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Revised: 12.00; 02.02; 04.02; 10.02; 6.03; 08.05; 08.06; 10.07; 12.07; 4.08; 6.08; 02.09; 12.09; 8.10; 04.11; 06.11

Policy No. 2000

Instruction

STUDENT LEARNING GOALS

The goal of the school district shall be to provide opportunities for all students to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives and to enjoy productive and satisfying lives. Additionally, a goal of the district is to provide opportunities for each student to develop specific academic and technical skills and knowledge essential to meeting four student learning goals:

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

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

Legal References: RCW 28A.150.210 Basic Education Act — Goal
 RCW 28A.655.010 Washington commission on Student Learning
 — Definitions

Management Resources: *Policy News*, October 2007 Basic Education Act Revisions

Adoption Date: 12/18/07
School District Name: Naselle-Grays River Valley
Revised: 10.07
Classification: Priority

Policy No. 2004
Instruction

ACCOUNTABILITY GOALS

A. High School Graduation Rate Goals

The board shall annually adopt district-wide graduation goals and direct each high school to annually establish goals, subject to board approval, to increase the percentage of on-time graduates receiving a high school diploma beginning with the class of 2004.

The minimum graduation rate goals through 2013 shall be as defined in WAC 180-105-060. Graduation rate goals in 2014 and each year thereafter for each group of students, identified in Federal requirements, shall not be less than 85 percent.

B. District and School Reading and Mathematics Improvement Goals

The board shall adopt district-wide performance improvement goals for reading and mathematics for elementary, middle and high school (grade level bands); and direct each school in the district that administers the statewide assessment to adopt performance improvement goals to increase the percentage of students meeting the standard in reading and mathematics.

The following goals and calculation methodologies shall be established to measure and improve student achievement in reading and mathematics within the grade level bands as measured by the statewide assessment administered in the spring of 2003 through and including the spring of 2014.

1. The baseline of achievement for the district and schools within the grade level bands on the reading and mathematics assessments for each grade are the starting points established using the federal requirements in the Washington State No Child Left Behind (NCLB) Accountability Plan.
2. The goal for the district and for each school is to increase the percentage of students in the following categories in meeting or exceeding the reading and mathematics improvement goals on the state uniform bar as established using the federal requirements in the Washington State No Child Left Behind (NCLB) Accountability Plan:
 - a. All students;
 - b. Students of each major racial and ethnic group;
 - c. Economically disadvantaged students;
 - d. Students with Special Education; and
 - e. Students served in the state's Transitional Bilingual Instructional Program.

3. The district and all schools shall demonstrate satisfactory progress toward the performance improvement goals by meeting the federal requirements or by showing improvements using the alternative “Safe Harbor” calculation.

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Policy No. 2004
Instruction

Once a year the board shall issue a report to parents and present it in a public meeting. The report shall include the following:

- A. The district’s and buildings’ improvement goals.
- B. Student performance relative to the goals.
- C. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually the district will report in a news release the district’s progress toward meeting the district and building goals. The report shall also be included in each school’s annual school report.

Legal References: RCW 28A.655.100 Performance goals – Reporting
 WAC 180-105-020 Reading and Mathematics Goals
 WAC 180-105-060 High School Graduation Goals

Management Resources:

| | |
|------------------------------------|---|
| <i>Policy News</i> , June 2010 | High School Proficiency Examination |
| <i>Policy News</i> , December 2005 | Requirements Revised |
| <i>Policy News</i> , October 2003 | A+ Commission’s Revised Performance Improvement Goals |
| <i>Policy News</i> , June 1999 | Accountability Bill Includes Policy Implications |
| <i>Policy News</i> , June 1998 | Boards must set reading goals |
| <i>Policy News</i> , August 1998 | CORRECTION: Reading goals policy |

Adoption Date: **July 20, 2010**
School District: **Naselle-Grays River Valley**

SCHOOL IMPROVEMENT PLANS

Each school shall develop and adopt a school improvement plan or process, with annual review for progress and necessary changes. Each school shall submit its plan to the board of directors by June 30th of each year for initial approval and annual review and approval.

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

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

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

Characteristics of effective schools as identified by the office of the superintendent of public instruction and the educational service district (a plan may focus on one or several of the characteristics for up to three years);

Safe and supportive learning environments;

Educational equity factors including gender, race, ethnicity, culture, language and physical and mental ability;

Use of technology;

Parent and community involvement; and

Other factors identified by the school community for inclusion in the plan or process.

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

Legal References: WAC 180-16-220 Supplemental basic education program approval requirements

Adoption Date: **121702**
School District Name: **Naselle-Grays River Valley**

Course Design, Selection and Adoption of Instructional Materials

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

Definitions

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

Course Design is the process that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

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

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

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

Supplemental Materials are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

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

or supplemental material for the course depending on the nature and scope of the material.

Instructional Materials Committee is the body that makes core instructional materials adoption recommendations to the School Board based on superintendent-established procedures.

Course Design

The superintendent or designee will establish procedures for course design that:

- Provide for the regular review of selected content areas and implementation of any suggested changes.
- Provide for involvement of community representatives and staff members at appropriate times.

Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with:

1. Applicable state and federal laws;
2. Goals and/or learning standards of the district and state; and
3. Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.

The board is responsible for the adoption of all core materials used in the district.

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

The superintendent will ensure that a listing of all core instructional materials used within the school curriculum is maintained in the district and is available for public review either in-person or online.

The intent of the board is that the superintendent delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the professional staff of the district. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students.

Adoption Date:
School District Name
Revised: 04.01.99
Revised: 12/20/16

Curriculum Development and Adoption of Instructional Materials

The curriculum of a district shall be reviewed on a regular basis. The district shall adopt a cycle for review as follows:

- 1st year Civics and History, Geography
- 2nd year Mathematics, Science and Technology
- 3rd year Social, Physical and Life Sciences
- 4th year Reading and Communications
- 5th year Writing and Arts
- 6th year Health and Fitness and Career Education
- 7th year Special Programs

Instructional Materials Committee: Scope and Schedule

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

Regular committee meetings will be held every other month on a schedule to be set by the committee secretary at the beginning of each school year. The district will be responsible for arranging released time for committee members. Special meetings may be called by the committee chairman if necessary.

Instructional Materials Committee Membership

This committee shall consist of: **(Districts should describe the membership of their committee here. Instructional Materials Committees may include parents, but state law provides that parents must make up less than one-half the committee.)**

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

Term of Office

The chairman and the secretary shall be permanent members of the committee. Other members shall have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

Duties

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

Citizens Participation in the Instructional Materials Process

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

Selection of Instructional Materials: Responsibilities

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

Initial Selection

Texts shall be initially selected by such certificated staff as the superintendent may designate. Texts are major instructional materials for a given course.

Supplementary materials shall be selected by certificated staff using such materials with the understanding that while such materials do not require item-by-item approval of the committee, they must be selected under the criteria detailed below and are subject to normal reconsideration procedures. Supplementary materials supplement the major text of a course and are held in five or fewer copies in a given classroom.

(Trial-use texts of an experimental, pilot nature may be authorized for use by the superintendent for a period of no more than one school year prior to board approval for general use throughout the district).

Approval

Texts shall be approved by the committee. Supplementary materials shall not require committee approval.

Adoption

Texts shall be adopted by the board prior to their use in classrooms. Texts selected previously are exempt from this requirement.

Supplementary materials shall not require board adoption.

The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule at the beginning of each school year.

Tasks And Time Lines

Textbooks can be approved at any committee meeting and sent for adoption at the next board meeting. The superintendent directs that all non-emergency requests be confined to two board meetings per year. The committee secretary will forward requests for text adoption to the board only twice per year as noted in the committee meeting schedule. Requests to deviate from this timeline should be forwarded to the committee secretary.

The following checklist is provided to help text selectors follow the above criteria. Selections which receive "fair" or "poor" ratings on any items should be avoided. If materials uniquely suited to an important purpose fail to meet the above criteria, they may be used in conjunction with countervailing materials.

| Bias Content: | Excellent/Good/Fair/Poor/Not-Applicable |
|--|--|
| 1. Presents more than one viewpoint of controversial issues. | _____ |
| 2. Presents minorities realistically. | _____ |
| 3. Includes contributions of minority authors. | _____ |
| 4. Presents non-stereotypic models. | _____ |
| 5. Facilitates the sharing of cultural differences. | _____ |
| 6. Promotes the positive nature of differences. | _____ |
| 7. Includes the contributions, inventions, or discoveries of minorities. | _____ |
| 8. Includes the contributions, inventions, or discoveries of women. | _____ |
| 9. Presents minorities in a manner that promotes ethnic pride. | _____ |
| 10. Facilitates an environment open to discovery and experimentation. | _____ |

To evaluate materials by these criteria, text selectors may find the following steps helpful:

- A. Read reviews in professional periodicals through the curriculum office, state superintendent of public instruction, etc.
- B. Review copies of other available texts. The district curriculum office will order samples on request.
- C. Check the reading level of the text through use of a standard readability formula.
- D. Use tentatively selected materials according to pilot-use procedures.

Conditions for Loan and Sale of Instructional Materials

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

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

Removal of Instructional Materials

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

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

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

- A. A variety of learning materials will be available for immediate perusal at any time in the district learning resource center.
- B. Displays of learning materials may be provided in schools during P.T.A. meetings, parent-teacher conferences and public meetings during the school year.

A citizen wishing to protest use of any instructional materials in the school system must use the form for requesting reconsideration of instructional materials. These forms are available from the district curriculum office. The complainant will deliver the completed request form to the instructional materials committee secretary, who will take the following steps to assure timely consideration of requests:

- A. Set a time and place for an open hearing of the complaint by the instructional materials committee. Such hearing shall be within 30 days of the committee secretary's receipt of the completed request form.
- B. Notify the complainant and appropriate staff, including those using the materials, of the time and place of the meeting. Such notification shall include an invitation to present relevant information, oral or written.
- C. Assemble such data, including reviews and professional opinions of the materials, the staff member's objectives in using the materials, and the specific objections of the complainant, as may be necessary for the committee to properly judge the request for reconsideration.

Hearings of a citizen's request for reconsideration shall be open to the public. The committee shall consider all matters presented and give reasonable credit to such matters according to the weight to which they are reasonably entitled. Decisions shall be by majority vote of the committee. Decisions of the committee shall be delivered in writing to the complainant and affected staff within 10 days.

Date:

Revised: 10.15.98

LIBRARY MEDIA CENTERS

The Naselle-Grays River Valley School District library/media centers will be used to support and extend the classroom program of instruction. Each center will provide a broad range of instructional equipment and learning resources to support the school curriculum and meet the unique needs of students.

Each district library/media center will be appropriately staffed to assist teachers and students in the use of the collection, as well as in the completion of teacher and/or student assignments. The Teacher-Librarian and the library media staff will assist students and teachers in securing a variety of resources which support student mastery of the essential academic learning requirements and the implementation of the district's school improvement plan. Additionally, the Teacher-Librarian, through the school library media program, will collaborate as an instructional partner and information specialist to help all students meet the content goals in all subject areas, provide information, technology literacy instruction and assist high school students completing the culminating project and high school and beyond plans.

The superintendent shall establish procedures for the selection of materials. Citizens who wish to express a concern about specific material included in the collection may do so according to the procedures outlined in 2021P, with the understanding that the criteria and rationale for reconsideration of library resources differs from the criteria and rationale for reconsideration of the classroom/curricular instructional materials.

| | | |
|-------------------|---|--|
| Cross Reference: | Board Policy 2020 | Curriculum Selection Policy and Procedures |
| Legal References: | RCW 28A.320.230 | Instructional Materials—Instructional materials committee |
| | RCW 28A.320.240 | School Library Media Programs—Stocking of libraries—Teacher-Librarians |
| | WAC 392-204-005,009,020,025,055 Library Media Centers | |

| | | |
|-----------------------|-----------------------------------|--|
| Management Resources: | <i>Policy News</i> , April 2011 | Library Media Programs Support Student Learning |
| | <i>Policy News</i> , October 2007 | Elimination of Outdated and Obsolete Policies |
| | <i>Policy News</i> , April 2005 | State Board of Education Revises Library Media Rules |

Adoption Date: 05/16/11
School District Name Naselle-Grays River Valley
Revised: 04.05; 10.07; 04.11
Classification: Optional

Library Media Centers

Library Collection Development

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

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

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

Library Materials and Electronic Resources

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

Suggestions for Acquisition:

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

Selection

1. Sources for the selection of materials include but are not limited to:
 - Vendor catalogs, American Historical Fiction, Basic Book Collection for Elementary Grades, the Best in Children's books, Children and Books, Children's Catalog, Elementary School Library Collection, European Historical Fiction and Biography, Guide to Sources in Educational Media, Junior High School Catalog Reference Books For School Libraries, Subject Guide To Children's Books in Print, Subject Index to Books for Intermediate Grades, Subject Index to Books for Primary Grades, and Westinghouse Learning Directory.
 - Current review journals:
 - AASA Science Books and Films
 - American Film & Video Association Evaluations
 - Kirkus Reviews
 - Media and Methods
 - School Library Journal
 - Bulletin of the Center for Children's Books
 - Horn Book
 - KLIATT
 - VOYA
 - Booklist

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

Gifts/Donations

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

Collection Assessment

De-selection (weeding) of outdated and damaged materials is a natural part of the library's life cycle and maintenance of the quality and integrity of the collection. The Teacher-Librarian will evaluate the library collection on a continuing basis in order to assure that the collection meets the mission statement and goals of the Naselle-Grays River Valley School District.

Considerations for De-selection

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

Request for Reconsideration of Library Media Materials

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

1. Informal Reconsideration

Persons wishing to make a complaint regarding library resources will be asked to direct their complaint to the Teacher-Librarian. The Teacher-Librarian shall attempt to resolve the issue informally by:

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

2. Formal Reconsideration

The building principal will be informed whenever a citizen asks for a *Request for Reconsideration of Library/Media Materials* form.

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

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

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

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

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

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

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

Electronic Resources and Internet Safety

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

Electronic Resources

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

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

Internet Safety

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

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

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

Further, when students use the Internet from school facilities for educational purposes, district staff will make a reasonable effort to supervise student access and use of the internet. If material is accessed that violates district policies, procedures or student guidelines for electronic

resources or acceptable use, district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

Adoption: July 2018

Dear Parents:

Your child has the opportunity to receive an electronic network account or access, and needs your permission to do so. Among other advantages, your child will be able to communicate with other schools, colleges, organizations and individuals around the world through Internet and other electronic information systems and networks. Internet is a system which links smaller computer networks, creating a large and diverse network. Internet allows your child, through electronic mail (e-mail) and other means to reach out to many other people to share information, learn concepts and research subjects. These are significant learning opportunities to prepare your child for the future.

With this educational opportunity also comes responsibility. It is important that you and your child read the enclosed informed consent form, school district procedures and other material, and discuss it together. When your child is given an account and password to use on the computer, it is extremely important that the rules are followed. Inappropriate use will result in the loss of the privilege to use this educational tool, and other disciplinary action if appropriate. Parents, remember that you are legally responsible for your child's actions.

Please stress to your child the importance of using only his or her account password, and of keeping it a secret from other students. Your child should never let anyone else use his/her password to access the network. Your child is responsible for any activity that happens in his/her account.

We have established procedures and rules regulating the materials that students may search for on the network, but please be aware that there is unacceptable and controversial material and communications on the Internet that your child could access. It is not possible for us to always provide direct supervision of all students. We cannot filter material posted on network-connected computers all over the world; we encourage you to consider the potential of your child being exposed to inappropriate material in your decision of whether or not to sign the informed consent form.

We also reserve the right to review e-mail sent or received on the district system to improve student safety and system integrity, and you and your child must waive the copyright on any material posted through the network.

If you have any questions please contact me at 484-7121. If you want your child to have the opportunity to receive an Electronic Network account or access, please return signed informed consent forms to us as soon as possible.

Sincerely,

Electronic Information System (K-20 Network) Individual User Access Informed Consent Form

In consideration for the privilege of using the network and in consideration for having access to the public networks, I hereby release Naselle-Grays River Valley School District, the K-20 Network, and other intermediary providers, if any, and operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my child's use, or inability to use, the K-20 Network including, without limitation, the type of damages identified in the Naselle-Grays River Valley School District's Acceptable Use Guidelines. Further, my child and I agree to abide by the District's Policy and Procedures for Electronic Information Systems, which we have reviewed and understand, and we acknowledge that failure to comply with the policy and procedures may result in revocation of network use privileges. My child and I acknowledge and agree that Naselle-Grays River Valley School District has the right to review, edit or remove any materials installed, used, stored or distributed on or through the network or District's system including e-mail and other electronic messages and we hereby waive any right of privacy which my child or I may otherwise have into such material. My child and I acknowledge and agree that any copyright my child may have in material posted on the Internet through the school district's system is waived.

Signature of User

Signature of Parent/Guardian
(required if user is under age 18)

Printed Name of User

Printed Name of Parent/Guardian

Address

Address

City/State/Zip

City/State/Zip

Phone

Phone

Date Signed

Date Signed

* Students over eighteen do not need a parent's signature
School retains white copy and sends yellow copy to: XXXXXXXXXXXXXXXXXXXXX

OFFICIAL USE ONLY/DO NOT WRITE BELOW THIS LINE

Account Number _____

Approved by: _____

Date: _____

ELECTRONIC INFORMATION SYSTEM (K-20 NETWORK)

K-20 Network Acceptable Use Guidelines/Internet Safety Requirements

Network Use

1. All use of the system must be in support of education and research and consistent with the mission of the district. District reserves the right to prioritize use and access to the system.
2. Any use of the system must be in conformity to state and federal law, K-20 Network policies, and district policy. Use of the system for commercial solicitation is prohibited.
3. The system constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.
4. No use of the system shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified, or abused in any way.
5. Malicious use of the system to develop programs or institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited.
6. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.
7. Use of the system to access, store, or distribute obscene or pornographic material is prohibited.
8. Subscriptions to mailing lists, bulletin boards, chat groups, and commercial on-line services and other information services must be pre-approved by the superintendent or designee.

Security

1. System logins or accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
2. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users; misrepresent other users on the system; or attempt to gain unauthorized access to any entity on the K-20 Network.
3. Communications may not be encrypted so as to avoid security review.
4. Users should change passwords regularly and avoid easily guessed passwords.

Personal Security

1. Personal information such as complete names, addresses, telephone numbers and identifiable photos should remain confidential when communicating on the system. Students should never reveal such information without permission from their teacher and parent or guardian. No user may disclose, use, or disseminate personal identification information regarding minors without authorization.
2. Students should never make appointments to meet people in person whom they have contacted on the system without district and parent permission.

Students should notify their teacher or other adult whenever they come across information or messages they deem dangerous or inappropriate on the web or when using electronic mail, chat rooms, and other forms of direct electronic communications (i.e. Instant Message services).

Copyright

The unauthorized installation, use, storage, or distribution of copyrighted software or materials on district computers is prohibited. All users of the K-20 Network shall comply with current copyright laws.

Personal Computers, Software, & Software Licensing

1.1 Software

The district technology committee and/or building technology committee will advise the building principal and/or building technology coordinator on what computer software is needed and required for staff and student computers. Software installed on staff/student computers by technology support personnel will remain on the computers until the building principal and/or building technology coordinator determines that the software should be removed. These determinations will be advised by the district and/or building technology committees. Software will be installed by district and/or building technology personnel only, unless otherwise indicated by the building principal and/or district/building technology coordinator. In the case where a staff member would like to install a particular piece of software not used by the district and/or building, they should consult with the building technology coordinator in doing so. The building technology coordinator will then advise the district technology coordinator and/or principal. Staff may have computer/network permissions restricted.

1.2 Personal Computers

In the case where a staff member or student wants to bring a personal computer from home to use in the classroom, they will have to obtain permission from the building principal and building technology coordinator. Owners of the personal computer must file with the district office serial numbers and descriptions of the personal computer and components. The district and/or building will not be held responsible for any damage, theft, or misuse of the personal computer. District and building technology support personnel will have complete access to any personal computer. The personal computer will be subject to all network security, antivirus, and user/network policies in place.

1.3 Software Licensing

A software inventory must be kept by all building technology coordinators. Copies of the building software inventory will be held by the building technology coordinator and building principals. All software used on computers located in district buildings must have legal use licenses and be on the district and/or building software inventory record. All licenses must be on file with the district/building technology coordinator and building principal. Software found to be unlicensed or unauthorized may be removed by district and/or building technology support personnel at any time.

1.4 District/Building Computers

District/building computers are provided for use by staff and/or students. These computers are subject to all district/building security, antivirus, and network policies as seen necessary by district and/or building technology coordinators. These computers are also subject to full access and maintenance by all district/building technology support personnel. Computers may be moved and placed according to the needs of the building as directed by the building principal and/or district/building technology coordinators.

Filtering and Monitoring

- As soon as practical filtering software or services will be installed and used on all computers with access to the Internet. This will block or filter access to visual depictions that are obscene, child pornography, or harmful to minors. When adults are using the Internet, materials which are obscene and child pornography must still be filtered or blocked.
2. Educational staff will, to the best of their ability, monitor minors' use of the Internet in school, and will take reasonable measures to prevent access by minors to inappropriate material on the Internet and World Wide Web, and restrict their access to materials harmful to minors.

General Use

1. Diligent effort must be made to conserve system resources. For example, users should frequently delete E-mail and unused files, and users should promptly disconnect videoconferences on completion.

No person shall have access to the K-20 Network without having received appropriate training, and a signed Individual User Release Form must be on file with the district. In addition, students under the age of 18 must have the approval of a parent or guardian.

Nothing in these regulations is intended to preclude the supervised use of the network while under the direction of a teacher or other approved user acting in conformity with district policy and procedure.

Instruction

From time to time, the district will make a determination on whether specific uses of the K-20 Network are consistent with the regulations stated above. Under prescribed circumstances non-student or staff use may be permitted, provided such individuals demonstrate that their use furthers the purpose and goals of the district. For security and administrative purposes the district reserves the right for authorized personnel to review network use and content.

The district reserves the right to remove an individual's network access privileges to prevent further unauthorized activity.

Violation of any of the conditions of use may be cause for disciplinary action.

Digital Citizenship and Media Literacy

A. PURPOSE

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

B. DEFINITIONS

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

Digital Citizenship

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

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

Media Literacy

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

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

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

C. ELEMENTS OF SUCCESSFUL IMPLEMENTATION

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

Student instruction

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

Online safety, responsibility, and security

Students will learn how to be safe and responsible digital citizens, and they will be encouraged to teach others about issues such as cyberbullying, social networking, online predators, and risky communications.

Media literacy

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

Law, fair use, copyright, and intellectual property

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

Online identify and personal brand

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

Ethics, digital communications, and collaboration

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

Professional Development

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

Policy and Practices

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

Communications and Engagement

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

Adoption Date: July 2018

ONLINE LEARNING

The Naselle-Grays River Valley School District board of directors believes that a variety of learning options, including online courses and programs, are critical for 21st Century learners. The board recognizes that the online learning environment provides students with unique opportunities to become self-disciplined learners with life-long learning skills. Further, the board believes that online learning provides tremendous opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available.

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

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

Cross References: 2022 Electronic Resources
 2255 Alternative Learning Experience Programs
 2410 Graduation Requirements

Legal References: RCW 28A.150.220 Basic Education – Minimum instructional requirements – Program accessibility – Rules
 Chapter 28A.225 RCW compulsory School Attendance and Admission
 RCW 28A.230.090 High School graduation requirements or equivalencies-Reevaluation of graduation Requirements-Review and authorization of proposed changes-Credit for courses taken before attending high school-Postsecondary credit equivalencies
 Chapter 28A.250 RCW Online learning
 RCW28A.320.035 Contracting out-Board’s powers and duties – Goods and services
 Chapter 180-51 WAC High school graduation requirements
 WAC 392-121-182 Alternative learning experience requirements
 WAC 392-121-188 Instruction provided under contract

- WAC 392-410-310 Equivalency course of study – Credit for
correspondence courses, electronically mediated
courses, and college courses.
- WAC 392-502 Online Learning –Approval of multidistrict on-line
providers

Management Resources:

- 2014 February Issue
2009 December Issue

Online Learning

Definitions

- Online Courses: An “online course” or “grade level coursework” means a course in which more than half of the content is delivered online by a teacher from a different location than that of the student. A certificated teacher has the primary responsibility for the student’s instructional interaction and students have access to the teacher synchronously and/or asynchronously.
- Online School Program: “Online school program” is delivered by a school district or cooperative of school districts, and offers sequential set of online courses or grade-level coursework throughout the school year in a manner that could provide a full-time basic education program if so desired by the student. The student may enroll as a part-time or full-time student.
- Online Learning Support Team: District/school staff (*Lori Dearmore, Shirley Miller, Jon Tienhaara, and Justin Laine*) who will provide assistance to the student in accessing courses, understanding coursework and maintaining successful progress in the course.

Student Access to Online Courses and Online School Programs

The district will facilitate access to the following types of online learning opportunities:

Online courses:

District-created and taught online courses;
District-taught online courses created by a third-party contracted provider; and
Courses created and taught online by OSPI-approved online providers.

Online school programs:

- a. District-created and -taught online school programs;
- b. District-sponsored programs created and taught by third-party course providers;
- c. District-sponsored programs created by third-party course providers and taught by district teachers; and
- d. Out-of-district online school programs accessed through an interdistrict transfer.

Types of Online Courses Available

The district will facilitate access to the following types of online courses:

1. Credit recovery courses allowing students to make up failed credits needed for graduation;
2. Advanced Placement courses;
3. Foreign language courses;
4. Courses which may already be offered in the student’s school but are inaccessible to the student due to scheduling or other factors;
5. Courses not available at the student’s school that meet four-year college entrance requirements;

6. Elective and Career and Technical courses;
7. Standard-level courses meeting high school graduation requirements;
8. Grade level coursework for 9-12; and
9. A course that meets the criteria for district use of a non-approved course.

Student Eligibility Criteria

The district will facilitate access to online learning courses and programs for students enrolled 9-12 grades. Students requesting permission to take an online course or participate in a district-created online school program must adhere to the following criteria:

1. Have completed any required prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the academic level needed to function effectively in an online learning environment;
2. Comply with existing district policies for registering/enrolling in a course or district program.
3. Students interested in attending an online school program in another district must follow the interdistrict transfer procedures in District Attendance Area Transfers *Policy 3131* prior to entering that program.

Supporting Student Success

The district will provide the following support to students to help ensure a successful online learning experience:

1. All online students will receive assistance from the local online learning support team;
2. The registrar will advise students in selecting and registering for online learning options to which the district facilitates access;
3. The local advisor will meet regularly with online students to ensure they are connecting to the online coursework and the online teacher and are making satisfactory progress in their online coursework;
4. The district will offer a dedicated class period during the school day in which the student may connect to an online course and to their local advisor; and
5. The district will offer access to online computers during the school day.

Costs/Fees

1. Courses offered to students for which the district claims state education funding or that are included as part of the legally-required annual average total instructional hour offering of one thousand (1,000) hours will be paid for by the school district. Students/families may be responsible for fees as specified by the district fee schedule.
2. Courses offered to students for which the district claims no state education funding and that are not included as part of the legally-required annual average total instructional hour offering of one thousand (1,000) hours will be paid for by students/families. Students/families may also be responsible for fees as specified by the district fee schedule.

