to negligence. A student's grades, transcripts, or diploma may be withheld until restitution is made by payment or the equivalency through voluntary work. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors.

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

If a student has transferred to another school district that has requested the student's records, but that student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, attendance, history of violent behavior, violent offenses, sex offenses, inhaling toxic fumes, drug offenses, liquor violations, assault, kidnapping, harassment, stalking or arson, and discipline actions will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible. The

official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine. However, for students who meet the definition of homeless, the district will make all the student's records readily available to the enrolling school regardless of outstanding fees or fines.

Cross References:

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

Legal References:

42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act
RCW 28A.220.040 Fiscal support — Reimbursement to school districts — Enrollment fees — Deposit
RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules
RCW 28A.320.230(f) Instructional materials — Instructional materials committee
RCW 28A.330.100 Additional powers of board
RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diplomas or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
AGO 1965-66,#113 Districts - Schools - Fees — Tuition - Supplies — Authority of school districts to charge tuition fees or textbook fees
AGO 1973, No. 11 Districts - Schools - Tuition & Fees — Authority of school districts to charge various fees

Management Resources:

2019 – July Issue
2018 - May Issue
Policy News, June 1999 School Safety Bills Impact Policy

Adoption Date: 09/17/2019
Classification: **Encouraged**
Revised Dates: **06.99; 08.06; 12.11; 05.18; 07.17**

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Student Fees, Fines, Charges

Student fee schedules for individual buildings must be approved on an annual basis. Each building shall submit an annual report which includes a report indicating the fees collected by each department. In establishing fees for classes, the following guidelines shall be used:

- A. Class registration literature shall describe fees for each class or activity and the process for obtaining a waiver or fee reduction.
- B. A fee may be collected for any program in which the resultant product is in excess of minimum requirements and, at the student's option, becomes the personal property of the student. Fees may not exceed the cost of the materials. The district shall furnish materials for those introductory units of instruction where a student is acquiring the fundamental skills for the course. A student must be able to obtain the highest grade offered for the course without being required to purchase extra materials.
- C. A fee may be collected for personal physical education and athletic equipment, apparel and towels or towel service. However, any student may provide his/her own if it meets reasonable requirements and standards relating to health and safety.
- D. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the district may be collected.
- E. Students may be required to furnish personal or consumable items including pencils, paper, erasers, notebooks.
- F. Security deposits for the return of materials or equipment may be collected. Provisions shall be made to return the deposit when the student returns the item at the conclusion of the school term.
- G. A fee may be collected for a unit of instruction where the activity necessitates the use of facilities not available on the school premises, and participation in the course is optional on the part of the student. A waiver or fee reduction need not be offered for such activities. Fees shall not be levied for:
 - A. Field trips required as part of a basic educational program or course.
 - B. Textbooks (nonconsumable) which are designated as basic instructional material for a course of study.
 - C. Instructional costs for necessary staff employed in any course or educational program. Fee waivers and reductions shall be granted to students whose families would have difficulty paying by reason of their low income. The USDA Child Nutrition Program guidelines shall be used to determine qualification for a fee waiver or reduction. Fines or damage charges may be levied for lost textbooks, library books or equipment.

In the event the student does not make proper restitution, grades, transcripts and/or diplomas will be withheld. A student may make restitution through a voluntary work program. If a student has transferred to another school that has requested the student's records without paying an outstanding fine or fee, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions shall be sent to the enrolling school. This information shall be communicated to the enrolling district within two school days and the confirming records shall be sent as soon as possible. The official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school shall be notified that the official transcript is being withheld due to an unpaid fee or fine.

FUND RAISING ACTIVITIES INVOLVING STUDENTS

The board acknowledges that the solicitation of funds from students, staff and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose including the collection of money in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization may be permitted by the superintendent providing that the instructional program is not adversely affected.

The superintendent shall establish rules and regulations for the solicitation of funds by approved school organizations, official school-parent groups and by outside organizations. The principal shall distribute these rules and regulations to each student organization granted permission to solicit funds.

Cross Reference: Board Policy 3510 Associated Student Bodies

Legal References: WAC 392-138-030(2) Powers — Authority and policy of board of directors

Adoption Date: 03/21/00
School District Name Naselle-Grays River Valley
Revised:

Student Fund Raising Activities

Guidelines for student fund raising activities are as follows:

- A. Student participation must be voluntary.
- B. The fund raising activity must be such that it is not likely to create a poor public relations im-age.
- C. Fund raising activity efforts must not interfere with the educational program.
- D. Fund raising activities conducted by associated student bodies or sub-groups thereof must conform to the district ASB accounting requirements. Expenditures of all ASB funds must be approved by the ASB.
- E. Fund raising activities conducted by outside groups (including parent groups) must not in-volve the official student body organizations and must not utilize district materials, supplies, facilities or staff unless reimbursement is made.
- F. Sponsorship of fund raising activities by schools' official parent groups, even where moneys realized shall be donated to associated student bodies, is encouraged to minimize accounting difficulties. If fund raising activities are co-sponsored by a student body organization and a parent group, an arrangement for the proportional sharing of expenses and profits or losses should be made prior to initiation of fund raising.
- G. The following fund raising activities are approved:
 1. Sales of goods (candy, T-shirts, etc.), magazines, apples (if maintained in cold storage),
 2. Car washes, school supplies, rummage and garage sales, pancake breakfasts, spaghetti dinners,
 3. Paper drives, bottle drives, etc. that do not interfere with the school day,
 4. Carnivals when organized and supervised by the school and/or the recognized parent group,
 5. Skating and bowling parties provided there is adequate supervision and liability protec-tion,
 6. Bandathons, bikeathons, and walkathons provided that there are no more than during a school year,
 7. Basketball games if liability insurance for participants and facilities is included in the contract, and
 8. Talent, variety, musical, and drama productions (after school hours).Any major purpose fund-raising activity that is not listed above must have the approval of the superintendent.
- H. Fund-raising activities in excess of \$50.00 must be submitted by the principal to the superintendent for approval. Application for approval must include:
 1. The sponsoring group,
 2. The proposed activity,
 3. The manner in which the money is to be collected, and
 4. The purpose.
- I. When the ASB shares in the receipts derived from vending machine operations or from the sale of student pictures, such activities must be in compliance with policy.