Granting of High School Credit for Online Courses

1. School districts will award credit and grades for online high school courses successfully completed by a student that meet the school district's graduation requirements and are provided by an approved online provider. Credit for online courses will be granted in the same manner as other course offerings in the district;
2. Currently enrolled students should notify the district prior to enrolling in an online course provided outside of the district. The student and/or parent will be informed in writing, whether or not the course is eligible for academic credit from the district.
3. For students transferring credit from online courses or programs taken while enrolled outside of the district, credit will be granted according to the district transfer credit policy (insert name and number here).
4. For eligible courses, if course credit is earned, the course will be recorded on the transcript using the standardized identifier for online courses provided in the Comprehensive Education Data Research System (CEDARS).
5. Prior to enrollment, students and/or parents will be informed in writing whether a course is eligible for academic credit.

Information to Students and Parents or Guardians

The district will use a variety of methods to provide information to parents/guardians and students regarding online learning opportunities.

Information will be provided through the district Web page, counseling office brochures, newsletters, the student handbook and other appropriate district communication resources.

Information provided will include descriptions of online courses or online school programs, enrollment information, potential fees, a description of credit awarded for courses, student eligibility requirements, methods the district will use to support student success.

Criteria for District Use of Non-OSPI Approved Online Courses

1. The district may offer courses to students from providers not on the OSPI approved list only after ensuring that they meet the criteria for district use of non-approved providers as posted on the OSPI Web site.
2. The district will ensure proper documentation when using non-approved online providers.

Student Responsibilities

1. Adhere to the district's code of conduct for academic integrity.
2. Comply with course/program participation and completion requirements.
3. Maintain high academic involvement.
4. Notify the district if participation in an online course/program ceases or changes.
5. Maintain agreed-upon levels and kinds of communication with the local advisor throughout the term of the online course.
6. Participate in an online course/program orientation.

Parent or Guardian Responsibilities

1. Parents or guardians are responsible for costs/fees as outlined in Section F.

2. Parents or guardians are responsible for seeking appropriate technology – per district recommendations – for student participation in coursework outside of the school day or designated online learning period.

District Responsibilities:

1. Inform parents/guardians prior to student enrollment in any online course or program.
2. Inform staff, parents/guardians and students of the online courses and programs that are available to them.
3. Inform staff, parents/guardians and students of the online course/online school program prerequisites, technology requirements, course outlines, syllabi and possible fees.
4. Provide online students who remain enrolled in the district and who participate in the online course or program during the school day, with computing hardware and connectivity required for participation in the online course or online school program.
5. Inform staff, parents/guardians and students of how to seek and access technology resources and technological requirements beyond the school day.
6. Provide online students with an online learning support team.
7. Ensure communication between the student's local advisor and parent/guardian.
8. Ensure proper student information system coding for online courses.
9. The district will inform students and their parent/guardian of rescheduling options or grade impacts in the event a student withdraws from an online course or online school program prior to completion.

COPYRIGHT COMPLIANCE

The board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes.

Severe penalties may be imposed for unauthorized copying or using of audiovisual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

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

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

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

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

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

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

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

The superintendent, copyright compliance officer or designee shall file with the federal Copyright Office, and post the same information on the district's web site, his or her designation as the district's agent, in the district's role as an Internet service provider, to receive notifications that claim that users of the district's Internet network have infringed copyright.

Cross Reference: Board Policy 2022 Electronic Information Systems (Network)
Legal References: P.L. 94-553, Federal Copyright Law of 1976 (U.S. Code, Title 17)
P.L. 105-304 Digital Millennium Copyright Act of 1998

Adoption Date: 082002

School District Name

Naselle-Grays River Valley

Copyright Compliance

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

Authorized Reproduction And Use Of Copyrighted Material In Print

Reminders:

- A. Materials on the Internet should be used with caution since they may be copyrighted.
- B. Proper attribution (author, title, publisher, place and date of publication) should always be given.
- C. Notice should be taken of any alternations to copyrighted works, and such alternations should only be made for specific instructional objectives.
- D. Care should be taken in circumventing any technological protection measures. While materials copied pursuant to fair use may be copied after circumventing technological protections against unauthorized copying, technological protection measures to block access to materials may not be circumvented.

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

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

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

A. Brevity

A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;

Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less may be copied; in any event, the minimum is 500 words;

Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;

One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children's books combining poetry, prose or poetic prose. Short special works may be copied up to two published pages containing not more than 10 percent of the work.

- B. Spontaneity – Should be at the “instance and inspiration “ of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.

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

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

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. “Consumable “ works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a “higher authority “, students cannot be charged more than actual cost of photocopying.

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

Authorized reproduction and use of copyrighted materials in the library:

A library may make a **single** copy or three digital copies of:

- An **unpublished** work which is in its collection;

A published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided that unused replacement cannot be obtained at a fair price.

A work that is being considered for acquisition, although use is strictly limited to that decision. Technological protection measures may be circumvented for purposes of copying materials in order to make an acquisition decision.

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

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

Authorized Reproduction And Use Of Copyrighted Music

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

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, **provided** that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. In an emergency, a teacher may

make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.

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

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

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

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

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

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

All other musical performances require permission from the copyright owner.

Off-Air Recording Of Copyrighted Programs

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

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

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

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

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

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

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

Authorized Reproduction And Use Of Copyrighted Computer Software

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

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

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

Fair Use Guidelines For Education Multimedia

- A. Fair use does not include posting a student or teacher's work on the Internet if it includes portions of copyrighted materials. Permission to copy shall be obtained from the original copyright holder(s) before such projects are placed online.
- B. The opening screen of such presentations shall include notice that they were prepared under the fair use exemption of the US copyright law and are restricted from further use.
- C. Students may incorporate portions of copyrighted materials in producing educational multimedia projects for a specific course, and may perform, display or retain the projects.
- D. Educators may perform or display their own multimedia projects to students in support of curriculum-based instructional activities. These projects may be used:

- In face-to-face instruction;

In demonstrations and presentations, including conferences;

In assignments to students;

For remote instruction if distribution of the signal is limited;

Over a network that cannot prevent duplication for fifteen days, after fifteen days a copy may be saved on-site only; or

In their personal portfolios.

Educators may use copyrighted materials in a multimedia project for two years, after that permission must be requested and received.

E. The following limitations restrict the portion of any given work that may be used pursuant of fair use in an educational multimedia project:

- Motion media: ten percent or three minutes, whichever is less

Text materials: ten percent or 1,000 words, whichever is less

Poetry: an entire poem of fewer than 250 words, but no more than three poems from one author or five poems from an anthology. For poems of greater than 250 words, excerpts of up to 250 words may be used, but no more than three excerpts from one poet or five excerpts from an anthology

Music, lyrics and music video: Up to ten percent, but no more than thirty seconds. No alterations that change the basic melody or fundamental character of the work.

Illustrations, cartoons and photographs: No more that five images by an artist, and no more than ten percent or fifteen images whichever is less from a collective work.

Numerical data sets: Up to ten percent or 2,500 field or cell entries, whichever is less.

Copying Limitations

Circumstances will arise when staff are uncertain whether or not copying is prohibited. In those circumstances, the superintendent or designated copy-right compliance officer should be contacted. The following prohibitions have been expressly stated in federal guidelines:

- A. Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
- B. Unless expressly permitted by agreement with the publisher and authorized by district action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like.
- C. Staff shall not:
 - Use copies to substitute for the purchase of books, periodicals, music recordings, computer software or other copyrighted material except as permitted by district procedure;

Copy or use the same item from term to term without the copyright owner's permission;

Copy or use more than nine instances of multiple copying of protected material in any one term;

Copy or use more than one short work or two excerpts from works of the same author in any one term; or

Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.

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

ANIMALS IN SCHOOLS

Pets are not allowed on any school campus unless there is a clear instructional purpose for the visit. All requests to include animals on a school campus must be approved by the principal.

Health issues, allergies, vaccinated status of the animal involving students and staff shall be addressed before permission is given to allow the animal on a school campus.

If the instructional program involving the animal is ongoing and the animal will remain at school when school is not in session, appropriate arrangements for the animal's care must be made.

Animals must be under the control of their adult-owner, the teacher or designated students at all times.

This policy does not apply to service animals for the disabled – refer to Policy 2030.

Adoption Date: 8/08/2005

Revised: 6/11/2012

Revised 12/15/15

Naselle-Grays River Valley School District

Animals as Part of the Instructional Program

Prior to granting or denying requests to include animals in the school's instructional program the principal shall evaluate the following issues:

There is an educational benefit to be gained by the inclusion of the animal in the instructional program.

There is an appropriate plan for the control of the animal, especially for wild or poisonous animals.

Any health concerns involving students, staff or other animals have been thoroughly addressed, for instance allergies, the vaccination status of the animal, if relevant, or the transmission of disease from the animal.

The animal's health, safety and well-being have been appropriately evaluated.

Sanitary issues have been addressed, the treatment of animal wastes and personal hygiene of students or staff in contact with the animals.

SERVICE ANIMALS SCHOOLS

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

A "service animal" means an animal that is trained for the purpose of assisting or accommodating a disabled person's sensory, mental or physical disability.

The parent/guardian of a student who believes the student needs to bring a service animal to school or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 coordinator or director of special services, as appropriate, will determine whether or not to permit the service animal in school.

The superintendent will develop procedures to implement the policy.

Adopted on 11/17/15
Naselle-Grays River Valley School District

Program Evaluation

The board requires efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the board shall provide:

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

The district will utilize a variety of assessment processes to:

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

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

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

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| Legal References: | RCW 28A.230 WAC 180-52-020 WAC 180-52-030 WAC 180-52-035 Chapter 180-53 WAC | Compulsory Coursework and Activities Pupil tests and records — Tests — School district policy in writing Pupil tests and records — Certain tests, questionnaires, etc. — Limitations Pupil tests and records — Diagnostic personality tests--Parental permission required Educational quality — Self-study by school districts |
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Management Resource:

Policy News, December 2000 Portions of HB 1209 Take Effect

Adoption Date:

School District Name

Revised: 12.16.99; 12.11.00

Program Evaluation

Testing Program

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

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

The proposed schedule shall be approved by principals and by the superintendent. The schedule shall be distributed to individual schools by August 15. The district office shall be responsible for ordering tests, distributing materials and scoring sheets, and distributing administration instructions. After tests have been scored, the district office shall be responsible for:

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

FEDERAL AND/OR STATE FUNDED SPECIAL INSTRUCTIONAL PROGRAMS

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

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

Legal References: RCW 28A.300.070

Receipt of federal funds for school purposes —
Superintendent of public instruction to
administer

Adoption Date:
School District Name
Revised:

Federal and/or State Funded Special Instructional Programs

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

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

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

A proposal must have the approval of the principal before submission to the district office. Proposals must be submitted to the superintendent at least two weeks prior to submission to the board.

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

Date:

PROGRAM COMPLIANCE

Annually, on or before October 1, the superintendent shall determine if the district is in compliance with the following program requirements:

- A. Appropriate measures are taken to safeguard all student and school district permanent records against loss or damage.
- B. Provision is made for the supervision of instructional practices and procedures.
- C. Current basic instructional materials are available for required courses of study.
- D. A program of guidance, counseling and testing services is maintained for students in all grades offered by the school district.
- E. A learning resources program is maintained.
- F. The physical facilities of each building are adequate and appropriate for the educational program offered.
- G. There is adequate provision for the health and safety of all pupils within the custody of the school district.
- H. A current policy statement pertaining to the administration and operation of the school district is available in each building's administrative office including, but not limited to, policies governing the school building and classroom visitation rights of non-students.
- I. The district is in compliance with the statutes which prohibit unequal treatment of individuals on the basis of race, sex, creed, color, disability and national origin in activities supported by common schools.
- J. Within each school, the school principal has determined that appropriate student discipline is established and enforced. The school principal has conferred with the certificated employees in the school building in order to develop and/or review building disciplinary standards and the uniform enforcement of those standards.
- K. Written high school graduation requirements and rules have been adopted by the school district board of directors.

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| Cross References: | Board Policy 1310 | Policy Adoption, Manuals and Administrative Procedures |
| | Board Policy 2010 | Learning Improvement Teams |
| | Board Policy 2090 | Program Evaluation |
| | Board Policy 2140 | Guidance and Counseling |
| | Board Policy 2020 | Curriculum Development and Adoption of Instructional Materials |
| | Board Policy 2410 | High School Graduation Requirements |
| | Board Policy 3200 | Student Rights and Responsibilities |
| | Board Policy 3210 | Nondiscrimination |
| | Board Policy 3410 | Student Health |
| | Board Policy 3231 | Student Records |
| | Board Policy 4000 | Public Information Program |

Board Policy 4040
Board Policy 5240
Board Policy 6800

Public Access to District Records
Evaluation of Non-administrative Staff
Operation and Maintenance of District Facilities

Adoption Date:

School District Name

Revised: 10.14.98; 04.13.01

Learning Assistance Program

The district will implement a learning assistance program designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who do not meet state English language arts or mathematics standards by providing supplemental instruction and services to those students.

Selection of Students

Students participating in the district's learning assistance program will be limited to the following:

- A. Students who score below standard for his or her grade level using multiple measures of performance, which may include the statewide student assessments or other assessments and performance measurement tools administered by the school or district;
- B. Students who are in grades eleven or twelve and are not on track to meet state or local graduation requirements;
- C. Students identified in eighth grade in need of high school transition services, which may continue up through the end of ninth grade; or
- D. Students who are identified by the district as being significantly at-risk of not being successful in school and to be served under the district's readiness to learn program.

Best Practices

The district will use best practices in providing learning assistance program services to participating students. The district will select practices and strategies in accordance with WAC 392-162-041.

Coordination with Other Programs

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

Annual Report to OSPI

The district will submit an annual report to the superintendent of public instruction detailing the following:

- A. The amount of academic growth gained by students participating in the learning assistance program;
- B. The number of students who gain at least one year of academic growth;
- C. The specific practices, activities, and programs used by each school building that received learning assistance funds; and

- D. The number of students served by the learning assistance program during the school year who were able to exit the program because student academic growth resulted in meeting the academic standard for grade level.

Adoption: April 2018

Revised Dates: **10.98; 06.05; 02.18**

Remediation Programs

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

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

Program Alternatives

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

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

Transitional Bilingual Instruction Program

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

The district and its staff will:

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

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

Legal References:

Chapter 28A.180 RCW Transitional bilingual instruction program
WAC 162-28-040 English language limitations and national origin discrimination
Chapter 392-160 WAC Special service program - Transitional bilingual

Adoption Date: November 17, 2009
Classification: **Priority**
Revised Dates: **04.09; 12.11; 1.18**

Transitional Bilingual Instruction

The following procedures have been instituted for purposes of implementing a Transitional Bilingual Instruction Program.

- A. Transitional Bilingual Instruction Program, as defined by state law, means a system of instruction which uses two languages, one of which is English, to build upon and expand language skills to enable the pupil to achieve competency in English. Or in those cases where the use of two languages is not practicable, appropriate instruction for English language learners may be provided primarily in English.

The district will provide English language learners appropriate core academic instruction in addition to language instruction. The district's Transitional Bilingual Instruction Program is intended to supplement core academic instruction.

Program Application and Description

Annually, and prior to August 1 of each year, the district will submit an application to the Office of Superintendent of Public Instruction requesting funding to support its Transitional Bilingual Instruction Program. In its application the district will provide a description of its research-based program models including staffing and implementation strategies.

Eligibility

At the time of registration, the parents/guardians of each student shall be asked to complete a home language survey which identifies the child's primary language. Students that indicate on the home language survey a primary language other than English will be assessed within ten school days of enrollment and attendance using the Washington Language Proficiency Placement Test to determine eligibility for the transitional bilingual instruction program. Any student who scores a level one (beginning/advanced beginning), two (intermediate) or three (advanced) will be eligible for the program. Students who score at level four (transitional) are not eligible for the program. Staff will determine the appropriate instructional program for each eligible student.

Parent/Guardian Notification

Parents/guardians will be notified, in writing, of their child's initial eligibility and notified annually of their child's continuing eligibility in the Transitional Bilingual Instructional Program. At a minimum the parent/guardian notification will contain:

- How the child's eligibility was determined and the child's current level of English proficiency;
- A description of the district's program and how it will meet the child's educational needs;
- The specific exit requirements for the program; and
- Information on the parent's right to refuse services.

Communication with parents/guardians should be provided, when feasible, in the parents' primary language.

Procedure 2110P

Continued Eligibility/Annual Assessment

Each eligible English language learner must be assessed annually, using the state approved language proficiency test to determine continued eligibility. Students remain eligible until they reach level four (transitional) on the annual state-approved language proficiency test.

Expected Graduation Year

For eligible English language learners who require extended time to meet high school graduation requirements, the district may set an expected graduation year beyond the typical four years of high school or through the school year in which a student turns 21.

Record Keeping and Documentation

The district will maintain records of eligible students and comply with state reporting requirements. Original documents will be kept in the student cumulative folder and copies in the program folder if applicable. These documents include the home language survey, parent notification letters, parental waiver (if applicable), and language proficiency test assessment data.

Communication Plan

The district will develop and provide to parents/guardians, district staff and interested stakeholders a user friendly description of the Transitional Bilingual Instruction Program offered in the district. The description will include the process for identifying and serving English language learners and provide contact information for the district's transitional bilingual instruction program manager.

Report to the Board

Annually, prior to the board of directors' program approval, the superintendent or designee will report on the status of the district's Transitional Bilingual Instruction Program.

Date: 11/17/09

Policy No. 2121
Instruction

SUBSTANCE ABUSE PROGRAM

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

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

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

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

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| Cross References: | Policy 3241 | Classroom Management, Corrective Actions or Punishment |
| | Policy 5203 | Staff Assistance Program |

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|-------------------|------------------------|--|
| Legal References: | RCW28A.210.310 | Prohibition on use of tobacco products on school property. |
| | 28A.170.075 | Substance Abuse Prevention and Intervention |
| | 20 U.S.C. 3171 et seq. | Drug-free Schools and Community Act |

Management Resources: Policy & Legal News, February 2013 Policy Revisions

Adoption Date: 041613
School District Name Naselle-Grays River Valley
Revised: 12.11; 02.13

Substance Abuse Program

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

Prevention

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

Instruction

This dimension of the prevention program shall focus on:

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

Guidance Services

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

School Climate

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

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

To this end, the school will encourage the formation of "natural helper", Core Team and any education and/or prevention promotions that increase the awareness of the effects of substance abuse. Student support groups shall assist students concerned about their own substance abuse,

students living in families suffering from substance abuse, and students concerned about the substance abuse of someone else.

Procedure 2121P

Intervention

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

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

Staff roles for the intervention program are as follows:

- A. Administrators, counselors, selected staff and nurse meet weekly for the purpose of identifying any student(s) who may be in need of assistance. Such staff shall be sensitive to identifying symptoms of substance abuse.

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

- B. The Core Team will meet regularly to review referrals; confer with students and, if warranted, counselors, administrators and/or parents; collect data; make recommendations for services; and maintain a confidential system of record keeping. Parents will be involved before any action is taken.
- C. Students returning to school from a community inpatient or outpatient treatment program will be given aftercare support by the Core Team. Such students will receive support from "natural helpers" so that they may develop a strong sense of bond with other students and the school. Primary aftercare responsibility for students returning from a community treatment program rests with the student, parent and community treatment program personnel. School staff, the student, parent(s) and community treatment personnel will work cooperatively to facilitate the aftercare plan.

Corrective Action

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

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

If school authorities find a student in possession of addictive substances at school, the addictive substances will be confiscated and turned over to law enforcement officials for investigation and

Procedure 2121P

disposal. Appropriate school disciplinary action will be taken by a school administrator regardless of law enforcement action.

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

Sexual Health Education

The Board of Directors has determined that all students be provided instruction in comprehensive sexual health education, consistent with state law.

In grades K-3 instruction will be social and emotional learning that is consistent with the social and emotional standards and benchmarks adopted by the Office of Superintendent of Public Instruction (OSPI).

Comprehensive sexual health education instruction provided by the district to students in grades 4-12 will be medically and scientifically accurate, age appropriate, and inclusive of students regardless of their protected class status under Chapter 49.60 RCW. Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. The district's comprehensive sexual health education program will be consistent with the *Guidelines for Sexual Health Information and Disease Prevention* developed by the Department of Health and the Office of Superintendent of Public Instruction, the Health Education K-12 Learning Standards adopted by OSPI, and other provisions of RCW 28A.300.475.

Instructional materials will be chosen from a list provided by OSPI or will be identified or developed by the district and reviewed using comprehensive sexual health education curriculum analysis tools provided by OSPI.

The superintendent will provide parents/guardians an opportunity to review the materials to be used, including or providing electronic access, will provide information on excluding their child from sexual health education instruction, and will grant all such requests.

The superintendent or their designee will annually identify to OSPI any curricula used to provide comprehensive sexual health education and how the provided classroom instruction aligns with legislative requirements.

Cross References: 2126 - HIV-AIDS Prevention Education
 2020 - Course Design, Selection and Adoption of Instructional Materials

Legal References: RCW 28A.300.475 Comprehensive sexual health education
 RCW 28A.600.480(2) Reporting of harassment, intimidation, or bullying-- Retaliation prohibited — Immunity
 WAC 392-410-140 Sexual health education — Definition — Optional course or subject matter — Excusal of students

Management Resources: 2021 – February Issue
 2009 - February Issue
 Policy News, August 2007 Sex Education Curriculum and Instruction

Adoption Date: **11.09**

Classification: **Encouraged**

Revised Dates: **08.07; 02.09; 12.11; 02.21; 4.21**

Procedure Comprehensive Sexual Health Education

All instruction and materials for the district's comprehensive sexual health education program, will meet the following criteria:

- A. Medically and scientifically accurate;
- B. Age appropriate;
- C. Inclusive of all students regardless of their protected class status;
- D. Consistent with the Health Education K-12 Learning Standards adopted by the Office of Superintendent of Public Instruction (OSPI);
- E. Consistent with the Guidelines for Sexual Health Information and Disease Prevention;

In grades K-3 instruction will be in social and emotional learning, provided at least once, that is consistent with the social and emotional standards and benchmarks adopted by OSPI.

Comprehensive sexual health education will be provided at least once in grades 4-5, at least twice in grades 6-8, at least twice in grades 9-12, and will include information about:

- The physiological, psychological, and sociological developmental processes experienced by an individual;
- Abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases; abstinence may not be taught to the exclusion of other materials and instruction on contraceptives and disease prevention;
- Health care and prevention resources;
- The development of intrapersonal and interpersonal skills to communicate, respectfully and effectively, to reduce health risks and choose healthy behaviors and relationships based on mutual respect and affection, and free from violence, coercion, and intimidation;
- The development of meaningful relationships and avoidance of exploitative relationships;
- Understanding the influences of family, peers, community and the media throughout life on healthy sexual relationships;
- Affirmative consent and recognizing and responding safely and effectively when violence or a risk of violence is or may be present, with strategies that include bystander training.

Definitions

The district's program will provide comprehensive sexual health education as defined by RCW 28A.300.475.

- A. **Comprehensive Sexual health education:**
RCW 28A.300.475 defines comprehensive sexual health education as recurring instruction in human development and reproduction that is:
 - 1. Medically and scientifically accurate;

2. age-appropriate;
 3. Inclusive of all students, regardless of their protected class status; and
 4. Uses language and strategies that recognize all members of protected classes under Chapter 49.60 RCW
- B. Comprehensive sexual health education for students in grades K-3 is defined as:** Instruction in social-emotional learning that is consistent with learning standards and benchmarks adopted by the office of the superintendent of public instruction under RCW 28A.300.478.
- C. Affirmative consent is defined as: A conscious and voluntary agreement to engage in sexual activity as a requirement before sexual activity.**
- D. Medically and scientifically accurate:**
RCW 28A.300.475 defines medically and scientifically accurate as information that is verified or supported by research in compliance with scientific methods, is published in peer review journals, where appropriate, and is recognized as accurate and objective by professional organizations and agencies with expertise in the field of sexual health including but not limited to, the American College of Obstetricians and Gynecologists, the Washington State Department of Health (DOH) and the Federal Centers for Disease Control and Prevention.
- E. *2005 Guidelines for Sexual Health Information and Disease Prevention:***
This publication, prepared by the DOH and the Office of Superintendent of Public Instruction (OSPI), provides the fundamental framework for establishing a medically and scientifically accurate comprehensive sexual health education program for students. A copy of the *Guidelines for Sexual Health Information and Disease Prevention* is located on the DOH and OSPI Web sites.

Adoption of a Sexual Health Education Program

School districts will involve parents and community groups in the planning, development, evaluation and revision of any instruction in comprehensive sexual health education offered as a part of the school program.

The district must ensure that all instructional materials are medically and scientifically accurate. The DOH is available to provide technical assistance in determining medical and scientific accuracy. When choosing curriculum, district staff may examine the list of materials reviewed for medical and scientific accuracy that are located on the OSPI website at www.k12.wa.us. In determining curriculum, the district staff are encouraged to review OSPI's list of sexual health education curricula that were reviewed for their alignment with the guidelines, standards and other state requirements. Although the list is not exhaustive, the list is updated regularly and is posted on the OSPI website at www.k12.wa.us. If the district chooses or develops a curriculum that is not from OSPI's list, the district must conduct a review of the selected or developed curriculum using the comprehensive sexual health curriculum analysis tools provided by OSPI. Ultimately, the district's comprehensive sexual health education program will ensure that in the K-12 life of a child, the comprehensive sexual health education program is consistent with the 2005 Guidelines for Sexual Health Information and Disease Prevention, the Health Education K-12 Learning Standards and the provisions of RCW 28A.300.475.

For technical assistance, staff may contact the Sexual Health Education Program supervisor at OSPI.

Guest Speakers

Guest speakers may deliver comprehensive sexual health education as long as they and all instruction materials used are consistent with state law.

Parental/Guardian Notification Process

At least one month prior to teaching a program in sexual health education, each school will provide written notice to parents/guardians of the planned instruction.

Parent/Guardian Material Review Process

At least one month prior to providing instruction in sexual health education, the district will notify parents that all instructional materials are available to parents/guardians for inspection.. The notice must include, or provide a means for electronic access to, all course materials, by grade, that will be used at the school during the instruction. The opportunity for inspection will be provided at a time and place convenient for parent/guardian participation such as evenings or weekends.

Excluding Student from a Program/Opt-Out

A parent/guardian who wishes to have a student excused from planned instruction in comprehensive sexual health education must file a written request with the board of directors or its designee, at least (*insert here the number of days*) days prior to the planned instruction. The district will make the appropriate opt-out form available and will grant all such requests. Excused students will be provided with appropriate alternative educational opportunities. Sample notification and opt out letters are available from OSPI.

Identification of Curricula Used

The district will annually identify to OSPI, using OSPI's reporting tool, any curricula used to provide comprehensive sexual health education and how the provided classroom instruction aligns with requirements of RCW 28A.300.475.

Adoption Date:

Classification:

Revised Dates: **02.09; 12.11; 02.21**

AIDS PREVENTION EDUCATION

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

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

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

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

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

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

Cross References: Board Policy 3414 Infectious Diseases
 Board Policy 2125 Health, Family Life and Sex Education

Legal References: RCW 28A.230.070 AIDS Education in public schools

Adoption Date:
School District Name
Revised:

GUIDANCE AND COUNSELING

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

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

- A. Provide staff with meaningful information which can be utilized to improve the educational services offered to individual students.
- B. Provide students with planned opportunities to develop future career and educational plans.
- C. Refer students with special needs to appropriate specialists and agencies.
- D. Aid students in identifying options and making choices about their educational program.
- E. Assist teachers and administrators in identifying the academic, social and emotional needs of students.
- F. Provide for a follow-up of students who further their education and/or move into the world of work.
- G. Solicit feedback from students, staff and parents for purposes of program improvement.

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

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

- A. Understand the developmental stages of adolescence and the causes of suicide;
- B. Recognize the early warning sign of suicide;
- C. Learn how to help in a suicidal crisis;
- D. Identify community resources and procedures that can help a suicidal person;
- E. Address the repercussions of such a tragedy.

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

The board directs the superintendent to work with the staff, community and appropriate agencies to develop, implement and regularly evaluate guidance and counseling programs.

Policy No. 2140
Instruction

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| Cross References: | Board Policy 2121 | Substance Abuse Program |
| | Board Policy 3421 | Child Abuse, Neglect and Exploitation Prevention |
| | Board Policy 4020 | Confidential Communications |
| Legal References: | RCW 28A.640.020 | Regulating guidelines to eliminate discrimination — Scope |
| | WAC 392-190-015 | Counseling and guidance — Duty of certificated and classroom personnel — Coordination of effort |

Management Information:

Policy News, December 1999 Suicide prevention provisions reintroduced

Adoption Date:
School District Name
Revised: 12.29.00

Guidance and Counseling

Suicide Awareness and Prevention:

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

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

The following procedures are intended to serve these purposes.

Potential Suicide — No Physical Evidence

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

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

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

Physical Evidence Of Attempted Suicide

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

Actual Attempt Of Suicide

The following actions shall be taken:

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

Actual suicide:

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

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

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

SUICIDE PREVENTION

The Naselle-Grays River Valley School District Board of Directors recognizes that suicidal behaviors are complex issues, a major cause of death among youth and should be taken seriously. While school staff may recognize potentially suicidal youth and the district can make an initial risk assessment, the district cannot provide in-depth mental health counseling. Instead, the Board directs school staff to refer students who exhibit suicidal behaviors to an appropriate service for further assessment and counseling.

The Board also recognizes the need for youth suicide prevention procedures and will establish programs to: a) identify risk factors for youth suicide; b) intervene with such youth, c) provide referral services; d) follow-up on a completed suicide, and e) offer training for teachers, other school staff and students to provide proper assistance.

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

The superintendent will develop and implement procedures and a staff training schedule to achieve the board's goals and objectives.

Cross References: Policy 3207 Harassment, Intimidation and Bullying
 Policy 2140 Guidance and Counseling

References: RCW 28A.410.043 School Counselor Certification

Management Resources: *Policy News*, April 2011 Youth
 Suicide Awareness and Prevention Plans

Adoption Date: **05/16/11**
School District Name: **Naselle-Grays River Valley School**
Revised: **04.11**
Classification: **Priority**

Suicide Prevention

Prevention

Suicide prevention strategies may include, but are not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and each other, and is characterized by caring staff and harmonious interrelationships among students.

- **Student Health Education Program**

The district's comprehensive health education program will promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills and self-esteem. Developmentally appropriate suicide prevention instruction will be incorporated into the health education curriculum and designed to help students:

- Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy and anxiety can lead to thoughts of suicide;
- Identify alternatives to suicide and develop coping and resiliency skills;
- Learn to listen, share feelings and get help when communicating with friends who show signs of suicidal intent; and
- Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse and/or suicide prevention services.

- **Student Responsibility**

The district will encourage students to notify a teacher, principal, counselor or other adult when they are experiencing depression or thoughts of suicide or when they suspect or have knowledge of another student's despair or suicidal intentions.

Where appropriate, the district will use students to help educate their peers to identify the warning signs of suicidal behavior and to get a suicidal student adult help.

- **Staff Training**

The district's suicide prevention training will help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health or public health agencies and may include information on:

Identifying risk factors such as previous suicide attempts, history of depression or mental illness, substance use problems, bullying and harassment, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability and other factors;

- Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality or behavior;
- School and community resources/services; and
- District procedures for intervening when a student attempts, threatens, discloses the desire to commit suicide or displays other indicators.

Principal/Designee Prevention Planning

School administrative teams will designate specific individuals to be promptly contacted regarding a suicide threat including the school counselor, psychologist, nurse, superintendent, the student's parent/guardian and, as necessary, local law enforcement or mental health agencies.

The principal or counselor will develop a reentry plan, including a student/staff support plan for use after a suicide attempt.

Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions he/she shall take proper steps to support the student, promptly notify the principal or school counselor and request that appropriate school staff conduct an initial risk interview.

The principal or counselor shall then notify the student's parents/guardians as soon as possible, unless notification of the parents will jeopardize the student's safety. The district may also refer the student to mental health resources in the community.

Additionally, the principal or designee shall ensure the student's physical safety by one of the following as appropriate:

Secure immediate medical treatment if a suicide attempt has occurred;

- Secure emergency assistance if a suicidal act is being actively threatened;
 - Keep the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - Document the incident and disposition in writing as soon as feasible;
 - Follow-up with the parent/guardian and student, in a timely manner, to provide referrals to appropriate services as needed;
 - Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident; or
 - Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used and make recommendations for future actions.
- **Parent Responsibility**

If a student is determined to be at risk, the principal or designee shall contact the parent/guardian and:

Ask the parent/guardian whether he or she is aware of the student's mental state;

- Ask the parent/guardian how he/she will obtain mental counseling or appropriate support for the student;
- Provide names of community counseling resources, if appropriate, and offer to facilitate the referral;
- Determine the parent's/guardian's intent to seek appropriate services for the student; and
- Discuss the student's reentry into school.

Post–Event

In the event that a suicide occurs or is attempted, the principal or designee shall follow the crisis intervention procedures contained in the school safety plan.

After consultation with the Superintendent or designee and the student’s parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling and/or referrals to community agencies as needed.

School administrators may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students and staff.

Following a suicide, the district will also assess the impact within all schools and the local community and provide appropriate information and support.

Communications

The district’s suicide prevention policy and procedure and the crisis intervention plan will be available for all staff, students and community through the student, staff, volunteer and parent/guardian handbooks and in school and district offices.

All requests for specific information regarding an incident will be directed to the building principal or designee.

Resources

The district will utilize school counselors, the crisis telephone hotline, physician/health care providers, mental health specialists, coaches and youth leaders, parents and clergy as resources for prevention and intervention. Community resources include:

- **Prevention Resources:**

Washington Youth Suicide Prevention Program, www.yspp.org, 206-297-5922;

- Washington State Department of Health, www.doh.wa.gov/preventsuicide; 360-236-2800;
- *(Insert the name of your ESD prevention/intervention contact or your County Health Department contact here);* and
- 211 System – This is an information referral service, it assists with providing resources in your community.

- **Crisis Response Resources:**

Emergency Response: 911

- Local Crisis Hotline *(List here the number for your community);*
- National LifeLine: 1-800-273 and Talk (8255)
- Local Community Mental Health Center *(List here the numbers for your community)*

CO-CURRICULAR PROGRAM

The board recognizes that the goals and objectives of the district can best be achieved by providing a broad offering of purposeful learning experiences, some of which are more appropriately conducted outside of the approved curriculum of the district. Such activities shall ordinarily be conducted wholly or partly outside the regular school day and shall be available to all students who voluntarily elect to participate. The co-curricular program encompasses approved curriculum-related activities.

The board shall approve all activities included within the ASB program. The principal is authorized to approve curriculum-related activities that are not part of the ASB program and shall make school facilities available for them and designate staff members to support and supervise them.

The criteria to be used by the principal for approving curriculum-related activities are:

- A. The purposes and/or objectives shall be part of a specific program or course offering;
- B. The participating students shall be currently enrolled in a related course or program or possess the entry level knowledge and/or skills to successfully participate in the activity;
- C. The group shall be supervised by a qualified staff member;
- D. The cost of the activity must not be prohibitive to student or district;
- E. The activity must comply with title ix requirements;
- F. All activity must take place on school premises unless approved in advance by the school principal; and,
- G. The activity must not be secretive in nature.

Curriculum related activities, whether approved by the board as part of the ASB or by the principal, must meet at least one of the following criteria:

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

The board directs the superintendent to develop appropriate procedures for proper planning, funding, approval and implementation of all activities offered within the above guidelines.

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

The district shall evaluate its intramural and interscholastic program at least once each year to ensure that equal opportunities are available to members of both sexes with respect to participation in interscholastic and/or intramural programs.

Policy No. 2150
Instruction

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| Cross References: | Board Policy 2151 | Interscholastic Athletics |
| Legal References: | 20 U.S.C. §§ 4074 RCW | Equal Access Act 28A.600.200 Interscholastic athletic and other extra-curricular activities for students, regulation of — Delegation, conditions 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope WAC 392-138-010 Definitions 392-138-030(2a) Powers — Authority and policy of board of directors 392-190-030 General — Recreational and athletic activities — Equal opportunity factors considered 392-190-040 Recreational and athletic activities — student interest — Required survey instrument |

Adoption Date:
School District Name
Revised:

Co-Curricular Program

The co-curricular program as defined consists of:

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

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

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

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

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

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

Date:

INTERSCHOLASTIC ACTIVITIES

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

- A. All interscholastic activities and events shall be in compliance with the rules and regulations of the Washington Interscholastic Activities Association (WIAA). The schools of the district shall not participate in any out-of-season athletics that are not sanctioned by the WIAA. The district shall not be responsible or liable for nonschool-sponsored programs or for programs that are organized, promoted or participated in by staff members without school approval. The district shall not be responsible for or control and incur liability for summer and/or out-of-season activities unless specifically sponsored by the school district. The superintendent shall establish rules defining the circumstances under which school facilities may be used and under which announcements of summer sports leagues and/or clinics may be channeled to students.
- B. An athletic coach must be properly trained and qualified for an assignment as described in the coach's job description.
- C. A syllabus which outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach. A coach must secure permission in advance if he/she wishes to deviate from the syllabus.
- D. Coaching stipends and all gifts to a coach that exceed five hundred dollars (\$500.00) in a season shall be approved by the board of directors.
- E. In-service training opportunities will be afforded each coach so that he/she is trained to attend to the health care needs of participants. Prior to a sports season, the coach will prepare a plan for handling medical emergencies at practice sessions and games (home and away).
- F. Participants will be issued equipment that has been properly maintained and fitted.
- G. All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the district, will be inspected on a regular basis.
- H. Nonprescribed medications, including such items as analgesic balms, vitamins and salt tablets, must be approved by the superintendent before they may be available for use by coaches and/or athletic trainers. After athletic training medications have been approved, the coach and/or trainer must secure authorization from the parent and the student's doctor before the medications may be used during the athletic season. If such release is not on file, the nonprescribed medications may not be used. This provision does not preclude the coach and/or trainer from using approved first aid items.

A sign will be posted that warns students that eligibility to participate may be denied if anabolic steroids are used for the purpose of enhancing athletic ability.

Policy No. 2151
Instruction

- I. The board recognizes that certain risks are associated with participation in interscholastic sports. While the district will strive to prevent injuries and accidents to students, each participant and his/her parent(s) or guardian(s) will be required to sign a statement which indicates that the parent(s) and the student acknowledge the risks of injuries resulting from such participation and give assurance that the student will follow the instructions of the coach.
- J. Each participant will be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A written report shall be completed when a student is injured while participating in a school-supervised activity. A participant shall be free of injury and shall have fully recovered from illness before participating in any activity.
- K. Each student participating in interscholastic athletic activities is required to have or obtain medical insurance for expenses incurred as a result of injuries sustained while participating in the extracurricular activity. Students shall provide evidence of coverage with a minimum limit of \$25,000 in medical expenses or shall obtain such coverage through the insurance plan offered to all students participating in activities in the district. No student will be denied the ability to participate solely because the student's family, by reason of low income, is unable to pay the entire amount of the premium for such insurance. The superintendent or his or her designee may approve partial or full waiver of premiums to permit all students to obtain the required medical insurance.

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

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| Cross References: | Board Policy | 2121 Substance Abuse Program 3413 Student Immunization 3414 Infectious Diseases 3416 Medication at School 3418 Emergency Treatment 4260 Use of School Facilities 6510 Safety 6512 Infection Control Program |
| | WIAA Handbook | |
| Legal References: | RCW 28A.400.350 RCW 28A.600.200 RCW 69.41.330 RCW 69.41.340 | Liability, life, health, health care, accident, disability, and salary insurance authorized — Premiums Interscholastic athletic and other extra-curricular activities for students, regulation of — Delegation, conditions Public Warnings — School districts Student athletics |
| Management Resources: | Policy & Legal News, April 2013 Clarification Policy News, October 2007 | Elimination of Outdated and Obsolete Policies |

Adoption Date: 06/12/13
District Name: Naselle-Grays River Valley
Revised: 02.14.00

Interscholastic Athletics

Coach's Duties

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

Instruct Participants

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

Warn Participants

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

Supervise Participants

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

Provide Safe Equipment And Facilities

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

Maintain Records Of Injuries

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

Evaluate Fitness Of Participants

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

Provide Equal Protection And Due Process

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

Transport Athletes Safely

A coach has a duty to see that athletes are safely transported to and from contests and to and from practices if practices are held at sites other than the immediate school grounds.

Group Participants

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

Foresee Danger

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

Protect From Loss

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

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

Summer Sports Activities/Clinics

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

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

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

- B. Students shall be advised that participation in a commercial summer camp or clinic or other similar type of activity shall not begin until the conclusion of the final WIAA state tournament of the school year. Participants in a fall school sports program may not attend any summer camp/clinic in that sport after August 1 until the first fall sports turnout. The school should announce by school bulletin that summer sports camp/clinic is neither endorsed nor sponsored by the district.
- C. A coach (contracted or volunteer) may not sponsor, promote, coach or direct activities which resemble out-of-season practices or contests in the sport they coach to any of their squad members or future squad members (grades 7-12) until after the school year's final WIAA state tournament.
- D. The use of the school bulletin board, public address system or school newspaper for promotional purposes to announce sports clinics/camps shall fall within the same guidelines as applied to other commercial endeavors.
- E. School facilities to be used for summer activity and/or sports camps may be rented consistent with the rates, rules and regulations applicable for other commercial uses.

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

ATHLETIC CODE

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

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

The following rules shall be applicable for a sports season:

Use And/Or Possession Of Alcoholic Beverages, Tobacco

An athlete who is found to be in possession of alcohol or tobacco products may be removed from the athletic team for three weeks (first offense). If the student violates the rule twice during the sports season, he/she will be dropped from the team for the season.

Use And/Or Possession Of Illegal Chemical Substances Or Opiates

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

Physical Appearance

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

Curfew

An athlete shall be at his/her home by _____ p.m. each night of the sports season unless detained by a school activity. First offense: verbal warning. Repeated offense: removal from activity for five (5) school days.

Unsportsmanlike Conduct

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

Attendance At School

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

Absence From Practice

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

Violation Of Law On School Grounds

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

Repeated Offenses

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

APPEAL PROCESS FOR DISCIPLINARY ACTION

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

- A. Upon the imposition of penalty for infraction(s) of said rules or regulations, any aggrieved student and parents of said student shall have the right to an informal conference with the building principal and/or designee, activities director, and coach (Building Hearing Committee) to request that they refrain from enforcing the decision of the coach or ask the coach to reconsider. If the students and parents do not make a written request for this informal conference within five (5) school days of the action grieved, they will have waived their right to the conference and appeal procedure. The informal conference is to be held within three (3) school days of the request.
- B. If the parties are unable to agree at the informal conference, the aggrieved party may appeal to the building eligibility committee. The building eligibility committee consists of the activities director and three student peers and three building staff members named by the building administrator. The building eligibility committee must meet within three (3) school days of the appeals request. The aggrieved party and the coach(es) shall be available as a resource.
- C. The Building Eligibility Committee will hear the case in detail and will render a decision within three (3) school days after hearing the case.
- D. The aggrieved party may appeal to the superintendent of schools within three (3) school days of the appeals decision. The superintendent of schools, after hearing the case in detail, shall render a decision within ten (10) school days of the hearing.
- E. The aggrieved party may appeal the superintendent's decision to the disciplinary appeal council established in Policy 3300, Corrective Actions or Punishments, or to the board of directors in the absence of a disciplinary council, within three (3) school days. The disciplinary council or board of directors, after hearing the case in detail, shall render a decision on the case within ten (10) school days of the hearing. This decision shall be final.

NONCURRICULUM-RELATED STUDENT GROUPS

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

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

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

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

Cross References: Board Policy 2150 Co-curricular Program

Legal References: 20 U.S.C. 4071-4074 Equal Access Act
 Wash. Const. Art. I, § 11
 Wash. Const. Art. IX, § 4

Adoption Date:
School District Name
Revised:

Noncurriculum-Related Student Groups

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

The application shall provide:

The name of each student who is making the request,

The name of the monitor of the proposed group (if any),

A description of the proposed meeting along with its stated purpose,

The name(s) and affiliations of non-students (if any) who will be invited,

Statements that:

4. Students shall be voluntarily attending the meeting,
5. Any non-students shall not be directing, conducting, controlling or regularly attending future meetings and/or activities,

The time and frequency of meetings for the proposed group.

Date:

SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS

Free Appropriate Public Education and Specially Designed Instruction

It is the policy of the district to provide a free, appropriate, public education to all eligible students with disabilities, ages three through 21, in a manner consistent with State and federal law. The district shall apply to the State annually for funds pursuant to Part B of the Individuals with Disabilities Education Improvement Act of 2004.

Special education programs for students eligible for special education shall be an integral part of the educational programs of this district, and shall be operated in compliance with federal and State requirements governing special education. Specially designed instruction and related services for an eligible student is identified in the student's Individualized Education Program (IEP). The district is committed to providing special education programs and related services in the least restrictive environment, and to providing a continuum of placement options for qualifying students, based on the students' individual needs.

Not all students with disabilities are eligible for special education. The needs of disabled students who are not eligible for special education will be addressed individually. If a student qualifies, and as appropriate, the student will be provided accommodations and/or modifications required under Section 504 of the Rehabilitation Act, in accordance with district policy and procedures. *See[Editor's Note: Insert reference to Section 504 Policy/Procedures]*

Mediation or Resolution Sessions and Related Agreements

The board grants the superintendent or a designee decision-making authority for the purpose of participating in and entering binding agreements in the course of resolution sessions pursuant to WAC 392-172A-05090 and/or mediations pursuant to WAC 392-172A-05060.

Graduation Ceremonies and Certificate of Attendance

Generally, in order to participate in commencement exercises, students must have met the minimum criteria for graduation prior to the date of the exercise and otherwise be in good standing with their school through the commencement date. However, there are students eligible for special education, who have attended four years of high school, but whose IEPs prescribe the continuation of special education and related services beyond the fourth year of high school. Therefore, any such student who will continue to receive special education and related services between the ages of 18 and 21, shall be permitted to participate in the graduation ceremony and activities, after four years of high school attendance, with his or her age-appropriate peers, and receive a certificate of attendance and continue to be eligible to receive special education and related services until they complete their credits for graduation.

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

Policy No. 2161

Instruction

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| Cross-References: Board Policy 2162 | Education of Students with Disabilities under Section 504 3300 Corrective Actions or Punishment 3323 Long-term Suspensions 3600 Student Records |
| Legal References: | Chapter 28A.155 RCW Special Education Chapter 49.60 RCW Law against Discrimination |
| Chapter 392-172A WAC | Rules for the Provision of Special Education |
| 20 U.S.C. 1400 et seq. | Individuals with Disabilities Education Improvement Act of 2004 |
| 42 U.S.C. 12131-12133 | Americans with Disabilities Act of 1990 |
| 28 CFR Part 35 | Nondiscrimination on the Basis of Disability in State and Local Government Services |
| 34 CFR Part 99 | Family Education Rights and Privacy Act (FERPA) |
| 29 U.S.C. 794 | Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794 |
| 34 CFR Part 104 | Nondiscrimination on the basis of handicap in programs and activities receiving or benefiting from federal financial assistance |
| 34 CFR Part 300 | Assistance to States for the Education of Children With Disabilities and Preschool Grants for Children With Disabilities |
| 34 CFR Part 303 | Early Intervention Program for Infants and Toddlers with Disabilities |
| Management Resources: | |
| | <i>Policy News</i> , December 1999 Rule Adoption Leads to Special Education Policy |
| | <i>Policy News</i> , June 2007 Graduation Ceremonies for Special Education Students |
| | <i>Policy News</i> , December 2007 Updated Special Education Policy and Procedure |

Adoption Date: 031808
District Name: Naselle-Grays River Valley
Revised:
Classification: Essential

Special Education and Related Services for Eligible Students

The purpose of the district’s special education program procedures is to address program areas where State and federal regulations require specific local procedures or permit local exercise of discretion.

The state regulations governing implementation of special education services pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) are addressed in Chapter 392-172A WAC. These procedures do not address all of the requirements contained in the regulations. District personnel who are not familiar with the regulations need to contact ESD 112 Special Education Cooperative (360) 750-7500, if there are questions regarding special education.

As required under WAC 392-172A-06000(1)(b) through (p) and 392-172A-06005, these procedures address the following areas, at the pages indicated below:

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1. Free Appropriate Public Education (FAPE)

Except for incidental fees that are normally charged to all students, services for eligible special education students ages three to 21 will be provided without charge to the students or the parents of the students, pursuant to WAC 392-172A-02000-02045. Special education services will include preschool, elementary, and secondary education and will be provided in conformance with the student's Individual Education Program (IEP).

1.1 Services from Birth to Age Three

The district participates in the provision of early intervention services to eligible children with a disability, birth to three, consistent with the State lead educational agency's policies and procedures and the regulations implementing Part C of the IDEA 2004.

1.2 Eligibility

Pursuant to WAC 392-172A-03040(1)(a), upon completion of the administration of assessments and other evaluation measures described below, a group of qualified professionals and the parent of the student determine whether the student is eligible for special education and the educational needs of the student.

Eligibility will be determined pursuant to WAC 392-172A-03040(2), which provides:

- (a) A student must not be determined to be eligible for special education services if the determinant factor is:
 - (i) Lack of appropriate instruction in reading based upon the state's grade level standards;
 - (ii) Lack of appropriate instruction in math; or
 - (iii) Limited English proficiency; and
- (b) If the student does not otherwise meet the eligibility criteria including presence of a disability, adverse educational impact and need for specially designed instruction.

In interpreting evaluation data for the purpose of determining eligibility for special education services, the district must:

 - (a) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior; and
 - (b) Ensure that information obtained from all of these sources is documented and carefully considered. See WAC 392-172A-03040(3).

Pursuant to WAC 392-172A-03040(4), if a determination is made that a student is eligible for special education, an IEP must be developed for the student in accordance with WAC 392-172A-03090 through 392-172A-03135.

The parent will be provided with a copy of the evaluation report (See below) and a notice of the determination of eligibility. The special education teacher or school psychologist is responsible for sending the evaluation report and notice.

2161 Procedure Instruction

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

The student is determined through a reevaluation to no longer be eligible for special education;

The student has met the district's high school graduation requirements; or

The student has reached age 21. A special education student, whose 21st birthday occurs after August 31, shall continue to be eligible for special education and any necessary related services for the remainder of the school year.

1.3 Graduation

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

2. Identification, Referral (Child Find), and Evaluation

2.1 Identification

Pursuant to WAC 392-172A-02040, the district will conduct "child find" activities calculated to reach all students with a suspected disability, for the purpose of locating, evaluating and identifying students who are in need of special education and related services, regardless of the severity of their disability. The child find activities shall extend to students residing in the district, whether or not they are enrolled in school.

The district reaches students who may be eligible for special education services through: Preschool Child Find activities that are conducted by ESD 112 Specialized Student Services and include public notices of preschool developmental screenings that are posted in the local newspaper and flyers that are provided to the school district for distribution in the local community and to families of school age students. For school age children, Child Find activities occur in the form of teacher, parent or agency referral from any source, formal or informal.

2.1.1 Children Enrolled by Their Parents in Private Schools

Pursuant to WAC 392-172A-04005, the district will locate, identify, and evaluate all students who may be eligible for special education who are enrolled by their parents in private, including religious, elementary and secondary schools located in the district, in accordance with general child find procedures and WAC 392-172A-04005(2) through (5).

The district will consult with parents and representatives of private school students to ensure its child find activities are comparable in private schools located within district boundaries. These consultations will occur at least annually by correspondence which state in person consultation is available upon request of the private school administrator.

2.1.2 Infants and Toddlers

The district will conduct child find activities for infants and toddlers, consistent with the child find requirements of the lead agency for Part C of IDEA 2004. The district in collaboration with the Part C lead agency conducts early childhood screenings for ages birth through 2 years old. When parents or others inquire about screenings, the caller will be referred to the local Family Resource Coordinator and a screening will be scheduled.

2.2 Referral

A student, whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff, or other persons knowledgeable about the student. When district staff member have concerns that a student may have a suspected disability which could result in eligibility for special education services, they will notify the special education teacher or building Principal. Referrals are required to be in writing unless the person referring is unable to write. All referrals must be documented.

The district's building Special Education Team will process referrals in compliance with WAC 392-172A-03005, which provides:

- (1) A parent of a child, a school district, a public agency, and other persons knowledgeable about the child may initiate a request for an initial evaluation to determine if the student is eligible for special education. The request will be in writing, unless the person is unable to write.
- (2) The school district must document the referral and:
 - (a) Notify the parent that the student has been referred because of a suspected disability and that the district, with parental input, will determine whether or not to evaluate the student;
 - (b) Collect and examine existing school, medical and other records in the possession of the parent and the school district; and
 - (c) Within twenty-five school days after receipt of the referral, make a determination whether or not to evaluate the student. The school district will provide prior written notice of the decision that complies with the requirements of WAC 392-172A-05010.
- (3) When the student is to be evaluated to determine eligibility for special education services and the educational needs of the student, the school district shall provide prior written notice to the parent, obtain consent, fully evaluate the student and arrive at a decision regarding eligibility within:
 - (a) Thirty-five school days after the date written consent for an evaluation has been provided to the school district by the parent; or
 - (b) Thirty-five school days after the date the refusal of the parent is obtained by agreement through mediation, or overridden by due process procedures; or
 - (c) Such other time period as may be agreed to by the parent and documented by the school district, including specifying the reasons for extending the timeline.
- (d) Exception. The thirty-five school day time frame for evaluation does not apply if:
 - (i) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
 - (ii) A student enrolls in another school after the consent is obtained and the evaluation has begun but not yet been completed by the other school district, including a determination of eligibility.

- (e) The exception in (d)(ii) of this subsection applies only if the subsequent school district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent school district agree to a specific time when the evaluation will be completed.

If the building Special Education Team reviews a request for evaluation and supporting data and does not suspect that the child has a disability, the district may deny the request. In such a case, written notice, including the reason for the denial and the information used as the basis for the denial, must be given to the parent.

The name of the Special Education Team may be different in each building, for example BAT (Building Assistance Team, SST (Student Support Team), etc. Although the name may be different, the team's function is the same.

If the determination is that the child should be evaluated, the reviewers shall include information about the recommended areas of evaluation, including the need for further medical evaluation of the student, in a written notice to the parent. A form for obtaining parental consent for the evaluation and the release of appropriate records will be sent with the notice.

2.3 Initial Evaluation

The district will conduct an initial evaluation of a student suspected of having a disability, in compliance with WAC 392-172A-03005.

Pursuant to WAC 392-172A-03005(3), when the student is to be evaluated to determine eligibility for special education services and the educational needs of the student, the school district shall provide prior written notice to the parent, obtain consent, fully evaluate the student and arrive at a decision regarding eligibility within:

- (a) Thirty-five school days after the date written consent for an evaluation has been provided to the school district by the parent; or
- (b) Thirty-five school days after the date the refusal of the parent is obtained by agreement through mediation, or overridden by due process procedures; or
- (c) Such other time period as may be agreed to by the parent and documented by the school district, including specifying the reasons for extending the timeline.
- (d) Exception. The thirty-five school day time frame for evaluation does not apply if:
 - (i) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
 - (ii) A student enrolls in another school after the consent is obtained and the evaluation has begun but not yet been completed by the other school district, including a determination of eligibility.
- (e) The exception in (d)(ii) of this subsection applies only if the subsequent school district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent school district agree to a specific time when the evaluation will be completed.

2.4 Initial Evaluation – Part C Students

Students turning three, who were previously determined eligible for early intervention services under Part C of IDEA 2004, must be evaluated for initial eligibility for special education services. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

2.5 Consent

Parental consent is usually required for an evaluation. Pursuant to WAC 392-172A-01040(1) “consent” means that:

- (a) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
- (b) The parent understands and agrees in writing to the carrying out of the activity for which consent is sought, and the consent describes that activity. This includes a list of any records that will be released, and to whom they will be released, or records that will be requested and from whom; and
- (c) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.

If a parent revokes consent, that revocation is not retroactive. This means that the revocation does not undo an action that occurred after consent was given and before the consent was revoked.

Pursuant to WAC 392-172A-03000(1)(d), the district is not required to obtain consent from the parent for an initial evaluation if the student is a ward of the state and is not residing with the student’s parent, and

- (i) Despite reasonable efforts to do so, the school district cannot discover the whereabouts of the parent of the child;
- (ii) The rights of the parents of the child have been terminated; or
- (iii) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

2.6 Evaluation Requirements

The evaluation must be an individual assessment designed to determine:

Whether the student is eligible for special education and any necessary related services; and,

The nature and extent of special education and related services needed by the student, including information related to enabling the child to be involved in and progress in the general education curriculum.

2.6.2 Evaluation Team

The district’s building Special Education Team shall select the members of the evaluation team. Members selected must be knowledgeable about the student and the areas of suspected disabilities. Qualifications of a team member include having the appropriate professional license or certification. The team may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of the group. If the student requires a medical evaluation in order to determine eligibility, the district will coordinate with the parents to arrange for the evaluation at district expense or through the use of public or private insurance, if the parent consents to the use of the insurance. Professional members of the evaluation team need to be familiar with qualifying disability definitions and criteria in federal and State rules.

2.6.2 Evaluation Procedure

Specific areas to be included in the evaluation are determined by the building Special Education Team and other qualified professionals, as appropriate. The district will conduct evaluations in compliance with WAC 392-172A-03020 through 03080.

WAC 392-172A-03020 provides:

- (1) The school district must provide prior written notice to the parents of a student, in accordance with WAC 392-172A-05010 that describes any evaluation procedures the district proposes to conduct.
- (2) In conducting the evaluation, the group of qualified professionals selected by the school district must:
 - (a) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent, which may assist in determining:
 - (i) Whether the student is eligible for special education as defined in WAC 392-172A-01175; and
 - (ii) The content of the student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum, or for a preschool child, to participate in appropriate activities;
 - (b) Not use any single measure or assessment as the sole criterion for determining whether a student's eligibility for special education and for determining an appropriate educational program for the student; and
 - (c) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- (3) Each school district must ensure that:
 - (a) Assessments and other evaluation materials used to assess a student:
 - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (ii) Are provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally unless it is clearly not feasible to so provide or administer;
 - (iii) Are used for the purposes for which the assessments or measures are valid and reliable. If properly validated tests are unavailable, each member of the group shall use professional judgment to determine eligibility based on other evidence of the existence of a disability and need for special education. Use of professional judgment shall be documented in the evaluation report;
 - (iv) Are administered by trained and knowledgeable personnel; and
 - (v) Are administered in accordance with any instructions provided by the producer of the assessments.
 - (b) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
 - (c) Assessments are selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or

- whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- (d) If necessary as part of a complete assessment, the school district obtains a medical statement or assessment indicating whether there are any other factors that may be affecting the student's educational performance.
 - (e) The student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
 - (f) Assessments of students eligible for special education who transfer from one school district to another school district in the same school year are coordinated with those students' prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.
 - (g) In evaluating each student to determine eligibility or continued eligibility for special education service, the evaluation is sufficiently comprehensive to identify all of the student's special education and related services needs, whether or not commonly linked to the disability category in which the student has been classified.
 - (h) Assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the student.

WAC 392-172A-03025 provides that as part of an initial evaluation, if appropriate, and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, must:

- (1) Review existing evaluation data on the student, including:
 - (a) Evaluations and information provided by the parents of the student;
 - (b) Current classroom-based, local, or state assessments, and classroom-based observations; and
 - (c) Observations by teachers and related services providers.
- (2)(a) On the basis of that review, and input from the student's parents, identify what additional data, if any, are needed to determine:
 - (i) Whether the student is eligible for special education services, and what special education and related services the student needs; or
 - (ii) In case of a reevaluation, whether the student continues to meet eligibility, and whether the educational needs of the student including any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum; and
- (b) The present levels of academic achievement and related developmental needs of the student.
- (3) The group described in this section may conduct its review without a meeting.
- (4) The school district must administer such assessments and other evaluation measures as may be needed to produce the data identified in subsection (1) of this section.
- (5)(a) If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the student continues to be a student eligible for special education services, and to determine the student's educational needs, the school district must notify the student's parents of:
 - (i) That determination and the reasons for the determination; and

- (ii) The right of the parents to request an assessment to determine whether the student continues to be a student eligible for special education, and to determine the student's educational needs.
- (b) The school district is not required to conduct the assessment described in this subsection (5) unless requested to do so by the student's parents.

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

a. Specific Learning Disability (SLD)

The district will use the severe discrepancy model for identifying whether a student has a specific learning disability. The district will document the eligibility determination for children suspected of having SLDs, in compliance with WAC 392-172A-03080, which provides:

- (1) In addition to the requirements for evaluation reports under WAC 392-172A-03035, for a student suspected of having a specific learning disability, the documentation of the determination of eligibility must contain a statement of:
 - (a) Whether the student has a specific learning disability;
 - (b) The basis for making the determination, including an assurance that the determination has been made in accordance with WAC 392-172A-03040;
 - (c) The relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning;
 - (d) Any educationally relevant medical findings;
 - (e) Whether:
 - (i) The student does not achieve adequately for the student's age or meet state grade level standards in one or more of the areas described in WAC 392-172A-03055(1); and
 - (ii)(A) The student meets eligibility through a severe discrepancy model consistent with WAC 392-172A-03070; and
 - (B) If used as part of the eligibility determination under (A) of this subsection, a discussion of the student's pattern of strengths and weaknesses in performance, achievement or both, relative to age, state grade level standards, or intellectual development.
 - (f) The determination of the group concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level; and

b. Evaluation of Transfer Students

If a student transfers into the district while an evaluation process is pending from another district, the building case manager is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35 school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, the parents will be provided prior written notice of the timeline needed to complete the evaluation and the reasons for the additional time needed.

2.6.3 Evaluation Report

The district will provide the parent with an evaluation report, in compliance with WAC 392-172A-03035. Pursuant to WAC 392-172A-03035(1), the evaluation report shall be sufficient in scope to develop an IEP, and at a minimum, must include:

- (a) A statement of whether the student has a disability that meets the eligibility criteria in this chapter;
- (b) A discussion of the assessments and review of data that supports the conclusion regarding eligibility including additional information required under WAC 392-172A-03080 for students with specific learning disabilities;
- (c) How the student's disability affects the student's involvement and progress in the general education curriculum or for preschool children, in appropriate activities;
- (d) The recommended special education and related services needed by the student;
- (e) Other information, as determined through the evaluation process and parental input, needed to develop an IEP;
- (f) The date and signature of each professional member of the group certifying that the evaluation report represents his or her conclusion. If the evaluation report does not reflect his or her conclusion, the professional member of the group must include a separate statement representing his or her conclusions.

Pursuant to WAC 392-172A-03035(2), individuals contributing to the report must document the results of their individual assessments or observations.

The case manager is responsible for notifying parents of the date, time, and location of evaluation meetings by following the procedures in the parent participation section of these procedures (See below).

2.7 Reevaluations

The district will periodically reevaluate students eligible for special education, in compliance with WAC 392-172A-03015. Pursuant to WAC 392-172A-03015(1), the district must ensure that a reevaluation of each student eligible for special education is conducted in accordance with WAC 392-172A-03020 through 392-172A-03080 when:

- (a) The district determines that the educational or related services needs, including improved academic achievement and functional performance of the student warrant a reevaluation; or
- (b) If the child's parent or teacher requests a reevaluation.

Pursuant to WAC 392-172A-03015(2), a reevaluation:

- (a) May occur not more than once a year, unless the parent and the district agree otherwise; and
- (b) Must occur at least once every three years, unless the parent and the district agree that a reevaluation is unnecessary.

Pursuant to WAC 392-172A-03015(3), reevaluations shall be completed within:

- (a) Thirty-five school days after the date written consent for an evaluation has been provided to the district by the parent;
- (b) Thirty-five school days after the date the refusal of the parent was overridden through due process procedures or agreed to using mediation; or

- (c) Such other time period as may be agreed to by the parent and documented by the district, within the time frames in WAC 392-172A-03015(2).

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

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

If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using prior written notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary.

Parent consent to the reevaluation is not required if the reevaluation does not require additional testing. If additional testing is needed, the district will request written parental consent for reevaluation.

If the parents do not return the signed consent form, the district will send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice.

If the parents *do not respond* to the request for consent, the district can proceed with the reevaluation;

If the parents *refuse to consent* to the reevaluation, the evaluation team will notify the building Principal so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parents’ refusal to consent.

2.8 Reevaluation and Graduation

No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 21. Instead, the district will provide prior written notice. For students who leave school during ages 18 through 21 the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. This summary will be provided to the student at the approximately one month prior to the student’s leaving school.

2.9 Independent Educational Evaluations (IEE)

The district will respond to requests by parents for an Independent Educational Evaluation (IEE) at public expense in compliance with WAC 392-172A-05005, which provides:

- (1)(a) Parents of a student eligible for special education have the right under this chapter to obtain an independent educational evaluation of the student if the parent disagrees with the school district's evaluation subject to subsections (2) through (7) of this section.
- (b) Each school district shall provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations as set forth in subsection (7) of this section.
- (c) For the purposes of this section:

- (i) Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the student in question; and
 - (ii) Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with this chapter.
- (2)(a) A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation conducted or obtained by the school district.
- (b) A parent is entitled to only one independent educational evaluation at public expense each time the school district conducts an evaluation with which the parent disagrees.
- (c) If a parent requests an independent educational evaluation at public expense consistent with (a) of this subsection, the school district must either:
- (i) Initiate a due process hearing within fifteen days to show that its evaluation is appropriate; or
 - (ii) Ensure that an independent educational evaluation is provided at public expense, unless the school district demonstrates in a hearing under this chapter that the evaluation obtained by the parent did not meet agency criteria.
- (3) If the school district initiates a hearing and the final decision is that the district's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.
- (4) If a parent requests an independent educational evaluation, the school district may ask for the parent's reason why he or she objects to the school district's evaluation. However, the explanation by the parent may not be required and the school district must either provide the independent educational evaluation at public expense or initiate a due process hearing to defend the educational evaluation.
- (5) If the parent obtains an independent educational evaluation at public or private expense, the results of the evaluation:
- (a) Must be considered by the school district, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the student; and
 - (b) May be presented as evidence at a hearing under this chapter regarding that student.
- (6) If an administrative law judge requests an independent educational evaluation as part of a due process hearing, the cost of the evaluation must be at public expense.
- (7)(a) If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation.
- (b) Except for the criteria described in (a) of this subsection, a school district may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

Any parent request for an IEE at public expense should be immediately referred to the ESD 112 Co-op Regional Coordinator/Program Administrator. The ESD 112 Co-op Regional Coordinator/Program Administrator shall review the request and determine whether the district will pay for the requested evaluation or file a request for a due process hearing.

3. Individualized Education Programs (IEP)

The district will develop, maintain, implement, and revise IEPs in compliance with the requirements of WAC 392-172A-03090 through 03115, which are set forth below.

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the ESD 112 Co-op Regional Coordinator/Program Administrator will notify that parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

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

3.1 Definition and Content of IEP

The district will develop IEPs that comply with WAC 392-172A-03090, which provides:

- (1) The term IEP means a written statement for each student eligible for special education that is developed, reviewed, and revised in a meeting in accordance with WAC 392-172A-03095 through 392-172A-03100, and that must include:
 - (a) A statement of the student's present levels of academic achievement and functional performance, including:
 - (i) How the student's disability affects the student's involvement and progress in the general education curriculum (the same curriculum as for nondisabled students);
or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
 - (b)(i) A statement of measurable annual goals, including academic and functional goals designed to:
 - (A) Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and
 - (B) Meet each of the student's other educational needs that result from the student's disability; and
 - (ii) For students who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- (c) A description of:
 - (i) How the district will measure the student's progress toward meeting the annual goals described in (b) of this subsection; and
 - (ii) When the district will provide periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards);
- (d) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to

- the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:
- (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other students including nondisabled students in the activities described in this section;
- (e) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education classroom and extracurricular and nonacademic activities;
- (f)(i) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments; and
- (ii) If the IEP team determines that the student must take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:
 - (A) The student cannot participate in the regular assessment; and
 - (B) The particular alternate assessment selected is appropriate for the student;
- (g) Extended school year services, if determined necessary by the IEP team for the student to receive FAPE.
- (h) Aversive interventions, if any, required for the student.
- (i) The projected date for the beginning of the services and modifications described in (d) of this subsection, and the anticipated frequency, location, and duration of those services and modifications.
- (j) Beginning not later than the first IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:
- (i) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - (ii) The transition services including courses of study needed to assist the student in reaching those goals.
- (k) Transfer of rights at age of majority. Beginning not later than one year before the student reaches the age of eighteen, the IEP must include a statement that the student has been informed of the student's rights under the act, if any, that will transfer to the student on reaching the age of majority.
- (2) Construction. Nothing in this section shall be construed to require:
- (a) Additional information be included in a student's IEP beyond what is explicitly required by the federal regulations implementing the act or by state law; or
 - (b) The IEP team to include information under one component of a student's IEP that is already contained under another component of the student's IEP.

3.2 Composition of IEP Team

The district will identify individuals to be members of each eligible student's IEP team, in compliance with WAC 392-172A-03095, which provides:

- (1) School districts must ensure that the IEP team for each student eligible for special education includes:
 - (a) The parents of the student;
 - (b) Not less than one general education teacher of the student if the student is, or may be, participating in the general education environment;
 - (c) Not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student;
 - (d) A representative of the public agency who:
 - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students eligible for special education;
 - (ii) Is knowledgeable about the general education curriculum; and
 - (iii) Is knowledgeable about the availability of resources of the school district.
 - (e) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in (b) through (e) of this subsection;
 - (f) At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate; and
 - (g) Whenever appropriate, the student.
- (2)(a) The student must be invited to the IEP team meeting when the purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals.
- (b) If the student does not attend the IEP team meeting, the school district must take other steps to ensure that the student's preferences and interests are considered.
- (c) To the extent appropriate, with the consent of the parents or a student who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
- (3) The determination of the knowledge or special expertise of any individual invited pursuant to subsection (1)(f) of this section must be made by the party who invited the individual to be a member of the IEP team.
- (4) A school district may designate one of the members of the IEP team identified in subsection (1)(b), (c), or (e) of this section to also serve as the district representative, if the criteria in subsection (1)(d) of this section are satisfied.
- (5)(a) A school district member of the IEP team is not required to attend a meeting, in whole or in part, if the parent of a student eligible for special education and the school district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

- (b) A member of the IEP team described in (a) of this subsection may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:
 - (i) The parent, in writing, and the public agency consent to the excusal; and
 - (ii) The member submits written input into the development of the IEP prior to the meeting and provides the input to the parent and other IEP team members.
- (6) In the case of a student who was previously served under Part C of the act, an invitation to the initial IEP team meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives as specified by the state lead agency for Part C to assist with the smooth transition of services.

3.3 Parent Participation

The district will ensure parent participation in the IEP process in compliance with WAC 392-172A-03100 through 03115. WAC 392-172A-03100 provides:

A school district must ensure that one or both of the parents of a student eligible for special education are present at each IEP team meeting or are afforded the opportunity to participate, including:

- (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- (2) Scheduling the meeting at a mutually agreed on time and place.
- (3) The notification required under subsection (1) of this subsection must:
 - (a) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - (b) Inform the parents about the provisions relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student, and participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead agency for Part C at the initial IEP team meeting for a child previously served under Part C of IDEA 2004.
- (4) Beginning not later than the first IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team, the notice also must:
 - (a) Indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the student and that the agency will invite the student; and
 - (b) Identify any other agency that will be invited to send a representative.
- (5) If neither parent can attend an IEP team meeting, the school district must use other methods to ensure parent participation, including video or telephone conference calls.
- (6) A meeting may be conducted without a parent in attendance if the school district is unable to convince the parents that they should attend. In this case, the public agency must keep a record of its attempts to arrange a mutually agreed on time and place, such as:
 - (a) Detailed records of telephone calls made or attempted and the results of those calls;
 - (b) Copies of correspondence sent to the parents and any responses received; and
 - (c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

- (7) The school district must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- (8) The school district must give the parent a copy of the student's IEP at no cost to the parent.

The case manager is responsible for all notifications regarding the student's IEP as well as selecting the appropriate forms. The case manager is also responsible for making arrangements to facilitate parent participation and arrange for interpreters, if necessary. The case manager will document all attempts to convince the parent to attend the IEP team meeting.

Pursuant to WAC 392-172A-03115 and consistent with WAC 392-172A-05000 (3)(a), the district will ensure that the parents of each student eligible for special education are members of any group that makes decisions on the educational placement of the student.

3.4 When IEPs Must Be in Effect

The district will comply with the effective date requirements for IEPs, as set forth in WAC 392-172A-03105(1) through (3), which provide:

- (1) At the beginning of each school year, each school district must have an IEP in effect, for each student eligible for special education that it is serving through enrollment in the district.
- (2) For an initial IEP, a school district must ensure that:
 - (a) A meeting to develop the student's IEP within thirty days of a determination that the student is eligible for special education and related services; and
 - (b) As soon as possible following development of the IEP, special education and related services are made available to the student in accordance with the student's IEP.
- (3) Each school district must ensure that:
 - (a) The student's IEP is accessible to each general education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation; and
 - (b) Each teacher and provider described in (a) of this subsection is informed of:
 - (i) His or her specific responsibilities related to implementing the student's IEP; and
 - (ii) The specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

3.5 When IEPs Must Be in Effect for Transfer Students

Pursuant to WAC 392-172A-03105(4), if a student eligible for special education transfers to the district from another school district within the state and has an IEP that was in effect for the current school year from the previous school district, this district, in consultation with the parents, must provide FAPE to the student including services comparable to those described in the student's IEP, until this district either:

- (a) Adopts the student's IEP from the previous school district; or
- (b) Develops, adopts, and implements a new IEP that meets the applicable requirements in WAC 392-172A-03090 through 392-172A-03110.

Pursuant to WAC 392-172A-03105 (5), if a student eligible for special education transfers from a school district located in another state to this district and has an IEP that is in effect for the current school year from the previous school district, this district, in consultation with the

parents, must provide FAPE to the student including services comparable to those described in the student's IEP, until this district either:

- (a) Conducts an evaluation to determine whether the student is eligible for special education services in this state, if the district believes an evaluation is necessary to determine eligibility under state standards; and
- (b) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in WAC 392-172A-03090 through 392-172A-03110.

Pursuant to WAC 392-172A-03105(6), to facilitate the transition for a transfer student:

- (a) This district must take reasonable steps to promptly obtain the student's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the student, from the previous school in which the student was enrolled, pursuant to RCW 28A.225.335 and consistent with applicable Family Education Rights and Privacy Act (FERPA) requirements; and
- (b) The school district in which the student was enrolled must take reasonable steps to promptly respond to the request from the new school district, pursuant to RCW 28A.225.335 and applicable FERPA requirements.

3.6 Development, Review, and Revision of IEPs

The district will develop, review, and revise IEPs in compliance with WAC 392-172A-03110, which provides:

- (1) In developing each student's IEP, the IEP team must consider:
 - (a) The strengths of the student;
 - (b) The concerns of the parents for enhancing the education of their student;
 - (c) The results of the initial or most recent evaluation of the student; and
 - (d) The academic, developmental, and functional needs of the student.
- (2)(a) When considering special factors unique to a student, the IEP team must:
 - (i) Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior, in the case of a student whose behavior impedes the student's learning or that of others; and
 - (ii) Consider the language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;
 - (iii) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;
 - (iv) Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and
 - (v) Consider whether the student needs assistive technology devices and services.

- (b) A general education teacher of a student eligible for special education, as a member of the IEP team, must, to the extent appropriate, participate in the development of the student's IEP, including the determination of:
 - (i) Appropriate positive behavioral interventions and supports and other strategies for the student; and
 - (ii) Supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185.
- (c) After the annual IEP team meeting for a school year, the parent of a student eligible for special education and the school district may agree not to convene an IEP team meeting for the purposes of making changes to the IEP, and instead may develop a written document to amend or modify the student's current IEP. If changes are made to the student's IEP the school district must ensure that the student's IEP team is informed of those changes and that other providers responsible for implementing the IEP are informed of any changes that affect their responsibility to the student, consistent with WAC 392-172A-03105(3).
- (d) Changes to the IEP may be made either by the entire IEP team at an IEP team meeting, or as provided in (c) of this subsection, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.
- (e) To the extent possible, the school districts must encourage the consolidation of reevaluation meetings and other IEP team meetings for the student.
- (3) Each public agency must ensure that, subject to subsections (4) and (5) of this section the IEP team:
 - (a) Reviews the student's IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved; and
 - (b) Revises the IEP, as appropriate, to address:
 - (i) Any lack of expected progress toward the annual goals described in WAC 392-172A-03090 (1)(b) and in the general education curriculum, if appropriate;
 - (ii) The results of any reevaluations;
 - (iii) Information about the student provided to, or by, the parents, as described under WAC 392-172A-03025;
 - (iv) The student's anticipated needs; or
 - (v) Other matters.
- (4) In conducting a review of the student's IEP, the IEP team must consider the special factors described in subsection (2)(a) of this section. In the case of a student whose behavior continues to impede the progress of the student or others despite the use of positive behavioral support strategies: Consider the need for aversive interventions only as a last resort, if positive behavior supports have been used in accordance with the student's IEP, the use of positive behavior supports has been documented to be ineffective, and the IEP team, consistent with WAC 392-172A-03120 through 392-172A-03135 determines that an aversive intervention plan is necessary for the student.
- (5) A general education teacher of the student, as a member of the IEP team, must, consistent with subsection (2)(b) of this section, participate in the review and revision of the IEP of the student.

- (6)(a) If a participating agency, other than the school district, fails to provide the transition services described in the IEP in accordance with WAC 392-172A-03090 (1)(j), the school district must reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
- (b) Nothing in this chapter relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students eligible for special education services who meet the eligibility criteria of that agency.
- (7)(a) The following requirements do not apply to students eligible for special education who are convicted as adults under state law and incarcerated in adult prisons:
 - (i) The requirement that students eligible for special education participate in district or state-wide assessments.
 - (ii) The requirements related to transition planning and transition services, if the student's eligibility for special education services will end because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.
- (b)(i) Subject to (b)(ii) of this subsection, the IEP team of a student with a disability who is convicted as an adult under state law and incarcerated in an adult prison may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.
- (ii) Contents of the IEP and LRE (least restrictive environment) requirements do not apply with respect to the modifications described in (b)(i) of this subsection.

4. Least Restrictive Environment (LRE), Access to Extracurricular and Non-Academic Activities, Continuum of Services

4.1 Least Restrictive Environment (LRE)

The district provides special education and related services to eligible students, in the least restrictive environment (LRE), pursuant to WAC 392-172A-02050 through 02070. WAC 392-172A-02050 provides:

Subject to the exceptions for students in adult correctional facilities, school districts shall ensure that the provision of services to each student eligible for special education, including preschool students and students in public or private institutions or other care facilities, shall be provided:

- (1) To the maximum extent appropriate in the general education environment with students who are nondisabled; and
- (2) Special classes, separate schooling or other removal of students eligible for special education from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Pursuant to WAC 392-172A-02060(2), when determining the educational placement of a student eligible for special education, including a preschool student, the selection of the appropriate placement for each student shall be based upon:

- (a) The student's IEP;
- (b) The least restrictive environment requirements contained in WAC 392-172A-02050 through 392-172A-02070, including WAC 392-172A-02060;

- (c) The placement option(s) that provides a reasonably high probability of assisting the student to attain his or her annual goals; and
- (d) A consideration of any potential harmful effect on the student or on the quality of services which he or she needs.

Pursuant to WAC 392-172A-02060 (3), unless the IEP of a student requires some other arrangement, the student shall be educated in the school that he or she would attend if nondisabled. In the event the student needs other arrangements, placement shall be as close as possible to the student's home.

Pursuant to WAC 392-172A-02060 (4), a student shall not be removed from education in age-appropriate general classrooms solely because of needed modifications in the general education curriculum.

4.2 Access to Extracurricular and Nonacademic Services

In compliance with WAC 392-172A-02025, the district will provide nonacademic and extracurricular services and activities in the manner necessary to afford students eligible for special education an equal opportunity for participation in those services and activities. Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students.

Nonacademic and extracurricular services and activities available through the district may include: vocational and school counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, post-secondary transition services such as referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.

Pursuant to WAC 392-172A-02065, each student eligible for special education will participate with nondisabled students in extracurricular services and activities to the maximum extent appropriate to the needs of that student. The district will ensure that each student eligible for special education has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

4.3 Continuum of Alternative Placements

The district provides a continuum of alternative placements for students, pursuant to WAC 392-172A-02055, which provides:

- (1) Each school district shall ensure that a continuum of alternative placements is available to meet the special education and related services needs of students.
- (2) The continuum required in this section must:
 - (a) Include the alternative placements listed in the definition of special education in WAC 392-172A-01175, such as instruction in general education classes, special education classes, special schools, home instruction, and instruction in hospitals and institutions; and
 - (b) Make provision for supplementary services such as resource room or itinerant instruction to be provided in conjunction with general education classroom placement.

5. Procedural Safeguards and Discipline Procedures

5.1 Notice of Procedural Safeguards

Pursuant to WAC 392-172A- 05015(1), the district shall provide a copy of the procedural safeguards notice to the parents of eligible special education students and students referred for special education and adult students one time per school year, and

- (a) Upon initial referral or parent request for evaluation;
- (b) Upon receipt of the first state complaint and receipt of the first due process complaint in a school year;
- (c) When a decision is made to remove a student for more than ten school days in a year, and that removal constitutes a change of placement; and
- (d) Upon request by a parent.

The procedural safeguards notice used by the district must include a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, State complaint procedures, mediation, the child's placement during pendency of due process proceedings, including requirements for disclosure of evidence, due process hearings, civil actions, and attorney's fees.

Copies of the district's special education procedural safeguards notice are available from the case manager or at ESD 112 Specialized Student Services. The case manager is responsible for ensuring that the procedural safeguards are provided at least once a year and for initial referral for evaluation, when a student's placement is changed because the student has been removed for more than 10 school days in a year, and upon parent request. ESD 112 Specialized Student Services is responsible for providing the procedural safeguards when the first state complaint and/or due process complaint is received.

5.2 Prior Written Notice

The district will provide prior written notice as required by WAC 392-172A-05010, which provides:

- (1) Written notice that meets the requirements of subsection (2) of this section must be provided to the parents of a student eligible for special education, or referred for special education a reasonable time before the school district:
 - (a) Proposes to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE to the student; or
 - (b) Refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE to the student.
- (2) The notice required under this section must include:
 - (a) A description of the action proposed or refused by the agency;
 - (b) An explanation of why the agency proposes or refuses to take the action;
 - (c) A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;
 - (d) A statement that the parents of a student eligible or referred for special education have protection under the procedural safeguards and, if this notice is not an initial referral

- for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- (e) Sources for parents to contact to obtain assistance in understanding the procedural safeguards and the contents of the notice;
 - (f) A description of other options that the IEP team considered and the reasons why those options were rejected; and
 - (g) A description of other factors that are relevant to the agency's proposal or refusal.
- (3)(a) The notice required under subsections (1) and (2) of this section must be:
- (i) Written in language understandable to the general public; and
 - (ii) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
- (b) If the native language or other mode of communication of the parent is not a written language, the school district must take steps to ensure:
- (i) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - (ii) That the parent understands the content of the notice; and
 - (iii) That there is written evidence that the requirements in (b) of this subsection have been met.

5.3 Mediation

Mediation shall be made available under WAC 392-172A-05060 through 05075. The purpose of mediation is to offer both the parent and the district an opportunity to resolve disputes and reach a mutually acceptable agreement concerning the identification, evaluation, educational placement or provision of FAPE to the student through the use of an impartial mediator.

Mediation is voluntary and requires the agreement of both parties. It may be terminated by either party at any time during the mediation process. Mediation cannot be used to deny or delay a parent's right to a due process hearing, or to deny any other rights afforded under IDEA 2004.

Mediation services are provided by the Office of the Superintendent of Public Instruction (OSPI) at no cost to either party, including the costs of meetings described in WAC 392-172A-05075. To access the state-wide mediation system, a request for mediation services may be made in writing or verbally to administrative agents for the OSPI. Written confirmation of the request shall be provided to both parties by an intake coordinator and a mediator shall be assigned to the case. The OSPI will provide mediation services for individuals whose primary language is not English or who use another mode of communication unless it is clearly not feasible to do so. Each session in the mediation process shall be scheduled in a timely manner and shall be held in a location that is convenient to the parties to the dispute. See WAC 392-172A-05060.

If the parties resolve a dispute through the mediation process, the parties must execute a legally binding agreement that sets forth that resolution and that:

- (a) States that all discussions that occurred during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
- (b) Is signed by both the parent and a representative of the district who has the authority to bind the district.

Discussions that occur during the mediation process must be confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding of any federal or state court. See WAC 392-172A-05070.

5.4 Due Process Hearing

Both parents and districts may file requests for due process hearings involving the identification, evaluation, placement, or provision of FAPE to a student, pursuant to WAC 392-172A-05080 through 05125.

5.4.1 Due Process Hearing Request

IDEA 2004 requires that specific information be provided as part of a due process hearing request. The requirements are identified in the procedural safeguards notice and on the due process hearing request form. Due process hearing request forms are available at the district office and ESD 112 Specialize Student Services and on the OSPI Special Education and Administrative Resources Web site.

If a staff person receives a request for a due process hearing, a copy of the request should be immediately forwarded to the district's Superintendent's office. If the parent has not filed the request for hearing with the OSPI, the district will forward the parent request to the OSPI Administrative Resources Section. The district may not delay or deny a parent's due process hearing request. Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. ESD 112 Specialized Student Services is responsible for providing the parents a copy of the procedural safeguards in this situation and documenting that the safeguards were provided to the parent.

When a parent files a due process hearing, the student remains in the placement the student was in when the request was filed, unless the parents and district agree to a different placement. See the discipline section of these procedures for placements when a disciplinary action is challenged.

5.4.2 Resolution Session

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

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

5.5 Discipline

The district will comply with the provisions of WAC 392-172A-05140 through 05175 when disciplining students eligible for special education or who may be deemed to be eligible for special education.

5.5.1 Purpose

Under WAC 392-172A-05140 the purpose of the disciplinary procedures set forth in WAC 392-172A-05140 through 392-172A-05155 is to ensure that students eligible for special education services are not improperly excluded from school for disciplinary reasons and are provided services in accordance with WAC 392-172A-05145. The district shall take steps to ensure that each employee, contractor, and other agent is knowledgeable of the disciplinary procedures to be followed for students eligible for special education and students who may be deemed to be

eligible for special education, and knowledgeable of the rules and procedures contained in Chapter 392-400 WAC governing discipline for all students.

5.5.2 Authority of School Personnel

Under WAC 392-172A-05145(1), school personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of WAC 392-172A-05145(1), is appropriate for a student eligible for special education services, who violates a code of student conduct.

5.5.3 Disciplinary Removals

School personnel may remove a student eligible for special education who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days to the extent those alternatives are applied to students without disabilities under this section, and for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a change of placement under WAC 392-172A-05155 (set forth below). See WAC 392-172A-05145(2)(a).

After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent days of removal the district must provide services to the extent required under subsection WAC 392-172A-05145(4). See WAC 392-172A-05145(2)(b).

When disciplinary changes in placement exceed ten consecutive school days, and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability pursuant to WAC 392-172A-05145(5), school personnel may apply the relevant disciplinary procedures to students eligible for special education in the same manner and for the same duration as a district would apply discipline procedures to students without disabilities, except that services shall be provided in accordance with WAC 392-172A-05145(4). See WAC 392-172A-05145(3).

5.5.4 Services for Students During Disciplinary Removals

The district will provide services to eligible students who are removed from their current placements in compliance with WAC 392-172A-05145(4), which provides:

- (4) A student who is removed from the student's current placement pursuant to subsection (3) or (5) of [WAC 392-172A-05145] must:
 - (a) Continue to receive educational services, that provide a FAPE, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
 - (b) Receive, as appropriate when a student's removal is not a manifestation of the student's disability, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
 - (c) The services required by (a), (d), (e), and (f) of this subsection may be provided in an interim alternative educational setting.
 - (d) A school district is only required to provide services during periods of removal to a student eligible for special education who has been removed from his or her current placement for ten school days or less in that school year, if it provides services to a student without disabilities who is similarly removed.

(e) After a student eligible for special education has been removed from his or her current placement for ten school days in the same school year, if the current removal is for not more than ten consecutive school days and is not a change of placement under WAC 392-172A-05155, set forth below, school personnel, in consultation with at least one of the student's teachers, determine the extent to which services are needed, to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

(f) If the removal is a change of placement under WAC 392-172A-05155, set forth below, the student's IEP team determines appropriate services under (a) of this subsection.

5.5.5 Manifestation Determination

Pursuant to WAC 392-172A-05145(5)(a), within ten school days of any decision to change the placement of a student eligible for special education because of a violation of a code of student conduct, the district, the parent, and relevant members of the student's IEP team (as determined by the parent and the school district) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- (i) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- (ii) If the conduct in question was the direct result of the school district's failure to implement the IEP.

Pursuant to WAC 392-172A-05145(5)(b), the conduct must be determined to be a manifestation of the student's disability if the district, the parent, and relevant members of the student's IEP team determine that either of the conditions (i) or (ii), above, was met.

If the district, the parent, and relevant members of the student's IEP team determine the conduct was a manifestation of the student's disability, the district must take immediate steps to remedy those deficiencies. See WAC 392-172A-05145(5)(c).

5.5.6 Functional Behavioral Assessment and Behavior Intervention Plan

Pursuant to WAC 392-172A-05145(6), if the district, the parent, and relevant members of the student's IEP team determine the conduct was a manifestation of the student's disability, the IEP team must either:

- (a) Conduct a functional behavioral assessment, unless the district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student; or
- (b) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- (c) Except as provided in WAC 392-172A-05145(7), set forth below, return the student to the placement from which the student was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

5.5.7 Removals for Possession of Weapons or Illegal Drugs or Infliction of Serious Bodily Injury

Pursuant to WAC 392-172A-05145(7), school personnel may remove a student to an interim alternative educational setting for not more than forty-five school days, without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

- (a) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the district;
- (b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the district; or
- (c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the district.

See WAC 392-172A-05145(9) for definitions of "controlled substance," "illegal drug," "serious bodily injury," and "weapon."

5.5.8 Notification

Pursuant to WAC 392-172A-05145(8), on the date on which the decision is made to make a removal that constitutes a change of placement of a student eligible for special education because of a violation of a code of student conduct, The case manager must notify the parents of that decision, and provide the parents the procedural safeguards notice.

5.5.9 Interim Alternative Setting

Pursuant to WAC 392-172A-05150, the student's IEP team will determines the interim alternative educational setting for services under WAC 392-172A-07105(3), (4) (e) and (7).

5.5.10 Change of Placement Because of Disciplinary Removals

WAC 392-172A-05155 provides:

For purposes of removals of a student eligible for special education from the student's current educational placement, because of disciplinary removals, a change of placement occurs if:

- (1) The removal is for more than ten consecutive school days; or
- (2) The student has been subjected to a series of removals that constitute a pattern:
 - (a) Because the series of removals total more than ten school days in a school year;
 - (b) Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - (c) Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.
- (3) The school district determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.
- (4) The determination regarding a disciplinary change of placement is subject to review through due process and judicial proceedings.

5.5.11 Appeal of Placement Decisions and Manifestation Determinations

The district will follow the procedures for appeals of placement decisions and manifestation determinations set forth in WAC 392-172A-05160, which provides:

- (1) The parent of a student eligible for special education who disagrees with any decision regarding placement under WAC 392-172A-05145 and 392-172A-05155, or the manifestation determination under WAC 392-172A-05145(5), or a school district that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a due process hearing. The hearing is requested by filing a due process hearing request pursuant to WAC 392-172A-05080 and 392-172A-05085.
 - (2)(a) An administrative law judge under WAC 392-172A-05095 hears, and makes a determination regarding an appeal under subsection (1) of this section.
- (b) In making the determination under (a) of this subsection, the administrative law judge may:
 - (i) Return the student to the placement from which the student was removed if the administrative law judge determines that the removal was a violation of WAC 392-172A-05145 through 392-172A-05155 or that the student's behavior was a manifestation of the student's disability; or
 - (ii) Order a change of placement of the student to an appropriate interim alternative educational setting for not more than forty-five school days if the administrative law judge determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
- (c) The procedures under subsection (1) of this section and (b) of this subsection may be repeated, if the school district believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.
- (3) Whenever a hearing is requested under subsection (1) of this section, the parents and the school district involved in the dispute must have an opportunity for an impartial due process hearing consistent with the requirements of WAC 392-172A-05080 through 392-172A-05090 and 392-172A-05100 through 392-172A-05110, except:
 - (a) The due process hearing must be expedited, and must occur within twenty school days of the date the due process hearing request is filed. The administrative law judge must make a determination within ten school days after the hearing.
 - (b) Unless the parents and school district agree in writing to waive the resolution meeting described in (b) (i) of this subsection, or agree to use the mediation process:
 - (i) A resolution meeting must occur within seven days of receiving notice of the due process hearing request; and
 - (ii) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen days of the receipt of the due process hearing request.
- (4) The administrative hearing decisions on expedited due process hearings may be appealed, by initiating a civil action consistent with WAC 392-172A-05115.

5.5.12 Placement During an Appeal Through a Due Process Hearing

Pursuant to WAC 392-172A-05165, when either the parent or the district requests a due process hearing, and unless the parent and the district agree otherwise, the student must remain in the interim alternative educational setting pending the sooner of: (1) the decision of the administrative law judge; or (2) the expiration of the applicable ten-day time period specified in WAC 392-172A-05145(3) or the 45-day period specified in WAC 392-172A-05145 (7).

5.5.13 Protections for Students Not Determined Eligible for Special Education

Pursuant to WAC 392-172A-05170(1), a student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in Chapter 392-172A WAC, if the district had knowledge as determined in accordance with WAC 392-172A-05170(2) (See below) that the student was a student eligible for special education before the behavior that precipitated the disciplinary action occurred.

WAC 392-172A-05170(2) provides:

- (2) Basis of knowledge. A school district must be deemed to have knowledge that a student is eligible for special education if before the behavior that precipitated the disciplinary action occurred:
 - (a) The parent of the student expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the student, that the student is in need of special education and related services;
 - (b) The parent of the student requested an evaluation of the student pursuant to WAC 392-172A-03005; or
 - (c) The teacher of the student, or other personnel of the school district, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other supervisory personnel of the school district.

Pursuant to WAC 392-172A-05170(3), the district will not be deemed to have knowledge under subsection WAC 392-172A-05170(2) if:

- (a) The parent of the student:
 - (i) Has not allowed an evaluation of the student pursuant to WAC 392-172A-03000 through 392-172A-03080; or
 - (ii) Has refused services under this chapter; or
- (b) The student has been evaluated in accordance with WAC 392-172A-03005 through 392-172A-03080 and determined to not be eligible for special education and related services under this part.

Pursuant to WAC 392-172A-05170(4)(a), if the district does not have knowledge that a student is eligible for special education prior to taking disciplinary measures against the student, the student may be disciplined using the same disciplinary measures applied to students without disabilities who engage in comparable behaviors consistent with the following from WAC 392-172A-05170(4)(b):

- (b)(i) If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures under WAC 392-172A-05145, the evaluation must be conducted in an expedited manner.

(ii) Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

(iii) If the student is determined to be eligible for special education services, taking into consideration information from the evaluation conducted by the school district and information provided by the parents, the agency must provide special education and related services in accordance with this chapter and follow the discipline requirements, including the requirements of Section 612 (a) (1) (A) of the act.

5.5.14 Referral to and Action by Law Enforcement and Judicial Authorities.

Nothing in Chapter 392-172A WAC prohibits the district from reporting a crime committed by a student to appropriate authorities, or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student eligible for special education. If the district reports a crime committed by a student eligible for special education, the district must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the agency reports the crime, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act. See WAC 392-172A-05175.

5. Confidentiality and Records Management

Each building Principal is responsible for maintaining the confidentiality of personally identifiable information pertaining to special education students, consistent with WAC 392-172A-05180 through 05245.

Each building Principal will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable information of special education students, pursuant to WAC 392-172A-05230(4).

Pursuant to WAC 392-172A-05205, the district will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained or used by the district.

Pursuant to WAC 392-172A-05230(3), the district will provide instruction to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in Chapter 392-172A WAC, State law, and federal regulations implementing the Family Educational Rights and Privacy Act, FERPA, (34 C.F.R. Part 99).

Pursuant to WAC 392-172A-05190(1), the district shall permit parents of students eligible for special education to inspect and review, during school business hours, any educational records relating to the student, which are collected, maintained, or used by the district. The district shall comply with a request promptly and before any meeting regarding an individualized education program or hearing or resolution session relating to the identification, evaluation, educational placement of the student or provision of FAPE to the student, including disciplinary proceedings. The district shall respond, in no case, more than forty-five calendar days after the request has been made.

Pursuant to WAC 392-172A-05190(2), the right to inspect and review educational records under WAC 392-172A-05190 includes:

- (a) The right to a response from the district to reasonable requests for explanations and interpretations of the records;

- (b) The right to request that the district provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- (c) The right to have a representative of the parent or adult student inspect and review records.

The district may presume that a parent has authority to inspect and review records relating to his or her student unless the school district or other public agency has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce. See WAC 392-172A-05190(3).

If an educational record includes information on more than one student, the parents (and/or adult student) may only inspect and review information relating to their own child.

School personnel receiving requests for educational records will immediately forward the request to the case manager.

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

The district follows the guidelines for records retention outlined in the Secretary of State's, *General Records Retention Schedule and Records Management Manual*. The district shall inform parents or adult students when personally identifiable information collected, maintained or used is no longer needed to provide educational services to the student. The information shall be destroyed at the request of the parent(s) or adult student, or will be provided to the parent or adult student upon their request. However, a permanent record of the student's name, address and phone number, his or her grades, attendance, record, classes attended, grade level completed and year completed will be maintained without time limitation. See WAC 392-172A-05235.

Records management is also governed by the district's procedure 4040, Public Access to District Records.

7. Transitions of Birth-to-Three Students to Preschool

Pursuant to WAC 392-172A-02080, the district will assist with the smooth and effective transition of students who participate in early intervention programs assisted under Part C and are eligible for services under Part B, to the district's preschool program. The district will comply with WAC 392-172A-02080(2) and (3), which provide:

- (2) Each school district will participate in transition planning conferences arranged by the designee of the lead agency for Part C in the state. A transition planning conference will be convened for each student who may be eligible for preschool services at least ninety days prior to the student's third birthday.
- (3) By the third birthday of a student described in subsection (1) of this section, an IEP has been developed and is being implemented for the student consistent with WAC 392-172A-02000(1).

The ESD 112 Birth-through-Two Services Coordinator is responsible for coordinating with the Regional Family Resource coordinator for timely execution of transition planning conferences.

8. Students Enrolled by Their Parents in Private Schools

On October first of each year, the district shall conduct an annual count of the number of private elementary and secondary school students eligible for special education who are enrolled by their parents in a private school located within district boundaries and who do not wish to enroll in a public school to receive special education and related services.

8.1 Proportional Share of Funds

The district is required to spend a proportionate amount of federal special education Part B and Section 619 funds to provide special education and related services to private elementary school students. The district will provide these services in compliance with WAC 392-172-04000 through 04115.

8.2 Consultation Regarding Private School Students

The ESD 112 Co-op Regional Coordinator/Program Administrator shall have timely and meaningful consultation with appropriate representatives and parents of private school students and make determinations pursuant to this section.

Pursuant to WAC 392-172A-04020, to ensure timely and meaningful consultation, the district must consult with private school representatives and representatives of parents of parentally placed private school students eligible for special education during the design and development of special education and related services for the students regarding the following:

- (1) The child find process, including:
 - (a) How parentally placed private school students suspected of having a disability can participate equitably; and
 - (b) How parents, teachers, and private school officials will be informed of the process.
- (2) The determination of the proportionate share of federal funds available to serve parentally placed private school students eligible for special education including the determination of how the district calculated the proportionate share of those funds.
- (3) The consultation process among the district, private school officials, and representatives of parents of parentally placed private school students eligible for special education, including how the process will operate throughout the school year to ensure that parentally placed students eligible for special education identified through the child find process can meaningfully participate in special education and related services.
- (4) How, where, and by whom special education and related services will be provided for parentally placed private school students eligible for special education, including a discussion about:
 - (a) The types of services, including direct services and alternate service delivery mechanisms; and
 - (b) How special education and related services will be apportioned if funds are insufficient to serve all parentally placed private school students; and
 - (c) How and when those decisions will be made.
- (5) How, if the district disagrees with the views of the private school officials on the provision of services or the types of services, the district will provide to the private

school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract.

Pursuant to WAC 392-172A-04010(1), parents who have placed their children in private school are entitled to enroll their children part-time in their resident district for any course, activity or ancillary service, not provided by the private school under Chapter 392-134 WAC and pursuant to WAC 392-172A-01135. Parents who elect to enroll part-time in their resident district in order to receive special education and/or related services are served through an IEP and are counted for federal and State special education reimbursement.

In providing services to students eligible for special education who are enrolled by their parents in private, including religious, elementary and secondary schools located in the district boundaries, and who are *not* part-time enrolled for special education services under Chapter 392-134 WAC, the district will comply with WAC 392-172A-04010, which provides in relevant part:

- (2) To the extent consistent with the number and location of students eligible for special education who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district boundaries, and who are not part-time enrolled for special education services under chapter 392-134 WAC, districts must allow for the participation of those students by providing them with special education and related services, including direct services determined in accordance with WAC 392-172A-04035.
- (3) In accordance with WAC 392-172A-04010 and WAC 392-172A-04035 through 392-172A-04070, a services plan must be developed and implemented for each private school student eligible for special education who has been designated by the school district to receive special education and related services.
- (4) Each school district must maintain in its records, and provide to the OSPI, the following information related to parentally placed private school students:
 - (a) The number of students evaluated;
 - (b) The number of students determined eligible for special education; and
 - (c) The number of students served through a services plan.

9. Funding and Use of Funds

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

9.1 Early Intervening Services (EIS)

The superintendent, in consultation with building staff, shall annually determine whether to use Part B funds for Early Intervening Services (EIS), pursuant to WAC 392-172A-06085, to provide academic and behavioral support to students in the general education environment.

The district shall annually report to the OSPI the number of students receiving EIS and the number of students who received EIS and subsequently received special education and related services under Part B of IDEA 2004 during the preceding two-year period.

9.2 Students Covered by Public or Private Insurance

Pursuant to WAC 392-172-07005, the district may use Medicaid or other public insurance benefits programs in which a student participates, and/or the parents' private insurance proceeds to provide or pay for services required to provide a FAPE.

9.3 Use of Funds

The district will use special education funds in accordance with WAC 392-172A-06010, which provides:

- (1) Part B funds provided to school districts:
 - (a) Must be expended in accordance with the applicable provisions of this chapter;
 - (b) Must be used only to pay the excess costs of providing special education and related services to special education students, consistent with this chapter; and
 - (c) Must be used to supplement state, local and other federal funds and not to supplant those funds.
- (2) The excess cost requirement prevents a school district from using funds provided under Part B of the act to pay for all of the costs directly attributable to the education of a student eligible for special education.
- (3)(a) A school district meets the excess cost requirement if it has spent at least a minimum average amount for the education of its students eligible for special education before funds under Part B of the act are used.
- (b) The excess cost amount is determined in accordance with the definition of excess costs in WAC 392-172A-01075. That amount may not include capital outlay or debt service.
- (4) If two or more school districts jointly establish eligibility in accordance with WAC 392-172A-06075 and 392-172A-06080, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in those school districts for elementary or secondary school students, as the case may be.

Under WAC 392-172A-06035:

- (1) Funds provided to a school district under Part B of the act may be used for the following activities:
 - (a) For the costs of special education and related services, and supplementary aids and services, provided in a general education class or other education-related setting to a special education student in accordance with the IEP of the student, even if one or more nondisabled students benefit from these services.
 - (b) To develop and implement coordinated, early intervening educational services in accordance with WAC 392-172A-06085.
 - (c) To establish and implement cost or risk sharing funds, consortia, or cooperatives for the school district itself, or for school districts working in a consortium of which the district is a part, to pay for high cost special education and related services.
- (2) A school district may use funds received under Part B of the act to purchase appropriate technology for record keeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of students eligible for special education, that are needed for the implementation of those case management activities.

The district will comply with WAC 392-172A-06015 through 06030 with respect to maintenance of effort.

10. Staff Qualifications and Development

10.1 Qualifications

All employees of the district funded in whole or part with State or federal excess special education funds will meet the standards established by the State Board of Education (SBE) and defined in WAC 392-172-A-02090.

Pursuant to WAC 392-172-A-02090(1)(g), special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraprofessionals may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff, or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.

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

10.1.1. Special Education Teachers

Pursuant to WAC 392-172-A-02090(1)(b), all special education teachers providing, designing, supervising, evaluating or monitoring the provision of special education shall possess “substantial professional training.” “Substantial professional training” shall be evidenced by issuance of an appropriate special education endorsement on an individual teaching certificate issued by the OSPI.

Pursuant to WAC 392-172-A-02090(2), the district will take measurable steps to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to students eligible for special education. There may be occasions when, despite efforts to hire or retain highly qualified teachers, they are unable to do so. Under WAC 392-172-A-02090(2), the following options are available in these situations:

- (a) Teachers who meet state board criteria pursuant to WAC 181-81-110(3) as now or hereafter amended, are eligible for a pre-endorsement waiver. Application for the special education pre-endorsement waiver shall be made to the special education section at the Office of the Superintendent of Public Instruction.
- (b) In order to temporarily assign a classroom teacher without a special education endorsement to a special education position, the district must keep written documentation on the following:
 - (i) The district must make one or more of the following factual determinations:
 - (A) The district was unable to recruit a teacher with the proper endorsement who was qualified for the position;
 - (B) The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practicable; and/or
 - (C) The reassignment of another teacher within the district with the appropriate endorsement to such assignment would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned such other classroom teachers.
 - (ii) Upon determination by the district that one or more of these criteria can be documented and the district determines that a teacher has the competencies to be

an effective special education teacher but does not have endorsement in special education, the district can so assign the teacher to special education. The teacher so assigned must have completed six semester hours or nine quarter hours of course work which are applicable to an endorsement in special education. The following requirements apply:

- (A) ESD 112 Cooperative Regional Coordinator/Program Administrator and any such teacher shall mutually develop a written plan which provides for necessary assistance to the teacher, and which provides for a reasonable amount of planning and study time associated specifically with the out-of-endorsement assignment;
- (B) Such teachers shall not be subject to nonrenewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments;
- (C) Such teaching assignments shall be approved by a formal vote of the local school board for each teacher so assigned; and
- (D) The assignment of such teachers for the previous school year shall be reported annually to the professional educator standards board by the employing school district as required by WAC 181-16-195.

Teachers placed under the options described in WAC 392-172-A-02090(2) do not meet the definition of highly qualified.

10.1.2 Other Certificated Service Providers

Pursuant to WAC 392-172-A-02090(1)(c), other certificated related services personnel providing specially designed instruction or related services, shall meet standards established under the educational staff associate rules of the professional educator standards board, as now or hereafter amended.

10.1.3 Early Childhood Service Providers

Pursuant to WAC 392-172-A-02090(1)(d), employees with only an early childhood special education endorsement may be assigned to programs that serve students birth through eight. Preference for an early childhood special education assignment must be given first to employees having early childhood special education endorsement.

10.1.4 Braille Instruction

Pursuant to WAC 392-172-A-02090(1)(e), certified and/or classified staff assigned to provide instruction in Braille, the use of Braille, or the production of Braille must demonstrate competency with grade two standard literary Braille code by successful completion of a test approved by the professional educator standards board pursuant to WAC 181-82-130.

10.1.5 Paraprofessionals and Aides

Pursuant to WAC 392-172-A-02090(1)(f), paraprofessional staff and aides shall present evidence of skills and knowledge necessary to meet the needs of students eligible for special education, and shall be under the supervision of a certificated teacher with a special education endorsement or a certificated educational staff associate, as provided pursuant to WAC 392-172-A-02090(1)(g). Paraprofessional staff in Title One school-wide programs shall meet ESEA standards for paraprofessionals.

10.2 Personnel Development

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

Training will be provided annually to all personnel who may be providing aversive interventions under a student's IEP;

Training will be provided annually to all personnel collecting or using personally identifiable information regarding the procedures and protection of confidentiality.

In-service training schedules will be developed based upon the indicators identified in the State's Performance Plan and the specific needs of the district surrounding these indicators.

Topical training activities are available for regular general and special education staff, staff of other agencies and organizations and private school staff providing services for special education student through ESD 112 Instructional Services.

Training for classified staff in the state recommended core competencies is available through ESD 112 Instructional Services.

11. Public Documents Relating to the District's Eligibility

The district's application for special education funding and any required policies, procedures, evaluations, plans, and reports are readily available to parents and other members of the public through the district's central office, ESD 112 Specialized Student Services and the OSPI. A notice regarding the availability of such documents will be placed on the district's Web site and/or in the district's newsletter.

12. Provision to the OSPI of Necessary Information and Data for the State's Performance Goals

Pursuant to WAC 392-172A-6000(4), the district will provide the OSPI with information that addresses the district's progress or slippage in meeting the state's performance goals and in addressing the state's annual performance plan.

13. Provision of Instructional Materials to Blind Persons or Persons With Print Disabilities

The district will provide instructional materials to blind persons or persons with print disabilities, in compliance with Chapter 392-172A WAC.

14. Compliance with Corrective Actions as a Result of Monitoring or Dispute Resolution Processes

The district will comply with any/all directives from the OSPI to take corrective actions as a result of monitoring. The district will comply with any/all orders issued as a result of the due process and/or complaint procedures set forth in Chapter 392-172A WAC, or other law or regulation applicable to students with disabilities.

15. Goal and Detailed Timetable for Providing Full Educational Opportunity to All Special Education Students

The district has adopted the state's goal and detailed time table for providing full educational opportunity to all special education students.

EDUCATION OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

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

Section 504 of the Rehabilitation Act of 1973 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a "qualified disabled person" under Section 504 if he or she (1) has a physical or mental impairment that substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working), has a record of such an impairment, or is regarded as having such an impairment; and (2) is between the ages of 3 to 21 years old.

The District shall comply with the federal policies that require free appropriate public education, childfind, equal educational opportunity, confidentiality of information, parent involvement, participation in least restrictive environment, evaluations, placement, reevaluation, programming to meet individual needs, placement procedures, nonacademic services, preschool and adult education programs, disciplinary exclusion, transportation, procedural requirements, appropriate funding, accessibility, special issues related to drug or alcohol addicted students, special considerations for students having AIDS or HIV infection, and special issues related to ADD/ADHD students.

Free Appropriate Public Education

The District shall provide a free appropriate public education (regular or special education and related aids and services) to school-age children with disabilities in the District's jurisdiction. Instruction shall be individually designed to meet the needs of the disabled students as adequately as the needs of the non-disabled students are met.

Childfind

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

Equal Educational Opportunity

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

Confidentiality Of Information

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

Parent Involvement

The District shall obtain the informal consent of parents or guardians before conducting an initial evaluation of a student. The District will notify parents or guardians of the evaluation results and any programming and placement recommendations. The District will notify parents or guardians before initially placing a disabled student, conducting subsequent

evaluations of the student, or implementing a significant change in the student's placement. The District shall notify parents or guardians of their right to review and challenge the District's program and placement decisions if they disagree with them. Section 504 does not give parents the right to participate in a meeting during which their child's program is designed and placement is determined, as does the IDEA. However, this practice is recommended.

Participation in the least restrictive environment

Academic setting. To the maximum extent appropriate to the needs of disabled students, the District shall educate disabled students with non-disabled students. In order to remove a child from the regular educational environment, the District must demonstrate that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily for the disabled student. Whenever the District places a student in a setting other than the regular education environment pursuant to this paragraph, it shall take into account the proximity of the alternate setting to the student's home.

Non-academic setting. In providing or arranging for the provision of non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR 104.37, the District shall ensure that disabled students participate with non-disabled students in such activities and services to the maximum extent appropriate to the needs of the disabled student in question.

Evaluations

If a student needs or is believed to need special education or related services, the District shall evaluate the student prior to placement and before any subsequent "significant change in that placement."

Examples of significant changes in placement include:

- a. Expulsion;
- b. Suspensions which exceed 10 consecutive days in a school year;
- c. Cumulative short-term suspensions which create a pattern of exclusion;
- d. Transferring a student to home instruction;
- e. Graduation from high school; and/or
- f. Significantly changing the composition of the student's class.

The District shall establish policies and procedures for evaluation and placement which assure that tests and other evaluation materials:

- g. Have been validated and are administered by trained personnel
- h. Are tailored to assess educational need and are not merely based on IQ scores
- i. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual, or speaking skills (unless the test is designed to measure these particular deficits)

Placement Procedures

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

Residential placements will be provided by the District if necessary to provide a free appropriate education to a disabled student.

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

Re-Evaluations

The District shall provide for periodic reevaluation of disabled students. No time frame is specified in Section 504; however, the every 3 years requirement of the IDEA will be encouraged. A reevaluation is also required before any "significant change of placement," as defined above in Part "G."

Programming To Meet Individual Needs

The District recognizes that to be appropriate, educational programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of non-disabled students are met. To adequately meet individual needs, academic and related services for students with disabilities may need to be significantly different in character from those offered to students without disabilities. A documented procedure such as the development of an individualized accommodation plan by a knowledgeable team of educational professionals is recommended.

Non-Academic Services

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

Counseling Services. In providing personal, academic or vocational counseling, guidance, or placement services to its students, the District shall provide these services without discrimination on the basis of disability. The District shall ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are non-disabled students with similar interests and abilities.

Physical education and athletics. In providing physical education courses and athletics and similar programs and activities to any of its students, the District shall not discriminate on the basis of disability. As the District offers physical education courses and operates or supports interscholastic, club, or intramural athletics, it shall provide an equal opportunity for qualified students with disabilities to participate in these activities. The District may offer to disabled students physical education and athletic activities that are separate or different from those offered to non-disabled students only if separation or differentiation is consistent with the requirements of 34 CFR ñ 104.34 and only if no qualified disabled student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

Preschool And Adult Education Programs

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

Disciplinary Exclusion

Students with disabilities are protected from being improperly excluded from school for disciplinary reasons. Certain disciplinary exclusions of disabled students from school constitute a significant change in the student's educational placement. Such disciplinary exclusions cannot be implemented until the District has satisfied the required change of placement procedures.

Qualified disabled students should be recognized as having a disabling condition before discipline is imposed on them, especially before imposing long-term suspension (a suspension of more than five days duration) or regular expulsion upon a qualified disabled student that could constitute a significant change of placement. The school principal or educational staff person responsible for the imposition of discipline must ensure that a group of qualified professionals determine whether or not there is a causal relationship between the student's misconduct and his or her disability. They are also to consider the appropriateness of the student's current placement and program. This determination will take into account the student's current evaluation and Individualized Accommodation Plan (IAP), under Section 504. For students considered disabled under Section 504, there is no obligation to provide educational services during periods of long-term suspension or expulsion when the student's misconduct has been properly determined not to be disability-related or due to an inappropriate placement or program. When a student's misconduct is determined causally related to his/her disabling condition, procedures at d. below shall be instituted in lieu of either long-term suspension or expulsion.

When a student poses an immediate and continuing danger to him or herself and/or others (see WAC 180-40-295), an emergency expulsion of up to ten (10) days may be used to alleviate immediate risk on the condition that procedures at WAC 180-40-300, be modified to require the regular disciplinary hearing be held within ten (10) school business days whether the student or parent/guardian requests a hearing or not. The purpose of this regular disciplinary hearing is to determine the nature of, and consequences for, the misconduct.

In the event the student is covered by or believed to be covered by Section 504, the Section 504 Compliance Officer (or designee) must attend and participate in this hearing. The Section 504 Compliance Officer (or designee) shall advise the hearing officer on Section 504 restrictions. Even if the student and/or parent/guardian refuse to attend this hearing, the hearing shall be held.

When a student has engaged in misconduct which is causally related to his or her disability, aside from emergency expulsion (see c. above), expulsion and/or long term suspension should not be imposed which results in more than ten (10) lost school days (cumulative for the entire school year, considering earlier short term suspension [if any] as counting toward the cumulative total).

Instead, the need for additional evaluation and/or a change of placement should be considered. In this circumstance, the principal or designee responsible for the imposition of discipline, the Section 504 Compliance Officer, and a team of professionals from the school who are knowledgeable about the student will meet to determine if there is a need for further evaluation or a change of program or placement. If further evaluation is recommended, it will be conducted as soon as possible. If the student poses an immediate risk to him or herself or others, the procedure at c. above may be instituted by the principal or designee.

Students and their Parent/Guardian shall be notified of the results of the decision regarding the causal relationship of the misconduct and the student's disability and of their right to challenge this decision. Students/Parents/Guardians objecting to procedures outlined at a. through d. above shall be entitled to exercise their rights under Section 504 to file a grievance or initiate a due process hearing. See O. PROCEDURAL REQUIREMENTS, sub-section 7.c., following.

Students who are considered disabled under Section 504 are subject to the same disciplinary processes and results as non-disabled students for misconduct regarding the use, sale, or possession of drugs or alcohol at school. The extra due process requirements regarding change of placement do not apply.

Transportation

If the District places a student in a program not operated by the District, the District shall assure that adequate transportation to and from the program is provided at no cost to the parent.

Since the District provides transportation to all its students within a certain geographic area, it shall not discriminate in its provision of transportation to students with disabilities.

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

The length of the bus rides for qualified disabled students should not be longer than that of non-disabled students.

Procedural Requirements

The District shall ensure compliance with the requirements of Section 504 by doing the following:

Provide written assurance of non-discrimination whenever the District receives federal money.

Designate an employee to coordinate the District's Section 504 compliance activities. The Section 504 Coordinator for the District is (insert position of designee).

Provide grievance procedures to resolve complaints of discrimination; students, parents, or employees are entitled to file grievances. (The grievance procedures for the District are set out in the Procedure for Policy 3210, Nondiscrimination.)

Provide notice to students, parents, employees, unions, and professional organizations of nondiscrimination in admission or access to, or treatment or employment in, its programs or activities. Notice shall also specify the section 504 coordinator for the district. Notice shall also be included in the student/parent handbooks.

Annually identify and locate all Section 504 qualified disabled children in the District's geographic area who are not receiving a public education.

Annually notify disabled persons and their parents or guardians of the District's responsibilities under Section 504.

Establish and implement procedural safeguards to be provided to parents or guardians with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services, that includes:

- j. Notice of their rights;
- k. An opportunity to examine relevant records;
- l. An impartial hearing may be initiated by either the parents/guardian or the school district, with opportunity for participation by the student's parents or guardian. The student/parent is entitled to have representation by legal counsel; and
- m. A review procedure.

Appropriate Funding

The District recognizes that the regular education funding of the District is the funding source for serving students who are qualified as disabled under Section 504 only. However, if students are dual identified as Section 504 and IDEA eligible, state and federal special education funds can be used. The District shall not use money appropriated by the IDEA to serve students found disabled under Section 504 but not the IDEA. The District may use the IDEA money to evaluate a student if the District believes that the student may also be eligible under the IDEA.

Accessibility

District's responsibility to make buildings accessible: facilities which were constructed prior to June 3, 1977, need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to persons with disabilities.

District's options other than major modifications: the District can redesign equipment, reassign classes or other services to accessible buildings, assign aides to students, deliver services at alternate accessible sites, or alter existing facilities. So long as there are other methods which are as effective in achieving compliance, a District need not undertake structural changes to a building.

District recognition of unacceptable accommodations: carrying a student upstairs; segregating all students with mobility impairments due to inaccessibility of other buildings; having disabled students eat on a separate floor due to an inaccessible cafeteria; denying certain programs such as music, art, or assemblies because these programs are inaccessible.

District obligation for new buildings and additions: buildings or additions constructed since 1980 must be designed and constructed to allow disabled persons the ability to access and use them readily.

District's obligation when a building is altered: to the maximum extent feasible, all facilities which are altered after 1980 must be altered to allow accessibility and usability by persons with disabilities.

District recognition of the meaning of the phrase "to the maximum extent possible:" this provision covers the occasional instance where the nature of an existing facility is such as to make it impractical or prohibitively expensive to renovate in a manner that results in its being entirely barrier-free. However, in all of these instances, the alteration should provide the maximum amount of physical accessibility feasible.

Special Issues Related To Drug Or Alcohol Addicted Students

If a District suspects that the drug or alcohol problem of a student may be substantially limiting a major life activity, such as learning, the District is obligated to recommend an evaluation. If the evaluation verifies the existence of a disabling condition which substantially limits a major life activity, the student is considered disabled under Section 504 and should be planned for appropriately.

With the passage of the Americans with Disabilities Act in 1990, Congress specifically amended Section 504 to exclude persons who are "currently engaging in the illegal use of drugs" from the definition of individuals with disabilities. Therefore, the school district is not required to consider whether a current illegal drug user could successfully participate in the District's education programs. Furthermore, the District is not required to make accommodations for the student if he or she is currently using drugs. The District can treat the student as it treats non-disabled students.

Congress did not amend Section 504 with respect to students with alcoholism in so far as their coverage as qualified disabled persons. Unlike students addicted to drugs, students whose alcoholism constitutes a disabling condition under Section 504 and who continue to use alcohol, are protected by Section 504, although these protections are limited as follows: for purposes of programs and activities providing educational services, the District may take disciplinary action pertaining to the use, sale, or possession of illegal drugs or alcohol at school against any disabled student who currently is engaged in the illegal use of drugs or in the use of alcohol at school to the same extent that such disciplinary action is taken against

non-disabled students. Furthermore, the due process procedures at 34 CFR ñ 104.36 shall not apply to such disciplinary actions.

Special Considerations For Students Having Aids Or Hiv Infection

Students with Acquired Immune Deficiency Syndrome (AIDS), AIDS Related Complex (ARC), or otherwise infected with Human Immunodeficiency Virus (HIV-infected) are individuals with disabilities under Section 504. They either qualify as actually having a physical impairment which substantially limits a major life activity, or are regarded as having such a disabling condition. Depending on the nature of the disease and the student's other conditions, the student may also qualify for services under the IDEA.

Placement of the student must be made by a group of persons knowledgeable about the child, the meaning of the evaluation and medical information, and placement options. A public health representative should be on the team. Unless currently presenting a risk of contagion due to the stage of the disease (e.g., a contagious opportunistic infection, open lesions that cannot be covered) or parents and school agree on an alternative, a student with AIDS should remain in the regular classroom.

Special Considerations For ADD/ADHD Students

If a District suspects or has knowledge that a student has an Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) that may be substantially limiting a major life activity, such as learning, the District is obligated to recommend an evaluation.

Evaluation of the student, and service and placement recommendations should be made by a group of persons knowledgeable about the child, the meaning of the evaluation and medical information, and service and placement options. A qualified medical practitioner's assessment should be considered as well as the impact the student's ADD/ADHD has on his or her ability to learn or to otherwise benefit from his or her educational program. The District shall ensure that the student's educational program meets the full range of his or her individual educational needs.

| | | |
|-------------------|--|--|
| Cross Reference: | Board Policy 2161 Board Policy 3210 | Education of Students with Disabilities Nondiscrimination |
| Legal References: | 34 CFR Part 104 45 CFR Part 99 PL 101-336 WAC 392-168-120 | Section 504 of the Rehabilitation Act of 1973 Family Education and Privacy Act Section 512 Americans With Disabilities Act of 1990 Hatch Amendment |

Adoption Date:
School District Name
Revised:

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

| <u>STEP</u> | <u>DESCRIPTION OF ACTIVITY</u> |
|-------------|---|
| Concern | Student, parent, teacher, counselor, or administrator believe they are observing in a student substantially limited performance in one or more major life activities that is believed to be caused by a physical or mental impairment |
| Referral | The concerned individual should complete the Referral Form and give it to the designated building team. |
| Screening | The designated building team reviews the referral, completes an appropriate student's files review, and consults with teachers, parents/guardians, peers, professionals, and/or student |

Decision to be made: Does this student appear to have a disability under section 504?

| | |
|-------------|---|
| | <ol style="list-style-type: none"> 6. If yes: <ul style="list-style-type: none"> • Provide the parent/guardian with a copy of the Section 504 rights. 7. <ul style="list-style-type: none"> • If further information is needed, provide notice to parents for evaluation and obtain their consent in writing. Also obtain written consent for a mutual exchange of information from parent/guardian as appropriate. 8. If no: <ul style="list-style-type: none"> • Provide screening results to source of referral with accompanying recommendations 9. <ul style="list-style-type: none"> • Provide written notice to parents that student does not qualify. |
| Evaluation | Conduct all evaluations deemed appropriate and for which the parent/guardian have given written permission |
| Eligibility | <p>A Section 504 MDT is recommended to be composed of one of the student's teachers (and/or the student's counselor), a building administrator, and persons knowledgeable about the student's disability and the meaning of the evaluation data and service options. The MDT convenes to review all evaluation results, determine eligibility as a student with a disability under Section 504, and document the meeting in writing. The team composition may vary according to the needs of the student.</p> <ol style="list-style-type: none"> 10. If no: <ul style="list-style-type: none"> • Consider other referral sources or options for the student and/or school. Provide written notice to parents that student doesn't qualify. 11. If yes: <ul style="list-style-type: none"> • The Second Decision To Be Made Does the student also seem to have a disability under one of the IDEA conditions? (<i>continued on next page</i>) 12. If yes: <ul style="list-style-type: none"> • Refer to IDEA MDT for appropriate |

STEP

DESCRIPTION OF ACTIVITY

disposition

13. If no: • Proceed to step 6.

NOTE: Whatever the disposition of the case at step 5, the MDT should complete a written Section 504 eligibility statement.

| | |
|----------------------------|---|
| Develop Accommodation Plan | Once eligibility under Section 504 has been determined, the process moves to ACCOMMODATION the development of a student accommodation plan. This plan is to be developed by PLAN a professional team that may or may not be the same individuals who were involved at the ELIGIBILITY step 5, but a similar minimum team composition is recommended. |
| Parent Permission | Provide parents with a copy of the Student accommodation plan and get their written permission to initiate the plan. |
| Educational Services | The educational services are implemented as outlined in the student SERVICES accommodation plan. One individual should be designated as the case manager to monitor the implementation of the plan and the progress of the student. |
| Periodic Review | Each student accommodation plan should be reviewed by the team periodically. Three issues which should be addressed at the review are as follows: (1) the need for additional evaluation information, (2) the continued eligibility as a student with a disability under Section 504, and (3) the contents of the plan and service provider. |

NOTE: Due Process hearing or mediation requests must be made directly to the District 504 Compliance Officer. If a parent requests a due process hearing or mediation, districts should contact the Office of State Superintendent of Public Instruction; Special Services Department; Old Capitol Building; PO Box 47200; Olympia, Washington, 98504-7200; (360) 753-6733 to obtain a list of qualified hearing officers or mediators and a sample hearing officer or mediator contract. Districts are responsible for hearing officers or mediators. Districts are responsible for arranging for hearing officer and mediator expenses. When contacting OSPI, be sure they understand that the dispute is under § 504 and that the district is just obtaining information, not seeking to have a special education hearing set up with a state administrative law judge. OPSI encourage districts to first utilize mediation as a method to resolve disputes.

Date: 08.11.98

RESPONSE TO INTERVENTION

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

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

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

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

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

8. Screening and classroom interventions;
9. Targeted small group intervention; and
10. Intensive interventions

Parent Involvement in the RTI Process

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

Management Resources:

Policy News, December 2007 Response to Intervention (RTI)

Adoption Date: 12/16/08
District Name: Naselle-Grays River Valley
Revised: 12.07
Classification: Essential

Response to Intervention

Model District General Education Response to Intervention Procedures

When using a process based on a student's response to scientific, research-based intervention that may be used for the identification of students with a specific learning disability, the district will implement the response to intervention (RTI) procedures listed below in all or some of its schools, and at all or some grade levels. The district will continue to increase its RTI efforts to reach district-wide implementation by the 20XX-20XX school year. (*Briefly describe plan to implement RTI on a district-wide basis.*)

The district provides information about its RTI policy and procedures via (*insert methods (i.e., district website, school website, student handbooks, quarterly newsletters, etc.)*), which includes a description of parents' rights under a RTI process consistent with WAC 392-172A-03055(4)(b) and WAC 392-172A-03080(1)(g)(ii)(A)-(C) at <http://www.k12.wa.us/SpecialEd/regulations.aspx>.

Tier I: Core Classroom Instruction

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

Universal Screening

Universal Tier I instructional screenings in the areas of (*Optional: specify content areas (i.e., reading, mathematics, written expression, behavior)*) are conducted at least three times throughout the school year at fixed intervals to identify each student's level of proficiency. Universal screenings are administered and scored by trained (*insert staff (i.e., central office administrator, building leadership team, classroom teachers, etc.)*), (*insert timeframes (i.e., within the first two week of September, January and May; or fall, winter, spring)*) Universal screening results are aggregated at the (*insert levels (i.e., building, grade level, classroom, and student level)*) and provided to the building principal and the school based team within (*insert timeframe (i.e., one school day, one week)*) from the time the screenings are administered. (*Optional: District may also attach a matrix noting the tools used for universal screening, progress monitoring and conducting diagnostic assessments at each grade level and content area by Tier*)

Tier I: Intervention

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

Students Below Cut Score

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

Students Below Benchmark, But Above Cut Scores

Following each universal screening administration during the school year, the (*insert title of team, such as a: Student Support Team (SST), Decision-Making Team (DMT), Collaborative Academic Support Team (CAST), Problem Solving Team (PST), Intervention Support Team (IST), or Grade Level Team (GLT)*) will review the program and progress of any student who does not score at benchmark on any instructional screening, but who does score above the district's established cut score, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include the fidelity of program implementation, pacing and appropriateness of instructional groupings.

Tier I: Progress Monitoring

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

For students who have "exited" from a higher level of intervention, general education teachers will monitor the progress of those students (*insert frequency (i.e., weekly; monthly)*) (*insert duration as appropriate (i.e., for 6 weeks)*) to ensure they are continuing to make sufficient progress.

Tier II: Strategic Interventions

Tier II strategic interventions will be designed by the (*insert title of school based team*) and delivered primarily in the general education setting, by a general education teacher, but may be delivered in other or additional settings or by other trained staff as appropriate to the specific intervention (*(Optional) in the areas of (insert content areas (i.e., reading, writing, mathematics, behavior))*) at (*insert grade levels*). Tier II interventions are scientifically, research-based, matched to student need and implemented with fidelity and monitored by the principal or his or her designee. Tier II interventions will be described on a student intervention plan using form (*insert title or number (OSPI has developed an intervention form which may be accessed on the website at <http://www.k12.wa.us/SpecialEd/RTI.aspx> under Appendix F of the RTI manual and may be modified as needed to meet the districts needs)*).

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

Tier II: Progress Monitoring

Using CBMs and/or CBAs, progress will be monitored at least every two weeks, or more frequently as determined by the school based team, against established benchmarks. Tier II progress monitoring measures are administered, scored and results are charted by (*insert titles of staff trained to administer progress monitoring measures at this level (i.e., general education teachers; paraeducators; reading specialist; etc.)*) The student's parents will be provided results of these repeated assessments of achievement (*insert frequency (i.e., at every 6 week interval; monthly; etc)*) using form (*insert title or number*).

Responsiveness and Non-Responsiveness to Tier II Intervention

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

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

If, after an additional six weeks of Tier II intervention using the same, modified or different strategies (or up to a total of 12 school weeks of Tier II intervention) the student has made no progress toward benchmarks, the student shall begin receiving Tier III intensive interventions. If not yet administered, diagnostic assessments will be conducted by (*insert staff (reading specialist; speech and language pathologist, school psychologist, etc.)*) and results will be utilized in designing the Tier III intensive intervention.

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

Tier III: Intensive Interventions

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

Tier III: Progress Monitoring

Using CBMs or CBAs, progress will be monitored weekly against established benchmarks. Tier III progress monitoring measures are administered, scored and results are charted by (*insert titles of staff trained to administer progress monitoring measures at this level (i.e., general education teacher, school psychologist, title 1 teacher, special education teacher, reading specialist, paraeducator, etc)*). The student's parents will be provided results of these repeated assessments of achievement (*insert frequency (i.e., at every 6 week interval; monthly; etc)*) using form (*insert title or number*).

Non-Responsive to Tier III Intensive Intervention

If, after six school weeks of Tier III interventions (or up to a total of 18 school weeks of combined Tier II or III interventions), the student has made no progress toward benchmarks as indicated by at least three data points below the aim line, the (*insert title of team*) will consider a referral for an initial evaluation for special education services or other long-term planning, such

as an evaluation for services under Section 504 of the Rehabilitation Act. If appropriate, the Tier III intervention will be continued after any necessary modification during the evaluation process, if the student has not received at least two phases of Tier III intensive interventions.

Responsive to Tier III Intensive Intervention

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

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

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

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

Date: 12.07

HOME OR HOSPITAL INSTRUCTION

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

| | | |
|-------------------|--|--|
| Cross Reference: | Board Policy 2161 Board Policy 2162 | Education of Students with Disabilities Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 |
| Legal References: | RCW WAC | 28A.155 Special Education 392-122-145 State Handicapped Program — Home and Hospital Care |

Home or Hospital Instruction

Request

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

Parent completes application form for home/hospital instruction.

The district office and family physician complete the SPI E-310 form.

Home/hospital instruction shall begin when the family physician signs form SPI E-310.

Role of Instructor

The instructor shall:

Contact parents and arrange home/hospital instruction schedule.

Discuss with the parent any conditions surrounding the student's disability or educational development which may have a bearing on the program.

Discuss the need for a supervising adult to be in the home during the teacher's visit.

Discuss the need for an appropriate learning environment.

Other youngsters and/or adults should remain out of the room while the lesson is in progress.

The student should be awake, properly dressed and ready for lessons at the appropriate time.

Adequate study time should be scheduled each day, taking into account the physical limitations of the student.

Evaluate the students' work and make a report to the student's home school.

Termination

Instruction may be terminated in the following manner:

The qualified medical practitioner determines the advisability of the student returning to school.

Extension of the original instruction period must be requested by the parent or guardian, and verified by the attending qualified medical practitioner.

Home/hospital instructor contacts payroll office when student returns to school.

Procedures for Initiating Home/Hospital Instruction

The function of the home/hospital instructor is to provide instructional assistance and serve as a liaison between the student and the school in the following manner:

Elementary (emphasizes reading, math and language skills)

Contact school principal.

Contact classroom teacher initially and on a weekly basis.

Obtain current academic standing.

Obtain books, materials and assignments from the homeroom teacher.

Keep parents/guardians informed as to the progress of the student.

Provide a statement to the student's home school for the cumulative record regarding the grades earned by the student while on home/ hospital instruction. Grading shall be the responsibility of the classroom teacher. This statement is due immediately upon termination of the home/hospital instruction.

Middle/Senior High (receives instruction in required subjects)

Contact school counselor and have counselor set up initial meeting with home/hospital instructor and classroom teacher.

Obtain current academic standing.

Contact each classroom teacher on a weekly basis and arrange for books, materials and assignments; also include a class schedule, class outlines, etc., of what the student needs to fulfill credit requirements for quarter, semester and year.

Provide a statement to the student's home school for the cumulative record regarding the grades earned by the student while on home/ hospital instruction. Grading shall be the responsibility of the classroom teacher. This statement is due immediately upon termination of home/hospital instruction.

If the student is unable to complete regular classroom assignments, the home/ hospital instructor will work with the regular classroom teacher to modify or develop alternative classroom assignments to meet required course work.

Instructor Reimbursement Procedures

The week before payroll cut-off date, the payroll office will contact home/hospital instructor advising of the payroll cut-off date for that particular month.

When the time sheets and mileage sheets are received by the payroll office, the amounts will be computed and submitted for payment.

Date:

CAREER AND TECHNICAL EDUCATION

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

The district will establish local Career and Technical Advisory Committees to assist in the design and delivery of the district's Career and Technical Education program. Committees will advise the district on current labor market needs and the programs necessary to meet those needs. The district's Career and Technical Education program will be related to employment demands, current and future, and to the needs and interests of students.

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

The superintendent will develop procedures which will ensure that all programs and courses are operated in conformity with the district's plan for Career and Technical Education. Additionally, the superintendent will seek and utilize all available state and federal sources of revenue for the financial support of Career and Technical Education in the district.

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|-------------------|-----------------|-------------|--|
| Legal References: | RCW | 28A.150.500 | Educational agencies offering vocational educational programs — Local advisory committees — Advice on current job needs |
| | RCW | 28A.700 | Secondary career and technical education |
| | RCW 28A.230.130 | | Program to help students meet minimum entrance requirements at baccalaureate-granting institutions or to pursue career or other opportunities — Exceptions |

Management Resources:
Policy News, February 2009 Career and Technical Education Programs

Adoption Date: 111709
School District Name: Naselle-Grays River Valley
Revised: 02.09
Classification: Priority

Career and Technical Education

The district's plan for its Career and Technical Education program will be approved annually by the board of directors. All components of the plan will meet the Career and Technical Education program standards as established by the Office of State Superintendent of Public Instruction (OSPI).

A. The District's Career and Technical Education (CTE) Plan:

The district's CTE Plan describes how the district will deliver career and technical education to its students. The components of the district's CTE plan will ensure:

1. Application and contextualization of the related state academic learning standards;
2. Responsiveness to state-wide or local high-demand occupations;
3. Compliance with the five-year plan requirements of the federal Carl D. Perkins Career and Technical Education Act;
4. Sufficient equipment and facilities to meet industry standards;
5. Adequate student and teacher opportunities to connect to the business community including, but not limited to, industry job shadowing, mentorships and internships;
6. The integration and application of leadership and employability skills;
7. Instructors connect student learning with work, home and community;
8. Courses are sequential, rigorous and based on an analysis of technical skill attainment;
9. Performance Measures and Targets established by the state are met or exceeded;
10. No discrimination on the basis of race, color, national origin, gender, sex, sexual orientation, religion or military status in counseling students for Career and Technical Programs;
11. Teachers are CTE certified in the areas in which they instruct; and
12. Courses are structured so that the maximum number of students per class are determined by the number of training stations, safety factors and individual instruction requirements of the specific skills being developed.

B. Performance Measures and Target – Accountability

The district will adopt performance measures and targets in at least the following areas:

1. Sufficiency of courses allowing students to earn dual credit for high school and college;
2. Rates of student participation in and completion of high-demand programs; and
3. Performance measures and targets established by the workforce training and education coordinating board, including but not limited to student academic and technical skill attainment, graduation rates, post graduation employment or enrollment in post-secondary education and other measures and targets as required by the federal Carl D. Perkins Act.

C. Course Equivalencies

Each of the district's high schools shall adopt core academic course equivalencies for high school Career and Technical courses, provided that the Career and Technical Education course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee, in accordance with district policy 2413, Equivalency Credit for Career and Technical Educational Courses.

A. Career and Technical Education Programs of Study

A program of study is a sequence of courses that identifies the secondary and post-secondary content that students need to take to ensure that they will have the knowledge and skills needed for a seamless transition to post-secondary options.

The district's CTE program(s) of study will:

1. Incorporate secondary CTE academic and elective courses and local graduation requirements as well as post-secondary education elements;
2. Include coherent and rigorous academic content aligned with state learning standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that are aligned with post-secondary education in a related field;
3. Include courses aligned with appropriate state academic, industry, leadership and employability standards; and
4. Lead to industry-recognized credentials, an academic certificate or degree, apprenticeship, employment or certificate at the post-secondary level.

E. Career Guidance and Counseling

Career guidance and counseling programs shall include the exploration of options and opportunities for Career and Technical education at the secondary and post-secondary level and exploration of career opportunities in emerging and high-demand programs. (See WSSDA model policy 2140, Guidance and Counseling)

F. Advisory Committees

1. Advisory committees will participate in the determination of program goals, and review and evaluate program curricula, equipment and effectiveness.
2. Advisory committee participants will include representatives of business and labor who reflect the local industry and the community. Members will actively consult with other representatives of business, industry, labor and agriculture.

TRAFFIC SAFETY EDUCATION

The district shall provide traffic safety instruction for eligible students. A fee shall be assessed to cover those costs, except that this fee may be waived or reduced for students whose families, by reason of their low income, would have difficulty paying the full fee. The USDA child nutrition program guidelines shall be used to determine qualification for a waiver or reduction.

The board directs the superintendent to implement procedures dealing with program supervision; curriculum development; student enrollment criteria, including but not limited to grade level of student, age of student and enrollment status of student; student progress; and collection and refunding of student fees, including provisions for accruing money for future traffic safety program needs or refunding students when student fees exceed the unreimbursed cost of the programs; and notice of the availability of fee waivers or reductions.

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|-------------------|---------------|-------------|--|
| Legal References: | RCW | 28A.220.020 | Definitions — |
| | RCW | 28A.220.040 | Fiscal support-- Reimbursement to school districts-- Enrollment fees--Deposit |
| | RCW 46.20.055 | | Instruction permits |
| | RCW 46.20.065 | | Temporary permit |
| | WAC | 392-153-010 | Definitions — Traffic safety education course--Classroom instruction — Laboratory experience--Qualified teacher of traffic safety education |
| | WAC | 392-153-020 | Traffic Safety Education Endorsement |
| | | 392-153-032 | Curriculum Guide and Course Requirements |
| | | 392-153-035 | Course Scheduling Requirements |
| | | 392-153-040 | Administration |

Adoption Date: 12/18/07
School District Name: Naselle-Grays River Valley
Revised: 08.11.98; 08.07
Classification: Optional

Traffic Safety Education

The following procedures shall be in effect:

- A. The superintendent shall designate a staff member in charge of the district's traffic safety education program. The program supervisor shall ensure that the district's traffic safety education program receives annual approval from OSPI.
- B. For instructional purposes, the traffic safety education instructor shall use the district's instructional materials for traffic safety education.
- C. Each student enrolled in a traffic safety program shall meet the objectives and competencies listed in the district curriculum as a condition of successful completion of the program.
- D. Traffic safety education courses provided by the district shall be conducted during daylight hours (may be extended to no later than 5:00 p.m. during winter months) except that night driving experiences may be provided.
- E. Recognizing that the district can serve a limited number of students each year, certain enrollment criteria are established. Students enrolled in private schools, home schooled children and students who have received a certificate of educational competence (GED) shall have equal access to enroll as part-time students. Enrollment criteria in descending order of priority are (a.) grade level in school (12th grade--highest), (b.) date and time of registration.
- F. Students must have a valid drivers permit on the first day of class or within seven days of the first class. Students enrolled in traffic safety during the regular school year must reside in the district or be students who have been released by another district to attend school or e registered for home schooling in this district.
- G. The fee for traffic safety education will be set by the district. Each student will be required to pay the established fee at the time of enrolment.
- H. Students who have attended more than 50% of the program's scheduled classes and have completed at least 90% of the program's objectives, but have not completed all program objectives, shall receive an "incomplete" and shall be provided the opportunity to achieve successfully all objectives during the current school year and ensuing summer. Students failing to do so will receive a failing grade.
- I. Students who receive a failing grade or have dropped from a program shall pay an additional fee when re-entering the program.
- J. Students transferring from the district prior to attending 50% of the program's scheduled classes shall be reimbursed the collected fee.
- K. Students entering the program from another district shall pay the regularly assessed fee if the transferring district indicates the student had attended less than 50% of the program's scheduled classes in that district.

Date: 12/18/07

Highly Capable Programs

In order to develop the special abilities of each student, the district will offer a highly capable program which provides kindergarten through twelfth grade students selected for the program access to basic education programs that accelerates learning and enhances instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

- A. Expansion of academic attainments and intellectual skills;
- B. Stimulation of intellectual curiosity, independence and responsibility;
- C. Development of a positive attitude toward self and others; and
- D. Development of originality and creativity.

The board will annually approve the district's highly capable plan including: the number of students the district expects to serve by grade level; the district's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for nomination, assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking.

Adoption Date: 12/16/08

Revised Dates: 12/20/16

School District Name: Naselle-Grays River Valley

Gifted and Talented Programs

The following procedures shall be employed to nominate, assess and select students to participate in the program:

Nomination

Parents will be sent a **checklist** to use in determining if they should recommend their child for consideration in the program. Interested parents may nominate their child to the program.

Teachers will complete *Observation Guide for Teachers* in order to identify the students who should be nominated for the program. The teacher should complete the *Scale for Rating Behavioral Characteristics of Superior Students* for the three top students as identified on the *Observation Guide for Teachers*. Those students with their relative scores will provide a basis for ranking the teacher nominees. Results should be recorded on the *Student Data Sheet*.

Assessment

Assessment data for students, who have been nominated by parents or teachers, shall be compiled. Nominees will be assessed for academic aptitude through use of the *Cognitive Abilities Test*. The score will be posted on the *Student Data Sheet*. Achievement test results shall be recorded in the appropriate space.

Performance will also serve to assess the relative strengths in terms of mathematics and reading.

Selection

A multi-disciplinary selection team composed of a district administrator, psychologist or other individual who can interpret cognitive and achievement test results, and a teacher will review data that has been collected for each of the nominated students. They will select those students who would receive the most benefit from participating in the program. The following steps are:

Notify parents of students who have been selected; and

Schedule a meeting of all such parents, (c) solicit a signed *Letter of Understanding* from each parent who desires to enroll his/her child in the program.

Academic Acceleration

The board recognizes the need for all high school students to have greater access to rigorous advanced courses, including dual credit programs. To that end, the district will automatically enroll students who meet the state standard on the high school statewide student assessment in the next most rigorous level of advanced courses offered by the high school. Students who successfully complete the advanced courses will then be enrolled in the next most rigorous level of advanced courses, with the ultimate goal being the student's automatic enrollment in dual credit courses.

The subject matter of courses in which students are automatically enrolled will be determined by the areas of the statewide assessment in which the student met state standards. Students who meet the state standard on both end-of-course mathematics assessments are considered to have met the state standard for high school mathematics and may be automatically enrolled in advanced mathematics course(s). Students who meet the state standard for both reading and writing are eligible for enrollment in advanced courses in English, Social Studies, Humanities and other related subjects.

The district will notify students and parents/guardians regarding the academic acceleration policy and the advanced courses available to students. The district will provide the parent/guardian with an opportunity for the student to opt out of participation in the academic acceleration process.

Cross References:

Policy 2000

Student Learning Goals

Policy 2413

Equivalency Credit

for Career and Technical

Education Courses

Legal References:

[Chapter 28A.300 RCW](#)

Superintendent of Public Instruction

[Chapter 28A.320 RCW](#)

Provisions

applicable to all districts

Management Resources:

Policy and Legal News, September 2013

Legislature encourages boards to adopt an academic acceleration policy

Adoption Date: 10/15/13

School District Name: Naselle-Grays River Valley

Revised:

Classification: Discretionary

SCHOOL CALENDAR

In order to permit staff, students and parents to make plans for their own work and vacation schedules, the board shall adopt a school calendar or calendars by June 1 of each year. Multiple calendars may be developed where some schools are on modified school calendars for the forthcoming school. Following this action, staff, students, parents and patrons will be advised of the school calendar(s).

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|-------------------|-----|----------------|---|
| Legal References: | RCW | 28A.150.040 | School year — Beginning — End |
| | | 28A.150.220 | Basic Education Act of 1977 — Definitions — Program requirements — Program accessibility — Rules and regulations |
| | | 28A.330.100(7) | Additional powers of board |
| | | 41.59.130 | Employer's responsibilities and rights preserved |
| | WAC | 180-16-215 | Minimum 180 school day year |

Adoption Date:
School District Name:
Revised

SUMMER SCHOOL

The district's summer program of instructional offerings shall be for the purposes of remediation and enrichment. Fees shall be charged to cover costs for which revenues are not otherwise provided. To the extent that the district can absorb the cost, fees may be waived or reduced for students whose families would have difficulty paying the full fee. The USDA Child Nutrition Program guidelines shall be used to determine qualifications for waivers or reductions. Priority in fee waivers and reductions shall be given to remediation courses. Parents shall be informed of the availability of any fee waivers or reductions in the notice of the summer school program.

Legal References: RCW

28A.320.500 Summer and/or other student
vacation period programs — Authorized —
Tuition and fees

28A.320.510 Night schools,
summer schools, meetings, use of facilities
for

Adoption Date:
School District Name
Revised:

Alternative Learning Experience Courses

The board authorizes the creation of alternative learning experience (ALE) courses, as defined in the procedure which accompanies this policy.

The district will make available to students enrolled in an ALE courses educational opportunities designed to meet their individual needs. The district will comply with all program requirements necessary to count an ALE as a course of study and ensure state funding for ALE students.

ALE programs may include the following types of courses as defined in RCW 28A.232.010:

- A. Online courses (*See Policy 2024, Online Learning*);
- B. Remote courses; and
- C. Site-based courses.

The board will adopt and annually review written policies authorizing ALE courses, including each ALE course and course provider. The policy must designate, by title, one or more school district official(s) responsible for overseeing the district's ALE courses.

The district establishes the following alternative courses(s) provided on site or over the internet or by other electronic means, as defined in WAC 392-121-182:

Naselle Homelink and CVA-Naselle

The school district official responsible for these programs is the Superintendent.

Reporting Requirements

A. Annual Report to the Board of Directors

The school district official responsible for overseeing each ALE course will report at least annually to the board. This annual report will include at least the following:

1. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;
2. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE course; the number of certificated staff in each ALE course;
3. A description of how the course supports the district's overall goals and objectives for student academic achievement; and
4. Results of any self-evaluations.

B. Monthly Report to the Superintendent of Public Instruction

The district must report monthly to the Superintendent of Public Instruction:

1. Accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences; and
2. Information about the resident and serving districts of such students.

C. Annual Report to the Superintendent of Public Instruction

The district must submit an annual report to the Superintendent of Public Instruction detailing the costs and purposes of any expenditures made to purchase or contract for instructional or co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or services made available to students enrolled in the district's regular instructional program.

D. Annual Report to the Superintendent of Public Instruction

The district must report annually to the Superintendent of Public Instruction:

1. the number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program; and
2. enrollment of students (separately identified) where ALE instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392-121-188.

Assessment Requirements:

All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the district.

Part-time students must also be assessed at least annually. However, part-time students who are either receiving home-based instruction under Chapter 28A.200, RCW or who are enrolled in an approved private school under Chapter 28A.195, RCW are not required to participate in the assessments required under Chapter 28A.655, RCW.

Any student whose alternative learning experience enrollment is claimed as greater than 0.8 full-time equivalent in any one month through the January count date must be included by the district in any required state or federal accountability reporting for that school year, subject to existing state and federal accountability rules and procedures.

Students enrolled in nonresident district alternative learning experience courses or course work who are unable to participate in required annual state assessments at the nonresident district must have the opportunity to participate in such required annual state assessments at the district of physical residence, subject to that district's planned testing schedule. It is the responsibility of the nonresident enrolling district to establish a written agreement with the district of physical residence that facilitates all necessary coordination between the districts and with the student and, where appropriate, the student's parent(s) to fulfill this requirement. Such coordination may include:

- arranging for appropriate assessment materials;
- notifying the student of assessment administration schedules;
- arranging for the forwarding of completed assessment materials to the enrolling district for submission for scoring and reporting; and
- arranging for any allowable testing accommodations, and other steps as may be necessary.

The agreement may include rates and terms for payment of reasonable fees by the enrolling district to the district of physical residence to cover costs associated with planning for and administering the assessments to students not enrolled in the district of physical residence. Assessment results for students assessed according to these provisions must be included in the enrolling district's accountability measurements, and not in the district of physical residence's accountability measurements.

Students who drop out of ALE courses

A school district offering or contracting to offer an alternative learning experience course to a nonresident student must inform the resident school district if the student drops out of the course or is otherwise no longer enrolled.

Procedures

The superintendent is directed to develop procedures consistent with WAC 392-121-182 to govern the administration of the district's ALE courses.

Adopted 04/15/14

Revised 06/20/17

General Guidelines

- Alternative Learning Experiences (ALE) means a course or, for grades kindergarten through eight, grade-level course work, that is a delivery method of basic education and is provided in whole or in part independently from a regular classroom setting or schedule, but may include components of direct instruction;
- ALE courses are supervised, monitored, assessed, evaluated and documented by a certificated teacher employed or contracted by the school district.
- ALE courses are provided in accordance with a written student learning plan.
- ALE courses and programs are implemented pursuant to the district's policy and WAC 392-121-182.

Student Eligibility

- ALE courses will be available to all student, including students with disabilities.
- All students in grades (K-12) are eligible to participate in ALE programs.
- Students who wish to enroll in an ALE program must satisfy the following additional eligibility criteria:
- Cross Reference: Board Policy 2020 Curriculum Development and Adoption of Instructional

Student Performance

- Students participating in ALE will be evaluated monthly by a certificated instructional staff, or, for students whose written student learning plans include only inline classes, school based support staff, to track student progress toward completion and to establish whether an intervention plan should be developed, in accordance with WAC 392-121-182.
- The methods for determining satisfactory progress shall be outlined in the written student learning plan and may include:
 - Progress grades;
 - Assignment completion rates;
 - Non-academic factors such as attendance, attitude, and behavior; and
 - Local school expectations.

Student Responsibilities

- Students enrolled in an ALE program must meet the contact requirements defined in WAC392-121-182.
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Parent Responsibilities

- Upon receipt of the district's description of the difference between home-based instruction and ALE, the parent must sign documentation attesting that he/she understands the difference.

District Verification of Student Work

- The district will use reliable methods to verify a student is doing his or her own work. These include, but are not limited to:
 - Proctored examinations
 - Proctored projects
 - In-person presentation
 - Real-time presentations using videoconference technology.

FIELD TRIPS, EXCURSIONS AND OUTDOOR EDUCATION

The board recognizes that field trips when used as a device for teaching and learning integral to the curriculum are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom.

Field trips which take students out of the state or are planned to keep students out of the district overnight must be approved in advance by the board. Outdoor education resident school plans shall be presented to the board for annual approval. The superintendent has the authority to approve all other field trips.

The superintendent shall develop procedures for the operation of a field trip or an outdoor education activity which shall insure that the safety of the student shall be protected and that parent permission is obtained before the student leaves the school. Each field trip must be integrated with the curriculum and coordinated with classroom activities which enhance its usefulness. Private vehicles may be used to transport students if approval is obtained in advance from the principal.

No staff member may solicit students for any privately arranged field trip or excursion without board permission.

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| Cross References: | Board Policy 6625 Board Policy 3520, | Private Vehicle Transportation tudent Fees, Fines, Charges |
| Legal References: | RCW 28A.330.100(5) RCW 67.20.020 WAC 180-87-090 | Additional powers of board Parks — Contracts for cooperation Improper remunerative conduct |

Adoption Date:
School District Name:
Revised:

Field Trips, Excursions, and Outdoor Education

Field trips are defined as travel away from school premises, under the supervision of a teacher, with an approved course of study, for the purpose of affording students a direct learning experience not available in the classroom. The transportation costs for all such field trips conducted during school hours shall be borne by the district. The following procedures shall apply:

Field Trips

Each school shall receive a field trip allocation.

The staff member shall submit a completed field trip request form to the principal at least two weeks prior to the field trip.

The staff member shall contact the site to make specific arrangements for the field trip so that the desired activity can be coordinated with the classroom studies.

The staff member shall be responsible for securing additional adult supervision for the trip (one adult to a maximum of ten students).

If private vehicles are used, field trip forms shall be completed which acknowledge the name of the driver of each vehicle to be used. The principal will contact the district office to determine if the district's liability insurance coverage will protect the driver.

Each student participating in a field trip must first return a permission slip signed by his/her parent. Parents shall be informed if private vehicles are to be used for the field trip.

A letter of appreciation should be sent to the site host upon completion of the field trip.

Outdoor Education

The outdoor education plans for the coming school year shall be presented to the board for approval at the May board meeting.

All staff to be involved shall be notified of plans after board approval.

The proposed curricula for the outdoor education school shall be presented to teachers at least one month prior to the session.

Information to parents regarding fees and waivers or reductions if offered, special clothing, dates, supervising proposed activities, and other duties shall be sent to parents at least one month prior to the session. The parent must sign an approval form.

If feasible, parents may opt to have their child participate in daytime activities only.

Students who do not elect to attend shall engage in meaningful learning experiences at school.

Students must purchase accident insurance or have family accident insurance.

If the district can absorb the cost or has access to funds to cover waivers or reductions, students who are unable to pay the fee may be granted a waiver or reduction if they meet the USDA Child Nutrition Program guidelines.

Overnight Field Trips

The staff member must submit to the principal a written plan, including purpose, supervision, itinerary, cost, housing, and student costs (if any) at least two weeks prior to submission to the board.

After approval by the principal, the proposal should be submitted to the superintendent at least one week prior to the board meeting.

The staff member should attend the board meeting to answer any questions the board may have.

After approval by the board, a written description of the overnight field trip shall be sent to the parent. All such field trips are optional. Parent permission is required.

Date:

CONTROVERSIAL ISSUES/GUEST SPEAKERS

The district shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice and to form, hold, and express their own opinions without personal prejudice or discrimination. The district encourages staff members to provide for the free and orderly flow and examination of ideas so that students may gain the skills to gather and arrange facts, discriminate between facts and opinion, discuss differing viewpoints, analyze problems and draw their own tentative conclusions.

Teachers shall guide discussions and procedures, including the use of guest speakers to gain divergent points of view, with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of judgment and the virtue of respect for conflicting opinions. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and the maturity of the students. When in doubt regarding appropriateness, the matter should be referred to the principal.

The superintendent shall establish procedures for the approval of the use of a guest speaker. When an invited speaker expresses opinions which are partisan or considered controversial by a large portion of the community, the school shall provide for the presentation of opposing views.

If the teacher and the principal believe the guest speaker's topic is controversial, they will develop a plan whereby the issue(s) can be presented in an objective unbiased manner.

In the event the speaker's topic is determined to be controversial, the teacher will notify students beforehand that any student who does not wish to attend the presentation may have alternative assignment.

RELIGIOUS-RELATED ACTIVITIES AND PRACTICES

The board recognizes that views and opinions regarding the relationship of the schools and religion are diverse. While community opinions are important in shaping policy, the board must give primary credence to the United States and Washington state constitutions, state law and the decisions made by the respective courts when establishing guidelines for making decisions regarding religious-related activities and practices. The board further accepts the declaration of the State Board of Education that “all students . . . possess the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence.” To this end, the board hereby establishes the following guidelines to preserve the rights of all students within the framework of the respective constitutions.

Instruction about religious matters and/or using religious materials shall be conducted in an objective, neutral, non-devotional manner and shall serve a secular educational purpose. History, sociology, literature, the arts and other disciplines taught in school may have a religious dimension. Study of these disciplines, including the religious dimension, shall give neither preferential nor disparaging treatment to any single religion or to religion in general and must not be introduced or utilized for devotional purposes.

Criteria used to guide academic inquiry in the study of religion shall seek the same neutrality, objectivity and educational effectiveness expected in other areas of the curriculum. In addition, materials and activities should be sensitive to America's pluralistic society and should educate rather than indoctrinate. Instructional activities should meet the three-part test established and used by the U.S. Supreme Court to determine constitutionality: (1) the activity must have a secular purpose; (2) the activity's principal or primary effect must be one that neither advances nor inhibits religion; and (3) the activity must not impose excessive involvement on the part of the school in order to maintain a neutral position towards the advancement of religion. This constitutional restriction shall not preclude a student from expressing his/her views relative to belief or non-belief about a religious-related issue in compositions, reports, music, art, debate and classroom discussion, when consistent with the assignment.

All religious-related instructional materials and/or activities must relate to a secular student learning goals or standards.

Staff shall avoid assigning work that emphasizes the religious aspects of a holiday. Individual students should be allowed, at their own direction, to use religious personages, events or symbols as a vehicle for artistic expression, if consistent with the assignment. State law prohibits staff from requiring that students reveal, analyze or critique their religious beliefs, from grading academic work on its religious expression if any, from censoring or imposing consequences on students who engage in religious expression in accordance with the law, or from imposing the religious beliefs of the staff member on students.

A student may decline to participate in a school activity that is contrary to his/her religious convictions.

Policy No. 2340
Instruction

If noncurriculum-related student groups are permitted to meet on school premises immediately before or after school hours, students shall be permitted to meet to discuss religious, political, philosophical or other issues provided such group meetings are student-initiated and student-managed in compliance with Board Policy 2153, Non-curriculum Related Student Groups.

Religious groups may rent school facilities under the policy providing for facilities rental. Activities of such groups shall be clearly separated from school sponsored activities so that the school district does not support or appear to support the establishment of religion.

A student may distribute religious literature under the same conditions that other literature may be distributed on the campus provided that such distribution does not intrude on the operation of the school.

Material and/or announcements promoting religion may not be distributed by non-students or on behalf of groups or individuals who are not students.

Religious services, programs or assemblies shall not be conducted in school facilities during school hours or in connection with any school sponsored or school related activity. Speakers and/or programs that convey a religious or devotional message are prohibited. This restriction does not preclude the presentation of choral or musical assemblies which may use religious music or literature as a part of the program or assembly.

Musical, artistic and dramatic presentations which have a religious theme may be included in course work and programs on the basis of their particular artistic and educational value or traditional secular usage. They shall be presented in a neutral, non-devotional manner, be related to the objective of the instructional program, and be accompanied by comparable artistic works of a nonreligious nature.

Since a variety of activities is included as part of a holiday theme, care must be exercised to focus on the historical and secular aspects of the holiday rather than its devotional meanings. Music programs shall not use the religious aspect of a holiday as the underlying message or theme. Pageants, plays and other dramatic activities shall not be used to convey religious messages. Religious symbols such as nativity scenes, if used, shall be displayed in conjunction with a variety of secular holiday symbols so that the total presentation emphasizes the cultural rather than religious significance of the holiday.

A student, upon the request of a parent, may be excused to participate in religious instruction for a portion of a school day provided the activity is not conducted on school property. (Credit shall not be granted for such instruction.)

Upon receipt of a parent(s) request, a student shall be excused from attending school in observance of a religious holiday.

Students may wear religious attire or symbols provided they are not materially and substantially disruptive to the educational process.

As a matter of individual liberty, a student may of his/her own volition engage in private, non-disruptive prayer at any time not in conflict with learning activities. School staff shall neither encourage, or discourage a student from engaging in non-disruptive oral or silent prayer or any other form of devotional activity.

Commencement exercises shall be free from sectarian influence, including invocations and benedictions.

There shall be no school sponsorship of baccalaureate services. Interested parents and students may plan and organize baccalaureate exercises provided that the service is not promoted through the school and staff, and student participation is voluntary.

Students, parents and staff who are aggrieved by practices or activities conducted in the school or district may register their concern with the building principal or district superintendent.

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|-------------------|--------------------|---|
| Cross References: | Board Policy 2153 | Noncurriculum-related Student Groups |
| | Board Policy 3122 | Student Absences |
| | Board Policy 3220 | Freedom of Expression |
| | Board Policy 3223 | Freedom of Assembly |
| | Board Policy 3224 | Student Dress |
| | Board Policy 4220 | Complaints Regarding Staff or Program |
| | Board Policy 4237 | Contests, Advertising and Promotions |
| | Board Policy 4235 | Public Performances |
| | Board Policy 4260 | Use of School Facilities |
| Legal References: | U.S. Constitution | First Amendment, Fourteenth Amendment |
| | Wash. Constitution | Art. I, § 11 |
| | Wash. Constitution | Art. 9, Sec. 4 and Art. 26 |
| | RCW 28A.600.025 | Student rights of religious expression |
| | WAC 180-40-227 | School district rules defining students' religious rights |

Adoption Date:
School District Name
Revised: 10.15.00

CREDIT FOR COMPETENCY/PROFICIENCY

(This policy is designed for competency/proficiency credit in world languages, however, a district can expand the policy to multiple subjects.)

World Languages

The board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, attendance at language programs offered in the community, learning online or time spent living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

In order to recognize the language proficiency of students, the superintendent is directed to develop procedures for awarding world language credits to students based on demonstrated proficiency across a range of language skills.

| | | | |
|-------------------|-----|-------------------|--|
| Legal References: | RCW | 28A.230.090(4)(5) | High school graduation requirements or equivalencies |
| | WAC | 180-51-050 | High school credit - Definition |

Adoption Date: 10/19/2010
School District Name Naselle-Grays River Valley

World Languages Credit for Competency/Proficiency

Definition:

For purposes of this procedure, a world language is defined according to the definition used by the Higher Education Coordinating Board as “[any natural language that has been formally studied [...], including American Sign Language (AMESLAN, the language of the deaf community), and languages no longer spoken, such as Latin and ancient Greek. However, neither computer 'languages' nor forms of deaf signing aside from AMESLAN are acceptable.”

Demonstrating Competency/Proficiency in a World Language

The district will manage the assessment process so that students seeking competency based credit can demonstrate competency/proficiency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The district will select the appropriate assessment instrument(s) from the following:

Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available (as of 2010, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (<http://avantassessment.com>).

American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIc) and Writing Proficiency Test (WPT) — for languages for which STAMP is not available or for which ACTFL assessments are deemed to be more appropriate. ACTFL assessments are offered through Language Testing International (<http://www.languageTesting.com>).

Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).

For languages that do not currently have any other nationally available proficiency based assessment, the district will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.

Determining Competency and Credit Equivalencies

The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

Novice Mid – 1 credit (Carnegie Unit)

Novice High – 2 credits

Intermediate Low – 3 credits

Intermediate Mid – 4 credits

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

Procedure 2409P

(Example: If a student demonstrated Intermediate Mid level proficiency in Speaking, but Novice Mid in Reading and Writing, then credits would be awarded based on the lowest common level of demonstrated proficiency, i.e. one credit for Novice Mid. The student would not receive individual credits for separate language skills. In this example, the student would not receive four credits for Intermediate Mid in Speaking and one credit each for Novice Mid in Reading and Writing. The total award is one World Language credit.)

Offering Testing Opportunities

The district will manage the assessment process so that students have multiple (*district may insert here the number of opportunities*) opportunities to take or retake the assessment(s) required to demonstrate proficiency. Assessments must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the assessments are offered, which could include individual schools, district buildings, community colleges, universities, educational service districts, or other community settings.

Paying for Assessments

The district will set a fee for the assessments to cover administrative costs, test fees, and/or proctoring. Fees may vary depending on the assessment costs. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced price lunch. (*Insert language here if the district plans to pay the assessment fee or subsidize the student's cost.*)

Current fees and financial assistance information are available from Naselle-Grays River Valley School.

(*Insert assessment fee schedule here.*)

Reporting Results

The district will receive official test results for each student participating in the assessment process. The district will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. If requested by the student, the school counselors will record the world language credits earned on the official transcript. Credits will be awarded with a grade of "Pass."

Date: 10.10

Naselle Youth Camp Graduation Requirements

Each student who has successfully completed an instructional program appropriate to his/her interest and needs shall be awarded a diploma at graduation ceremonies. The board shall award a Naselle Youth Camp diploma to every student enrolled at the Naselle Youth Camp who meets the requirements of graduation established by the district. Only one diploma shall be awarded with no distinctions being made between various programs of instruction which may have been pursued.

The board shall establish graduation requirements which, as a minimum, satisfy those established by the state board of education:

| | |
|---|-------------|
| English | 3 credits |
| Mathematics | 2 credits |
| U.S. History & Government | 1 credit |
| Washington State History and Government | ½ credit |
| Contemporary World Problems | |
| Geography & Problems | 1 credit |
| Science | 2 credits |
| Occupational Education | 1 credit |
| Physical Education | 2 credits |
| Restricted Elective | 1 credit |
| Electives | 5 ½ credits |
| Total | 19 credits |

A credit is defined as 180 (50 minute) hours of planned in-school instruction excluding passing time. No student may earn more than one credit/year to satisfy the state board requirements in English, Mathematics, and Science except as provided in WAC 180-51-065. The board shall approve graduation requirements as recommended by the superintendent.

Appeal Process

1. A student may appeal the non-award of credit by a written request to the principal at NYCS enumerating rationale for receiving credit. The appeal will be reviewed by the principal and two staff members for determination.
2. In the event the appeal is not resolved to the student's satisfaction, they may appeal to the superintendent.
3. If the appeal is still not resolved, the student may appeal to the school board for a final decision.

Legal Reference: WAC 180-51-050 #6 High School Credit Definition

Adoption Date: 032106

Naselle-Grays River Valley School District

2410 Graduation Requirements

The board seeks to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. In so doing, the board acknowledges that circumstances may arise that prevent a student from earning all twenty-four credits required for high school graduation. Such circumstances may include, but are not limited to, the following:

- Homelessness;
- A health condition resulting in an inability to attend class;
- Limited English proficiency;
- Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school;
- Transfer during the last two years of high school from a school with different graduation requirements; and
- Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised a student's ability to learn.

The board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of two elective credits required for graduation. A student's parent/guardian or an adult student must file the district's *Application for Waiver of High School Graduation Credits (Form 2418F)* with the superintendent's office no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, one Arts, one Career and Technical Education) which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

Legal References

[RCW 28A.230.090 High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies](#)

[RCW 28A.345.080 Model policy and procedure for granting waivers of credit for high school graduation.](#)

[WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015.](#)

[WAC 180-51-050 High school credit—Definition.](#)

Cross References

[2410 - High School Graduation Requirements](#)

Management Resources

[2015 - April Policy Issue](#)

Updates Chart:

Additions Chart:

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Adoption Date: 09/17/2019

Classification: **Essential**

Revised Dates: **12.00; 02.04; 10.04; 12.04; 08.07; 02.09; 04.09; 06.10; 10.11; 06.12; 09.13; 12.14; 04.15; 10.17; 05.18; 7.19; 4.21**

I. PUBLICATION OF GRADUATION REQUIREMENTS

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

II. CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

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

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

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

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

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

Awarding of High School Credit

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

- A. Earning a passing grade according to the district's grading policy;

- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study); or
- C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

Credits from Other Programs

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

Subject and Credit Requirements for Graduation

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

- A. Four credits in English.
- B. Three credits in mathematics.
 - 1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan.
 - 2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet his or her graduation requirement.
 - 3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subject but did not receive high school credits may do one of the following:
 - i. Repeat the course or courses for credit in high school; or
 - ii. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.
- C. Three credits in science.

1. Two science credits must be in laboratory science.

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

D. Three credits in social studies.

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

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

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

4. One social studies credit must be in an elective course or courses.

5. Although a student does not need to receive credit for such a course, a student must complete a Washington State history and government course.

E. Two credits in world languages or personalized pathway requirements.

1. "Personalized pathway requirement" means up to three credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.

2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.

F. Two credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.

G. One-half credit in health.

H. One and one-half credit in physical education.

I. One credit in career and technical education.

1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.

2. A student who earns credit through a career and technical education course determined by the district or by the Office of the Superintendent of Public Instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while

meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

J. Four elective credits.

Total number of credits required to graduate: 24.

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related state learning standards are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. The plans for evaluation of the program; and
- J. How and by whom the student will be supervised.

The district will keep a list of approved programs on file in the superintendent's office. The superintendent or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

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

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

- A. Contact the college they are interested in attending and arrange to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.
- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes his or her portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical Work-Based Learning

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

- A. The school will supervise the work program.
- B. The work experience will specifically relate to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than 180 hours for instructional work-based learning experience and not less than 360 hours of cooperative work-based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).
- H. The employer will legally employ the student, who must have passed his or her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation-requirement standards.

- K. The program standards and procedures align with the state career and technical work-based learning standards.

National Guard High School Career Training

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

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

Home School Credit

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

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

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

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

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

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

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

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

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

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

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;

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

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

3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals; and
5. Includes information about the college bound scholarship program;

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

1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
2. Application timelines and submission deadlines;
3. The importance of submitting applications early;
4. Information specific to students who have been in foster care;
5. Information specific to students who are, or are at risk of being, homeless;
6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;
7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications;
8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and
9. Information on college bound scholarship application and eligibility; and

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

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

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

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

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

IV. GRADUATION PATHWAY OPTIONS

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

Statewide High School Assessment

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

Dual Credit Courses

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

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

High School Transition Courses

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

AP Courses and International Baccalaureate Programs

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

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

1. English language arts courses:

- i. AP courses: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.
- ii. International baccalaureate courses: individuals and societies courses or English language and literature courses.

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

2. Mathematics courses:

- i. AP courses: statistics, computer science A, computer science principles, or calculus.
- ii. International baccalaureate courses: any international baccalaureate mathematics course.
- iii. Cambridge advanced or advanced subsidiary courses: any Cambridge advanced or advanced subsidiary mathematics course.

B. Achieving the following scores on the following exams:

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

SAT or ACT Scores

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

Combination of Options

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

Armed Services Vocational Aptitude Battery

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

Career and Technical Education Courses

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

Districts have discretion in determining which pathway options they will offer to students

Expedited Appeal Process for Waiving Student Assessment Requirements

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

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

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

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

V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA

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

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

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

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. Expiring with the class of 2021, if the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

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

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the

student's transition plan. Modifications to the district's standard graduation requirements may include the following:

1. Attainable alternate classwork or individualized activities substituted for standard requirements;
 2. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine the following:
1. The projected date by which all graduation requirements will be met; and
 2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

VII. SEAL OF BILITERACY

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

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by one of the following methods:
 1. Passing a foreign language Advanced Placement exam with a score of three or higher;
 2. Passing an International Baccalaureate exam with a score of four or higher;
 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed)

4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy.”

VIII. GRADUATION CEREMONIES

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

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

The district will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.

[Note: The following A – E list is offered to provide possible examples of parameters around graduation ceremonies. The board should determine what if any conditions it would like to set and delete non-applicable language. The board might want to consider whether conditions to participation are inclusive].

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.

E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

IX. WITHHOLDING OF A DIPLOMA

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

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

Adoption Date: January 21, 2020

Classification: **Essential**

Revised Dates: **12.00; 10.04; 12.04; 08.07; 02.09; 12.11; 04.12; 09.13; 10.17; 05.18; 07.19; 4.21**

CERTIFICATE OF EDUCATIONAL COMPETENCY

A student who is 16 years of age or older but under 19 years of age and who has a substantial and warranted reason for leaving the regular high school program, or who has been home schooled may make application, at the option of the applicant, to the resident district or the school last attended in the state of Washington, for a certificate of educational competency. The application must be signed by the student's parent and shall include the recommendation of a staff review committee and the superintendent. Causes considered shall be those indicating that withdrawal would be in the student's best interests, including any one of the following:

Personal problems which seriously impair the student's ability to make reasonable progress toward high school graduation;

A financial crisis which directly affects the student and necessitates the student's employment during school hours;

The lack of curriculum and instruction which constitute appropriate learning experiences for the student,

The inability or failure of the school of attendance to adjust its program for the individual or otherwise make arrangements for enrollment in a program in a manner which enables the student to advance toward graduation with reasonable progress and success.

The student has been home-schooled and has essentially completed high school work.

The district shall make provisions for an appeal process for any student who feels that the denial to apply for a certificate of educational competency was unwarranted.

Certificates of educational competency shall be awarded by the state superintendent of public instruction and the state board for community and technical colleges.

| | | |
|-------------------|----------------------|---|
| Cross References: | Board Policy 3114 | Part-time, home-based or off-campus Students |
| Legal References: | RCW 28A.205.030 | Reentry of prior dropouts into common schools, rules — Eligibility for GED test |
| | RCW 28A.305.190 | Certificate of educational competence, rules for issuance. |
| | Chapter 180-96 WAC | Certificate of educational competence |
| | Chapter 131 - 48 WAC | Certificate of Educational Competence (Community and Technical Colleges) |

Adoption Date:
School District Name
Revised: 08.11.98

Diplomas for Veterans

The district will issue high school diplomas to World War II or Korean Conflict veterans with substantial ties to the district who did not finish high school due to their military service.

To be eligible for a diploma the veteran or his or her representative must fill out the application provided by the Washington Department of Veteran Affairs and provide evidence of eligibility.

The veteran must have been honorably discharged from the armed forces of the United States, scheduled to graduate from high school after 1940 and before 1951, and left high school before graduation in order to serve in World War II; or

The veteran must have been honorably discharged from the armed forces of the United States, scheduled to graduate from high school in the years 1940 through 1955 and left high school before graduation in order to serve in the Korean Conflict.

Veterans are eligible for the diploma even if they subsequently earned a high school equivalency certificate or are deceased.

The superintendent will determine those veterans who have substantial ties to the district. Examples include, but are not limited to: living or having lived in the district, having attended school in the district, having children or other descendants who have attended school in the district, having been employed by the district or volunteering in the district.

Cross-Reference: Policy 2410

High School Graduation Requirements

Legal References: RCW 28A-230-120

High school diplomas -- Issuance -- Option to receive final transcripts -- Notice

Management Resources: *Policy News*, April 2002
Policy News, June 2003

WWII Veterans May Receive Diplomas
Honoring Veterans of the Korean
Conflict

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

Equivalency Credit Opportunities

I. Experiential Education Opportunities

The district may grant credit, including high school graduation credit, for school planned or approved learning experiences which may be conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district. To grant credit for such experiences, a proposal for approval of credit must be submitted to the district's designated team.

The proposal shall include the following elements:

- (a) Name of program or planned learning experience;
- (b) Length of time for which approval is desired;
- (c) Objectives of the program or planned learning experience;
- (d) Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- (e) Description of how credits shall be determined (completion of a district-defined course or satisfactory demonstration of proficiency/mastery in the related state learning standards in accord with WAC 180-51-050(1)) and WAC 180-51-051;
- (f) Content outline of the program and/or major learning activities and instructional materials to be used;
- (g) Description of how student performance will be assessed;
- (h) Qualifications of instructional personnel;
- (i) Plans for evaluation of program; and
- (j) How and by whom the student will be supervised.

Approved experiences may include, but are not limited to, the following: School planned or approved learning experiences such as travel study, work study, private lessons, and education programs sponsored by governmental agencies.

II. Career and Technical Education Courses Provided by the District

Until September 1, 2021, the district will offer high school students with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by the Office of Superintendent of Public Instruction under RCW 28A.700.070.

On or after September 1, 2021, any statewide equivalency course offered by the district or accessed at a skill center will be offered for academic credit.

The district may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the superintendent of public instruction under RCW 28A.700.070.

Each high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

The district team will include a school administrator, the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

1. Aligned with the state's essential academic learning requirements and grade level expectations; and
2. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.
3. Recorded on the student's transcripts as the academic course the equivalence credit fulfills.

III. Mastery/Competency-based credits

Students may obtain up to 1 mastery-based credit for English, math, and science by passing a district-created assessment that is aligned to state learning standards and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI). Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test or State Equivalent test
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district; or
- other locally developed methods.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available if the student achieves a C or higher grade in the next-higher level course.

The mastery/competency examination must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the examination is offered, which could include individual schools, district buildings, community colleges, universities, education service districts, or other community settings. The District may impose a maximum of testing opportunities for the student and will award credit based on the highest examination score.

The student will be responsible for the cost of taking a mastery/competency examination. The district may offer financial assistance to students who demonstrate need, such as qualifying for free or reduced lunch or have other extenuating circumstances.

The district will receive official test results for each student who takes a mastery/competency examination. The district will provide a letter to the student with a copy of the test results and an indication of how many credits the student will be awarded. Credits awarded will be recorded on the student's transcript with a grade of "Pass."

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Courses taken before attending high school

The district will award high school credit for computer science courses taken before attending high school if either of following occurs:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the district determined by the board.

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

IV. Computer Science Courses

AP courses

The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science, and may be used by a student to meet math or science graduation requirements. The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

Mastery/Competency-based credits

The district may award academic credit for computer science to students based on student completion of a mastery/competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI).

To receive mastery/competency-based credits for computer science, a student must take a mastery/competency examination that OSPI has found aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the mastery/competency examination.

Cross References:

2170 - Career and Technical Education

2410 - High School Graduation Requirements

Legal References:

Laws of 2019, ch. 180, 2 High school computer science courses—Availability—Competency testing
RCW 28A.230.010 Course content requirements—Access to career and technical course equivalencies—Duties of school boards of directors—Waivers
RCW 28A.230.097 Career and technical high school course equivalencies.
RCW 28A.230.120 High School Diplomas – Issuance- Option to receive final transcripts –Notice
WAC 180-51 High school graduation requirements
WAC 392-410 Courses of study and equivalencies

Management Resources:

2021 – February Issue
2020 – December Issue
2019 - July Policy Issue
2018 - May Policy Issue
2013 - September Issue
Policy News, August 2006 Legislature Codifies Course Equivalency for Career and Technical Courses

Adoption Date:

Classification: **Essential**

Revised Dates: **08.06; 12.11; 09.13; 05.18;07.19; 04.20; 12.20; 02.21; 4.21**

Waiver of High School Graduation Credits

The board seeks to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. In so doing, the board acknowledges that circumstances may arise that prevent a student from earning all twenty-four credits required for high school graduation. Such circumstances may include, but are not limited to, the following:

- Homelessness;
- A health condition resulting in an inability to attend class;
- Limited English proficiency;
- Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school;
- Transfer during the last two years of high school from a school with different graduation requirements; and
- Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised a student's ability to learn.

The board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of two elective credits required for graduation. A student's parent/guardian or an adult student must file the district's *Application for Waiver of High School Graduation Credits (Form 2418F)* with the superintendent's office no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, one Arts, one Career and Technical Education) which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

Cross References: 2410 - High School Graduation Requirements

Legal References: RCW 28A.230.090 High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies
RCW 28A.345.080 Model policy and procedure for granting waivers of credit for high school graduation
WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015.
WAC 180-51-050 High school credit—Definition.

Adoption Date:

Classification: Essential

Revised Dates: **04.15; 7.19; 4.21**

GRADING AND PROGRESS REPORTS

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades, written progress reports and parent conferences on a regular schedule serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These written and verbal reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district shall comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students grade points shall be reported for each term; individually and cumulatively.

The board directs the superintendent to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher shall specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of an goal or standard, a student's grades may be adversely affected provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Individual students who feel that an unjust application of attendance or tardiness factors has been made, may follow the appeal process for resolving the differences.

A student's grade report may be withheld until such time the student pays for any school property that has been lost or willfully damaged. Upon payment for damages or the equivalency through voluntary work, the grade report will be released. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors.

| | | |
|-------------------|---------------------|---|
| Cross References: | Board Policy 3122 | Excused and Unexcused Absences |
| | Board Policy 3520 | Student Fines, Fees and Charges |
| Legal References: | RCW 28A.150.240(2g) | Basic Education Act of 1977 — Certificated teaching & administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty |
| | RCW 28A.635.060 | Defacing or injuring school property — Liability of parent or guardian |
| | RCW 28A.600.030 | Grading policies — Option to consider — Attendance |
| | WAC 180-40-235 | Discipline — Conditions and limitations |
| | WAC 180-44-010 | Responsibilities Related to instruction |
| | WAC 180-57 | WAC, Secondary Education — Standardized High School Transcript |
| | WAC 392-210 | Washington State Honors Award Program |

Adoption Date:
School District Name
Revised:

Grading and Progress Reports

The grade point averages for grades 9-12 shall be calculated in the following manner:

- A. Each student's "grade point average" shall be the sum of the point values, of all the marks/grades received for all courses attempted divided by the sum of the credits for all courses attempted. The grade point value shall be calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.
- B. The numerical value of grades are:
 - A = 4.0
 - 1. A- = 3.7
 - 2. B+ = 3.3
 - 3. B = 3.0
 - 4. B- = 2.7
 - 5. C+ = 2.3
 - 6. C = 2.0
 - 7. C- = 1.7
 - 8. D+ = 1.3
 - 9. D = 1.0
 - 10. E or F = 0.0

The minimal passing mark/grade is D = 1.0. Pass/fail, credit/no credit, and satisfactory/unsatisfactory marks may also be used. These non-numerical marks/grades shall be clearly identified and excluded from the calculation of grade point average.

- C. Marks/grades for each course taken shall be included in the calculation of grade point averages. Only the highest mark/grade for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point averages. Marks/grades for recurring classes shall all be included in the calculation of grade points. Grade point averages shall be rounded to two decimal places and reported for each trimester/semester or other term and for the cumulative credits earned for all courses attempted in high school.

The standardized high school transcript shall contain:

- A. The student's name (last name, first name, and middle names or middle initials);
- B. The student's current address, address at graduation, or address at withdrawal from school (street, city, state, zip code);
- C. The student's birth date and sex;
- D. The student's identification number (if applicable);
- E. The school's name;
- F. The school's address (street, city, state zip code, and telephone number);
- G. The dates of the student's entry, reentry, withdrawal, and graduation (if applicable) related to the school issuing the transcript;
- H. The student's academic history for high school (grade level and date of course completion, course titles, marks/grades earned, credits attempted, and grade point average);
- I. The name and address of parent(s) or guardian(s) (street, city, state, zip code) if such information is available;
- J. A list of previous high schools attended (school name, address, city, state, and month and year of entrance and exit); and
- K. The signature and/or seal of the authorized school official (name, title, and date).

Date: 08.20.02

PROMOTION/RETENTION

The board recognizes that the rate of physical, social, emotional and academic growth will vary among individual students. Since each student grows at his/her own rate, these individual growth characteristics shall be recognized in classroom programming.

After a student has successfully completed a year of study at a specific grade level, he/she will be promoted to the next grade. Retention at the same grade may be beneficial to the student when he/she is not demonstrating minimum competency in basic skill subjects in relation to ability and grade level. Retention should not be considered, except in these instances where there is a strong likelihood that the student will benefit with minimum social and emotional disruption.

The superintendent shall establish procedures which provide that parents will be informed at least one (1) quarter in advance of any retention decision on the part of the school.

Cross References: Board Policy 2080 Comprehensive Student Assessment System
 Board Policy 2090 Program Evaluation

Adoption Date: 09-15-97
School District Name: Naselle-Grays River Valley
Revised:

Promotion/Retention

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

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

By way of assistance, teachers in the regular school program, as well as parents, through the parent/teacher/principal conference and a mailed letter, will be given the option of recommending their student to summer school. In addition, all students who failed to meet the standard mark (score=400) for all or part of the WASL test, or fall below the 40% on any part of or all of the ITBS will also be sent an invitation letter for summer school.

There will be two types of letters. The letters will indicate what general subject areas of remediation are needed for each student. Parent swill be given an option of attending a parent/staff meeting to develop an education plan for the student's summer program. As an outcome of this meeting, parents may be asked to work with the student during the summer at home to improve these areas. If this is the case, the school will provide materials to improve these areas. If this is the case, the school will provide materials to the parents for working with their youngster. The school may also recommend optional summer school hours for a student as space allows.

An alternative letter or "required summer school" letter will be sent to parents in the following cases:

- Students who score below the 30% in any category of the ITBS;
- Students who score in the 1st quartile of any part of the WASL;
- Students who fail to meet the benchmark standard on either the reading or math on the WASL;
- Students who fall more than one grade below grade level on the required 2nd grade reading spring assessment;
- Teacher or parent recommendation based on extenuating circumstances.

Whether summer school is to be required for students who fall into one of those five categories will be decided by the principal and the school staff familiar with the student's needs. For example, in some cases where emotional or social issues rather than academic issues predominate, remedial option like summer school may not be considered. This may also be the case with certain special education categories where academic remediation may not provide a benefit to the students.

Parents whose students receive the "required summer school letter" will be encouraged to send their students to summer school as prescribed in the students educational plan. At the conclusion of successfully completing summer school, any decision regarding retention would be decided by the parent, school and principal. Students may be promoted or still recommended for

retention if the student is still in need of remediation. In these cases, the parent will retain the final decision regarding retention.

For students who fail to attend a “required” summer school or who fail to follow the summer school educational plan recommendations, or attend summer school, but don’t successfully complete their assigned requirements, the school rather than the parent would have the final word on retention.

This procedure speaks to the issue of retention/promotion for grades after the kindergarten year. Issues concerning the late enrollment of kindergarten students due to social or maturity reasons are not addressed.

Homework

The board believes that homework is a constructive tool in the teaching / learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized; must be viewed as purposeful to the students; and must be evaluated and returned to student in a timely manner.

Homework may be assigned for one or more of the following purposes:

- A. Practice – to help students to master specific skills which have been presented in class;
- B. Preparation – to help students gain the maximum benefits from future lessons;
- C. Extension – to provide students with opportunities to transfer specific skills or concepts to new situations; and
- D. Creativity - to require students to integrate many skill and concepts in order to produce original responses.

The purpose of homework assignments, the basis for evaluation the work performed and the guidelines and / or rules should be made clear to the student at the time of the assignment.

The school principal shall establish guidelines, which clarify the nature and use of homework assignments to improve school achievement.

Adoption Date 09-15-97

School District Name: Naselle-Grays River Valley

FINAL COURSE AND STUDENT GRADE CHANGE POLICY

The Naselle-Grays River Valley School District acknowledges that uniformly applied rules for correction of erroneous grades are necessary to assure the integrity of final grades and to assure public confidence in the grading process. On occasion, mistakes will be made or students may choose to retake courses and this policy will govern how those are addressed.

Grade changes may be made under the following circumstances:

- an error in the computation of a grade
- an error in marking the grade sheet
- a determination that a grading standard was applied unfairly
- a desire by the student to re-take a course for the possibility of a better grade

GRADE CHANGES:

If a student or parent believes that an error has been made in grading or that a standard has been unfairly applied, a request for review may be submitted to the teacher. In unusual circumstances, such as the teacher leaving the district after the term in which the grade was given, the request for review may be made directly to the principal. Requests must be submitted in writing as soon as possible, but in no case later than 30 days after the end of the grading term, or no later than September 30th of the next school year for fourth quarter or second semester grade reviews.

When a grade review is requested, the teacher will respond to the request in writing within five school days, stating whether the request is denied or that a recommendation for grade change will be submitted to the principal. The teacher shall complete the school's grade change form and forward it to the principal if a grade change is warranted. The teacher shall document the reason for the grade change in accordance with the circumstances described above. If a student or parent is dissatisfied with the teacher's determination, an appeal to the principal, if desired, shall be made in writing within 10 calendar days. The principal's decision will be final.

Principals, counselors, and other administrators may not arbitrarily change grades issued by teachers. If a student transfers from another district, grades may only be changed by the issuing school district. During a grade appeal period, the course grade as originally entered, shall remain effective for determining a student's eligibility for participation in extra-curricular activities or other school sponsored activities in which grade point averages are required.

COURSE RE-TAKE -

During the course of their high school careers, students may repeat classes in order to improve upon an original grade, provided it is the same class, credit, and course content as the original class. Students desiring to repeat a class with this intent must receive prior approval from the instructor and/or principal.

Each time a student retakes a course, it will be entered on the transcript. The highest grade will count in the GPA. All repeated courses will be listed on the transcript, but only the highest grade will figure into the GPA. The rest will show “no credit.”

District will not convert letter grades to non-numerical grades for the purpose of this subsection.

Credits attempted for courses taken more than once to improve a grade will count only once toward the number of credits required for graduation.

The section above shall not apply to recurring courses. Recurring courses are not considered repeated courses taken for the purpose of improving a grade. Recurring courses are those taken by students to further develop their understanding and skills in the subject (e.g., band, art, PE 1, PE 2), or are taken by the student more than once to satisfy different credit requirements.

Students who retake a course that is offered in the school’s master schedule, but do so in an alternate fashion such as an online class or through the PASS Program, must pay for the cost of the course. Students may retake a semester or year-long class at no cost by attending the class daily as part of their schedule, if space allows.