



*Every Student Matters, Every Moment Counts*

**Morton School District #214**

***Home of the Timberwolves!***

PO Box 1219 ~ Morton, WA, 98356

p: 360-496-5300 ~ f: 360-496-5399

[www.morton.k12.wa.us](http://www.morton.k12.wa.us)

 @MortonSchoolDistrict214 ~  @MSD21214

**Morton Jr/Sr High School**

152 Westlake Ave. ~ Morton, WA, 98356

p: 360-496-5137 ~ f: 360-496-6035

**Morton Elementary School**

400 Main Ave. ~ Morton, WA, 98356

p: 360-496-5143 ~ f: 360-496-0327



## MORTON ELEMENTARY SCHOOL STAFF HANDBOOK

*The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, [jhannah@morton.k12.wa.us](mailto:jhannah@morton.k12.wa.us), or Section 504 Coordinator Becky Brooks, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, [bbrooks@morton.k12.wa.us](mailto:bbrooks@morton.k12.wa.us).*



## Executive Summary

Morton Jr./Sr. High School will operate under the Policy Governance model. This model is designed to focus the building's attention on student achievement results. The Board has established **Ends** policies that clearly describe our students as they complete each year and/or move towards graduation.

The building's policies fall into four categories:

- 1) **Ends** – Policies in this category describe the goal for all students by the end of the current school year or later if stated. These are monitored on a regular basis and the results are reported to the Superintendent and Board.
- 2) **Governance Process** – These policies state the rules of the building and how a variety of tasks, practices, and functions of the building are to be carried out; in other words they are the way business is done within our school. These policies are reviewed and/or monitored by the building's administration.
- 3) **Principal/Staff Relations** – Each of these policies outlines the work that occurs between administration and staff jointly in a variety of ways. These policies are reviewed and/or monitored by the building's administration.
- 4) **Executive Limitations** – The policies in this category define the expectations placed on staff in terms of what they are to do and with detailed descriptions of areas that shall be avoided. These policies are monitored by administration throughout the year and are reported to the Superintendent on a regular basis.





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**Morton Elementary School Policies**

**EndS**

**E1 District Vision**

The Morton School District shall distinguish itself by producing students who reach their highest levels of individual success.

Reported to Board:      Annually  
   September

**E2 District Mission**

The philosophy of Morton School District is that every student matters, every moment counts. To achieve our mission the Morton School District will utilize the best instructional practices in all grades and classrooms; build, implement, and monitor student interventions; teach, monitor, and re-teach a system that supports a safe and inclusive environment; and, seek ways to enhance our learning culture through data-driven decisions.

Reported to Board:      Annually  
   August

**E3 Academic Performance**

By the end of the 2030/31 academic year, the District will be rated in the top five (5) districts in the following categories when compared to the other districts participating within WIAA's District 4 and in our classification.

- E3-1 Overall Composite Score (Combination of all following categories)
- E3-2 Elementary Schools (Combination of ELA, Mathematics, and Science)
- E3-3 Elementary ELA
- E3-4 Elementary Mathematics

E3-5 Elementary Science

E3-6 Junior High Schools (Combination of ELA, Mathematics, and Science)

E3-7 Junior High ELA

E3-8 Junior High Mathematics

E3-9 Junior High Science

E3-10 Senior High Schools (Combination of ELA, Mathematics, and Science)

E3-11 Senior High ELA

E3-12 Senior High Mathematics

E3-13 Senior High Science

Reported to Board:      Annually  
   September

**E4 Reading and Mathematics**

E4-1 By the end of the 2030/31 academic year, 100% of all students in each grade K-6 will have met grade-level reading expectations as measured by the DIBELS Assessment.

E4-2 By the end of the 2030/31 academic year, 100% of all students in each grade 7-11 will have met grade-level reading expectations as measured by the STAR Reading Assessment.

E4-3 By the end of the 2030/31 academic year, 100% of all students in each grade 2-11 will have met grade-level mathematics expectations as measured by the STAR Mathematics Assessment.

Reported to Board:      Triannually  
   November, February, June

**E5 Post-Secondary**

*The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, [jhannah@morton.k12.wa.us](mailto:jhannah@morton.k12.wa.us), or Section 504 Coordinator Becky Brooks, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, [bbrooks@morton.k12.wa.us](mailto:bbrooks@morton.k12.wa.us).*

E5-1 Each academic year till the end of the 2030/31 academic year the post-secondary preparation of students will be measured according to the following ratings:

- Good - Greater than or equal to 40% of upper-class students in the Jr/Sr High School earn college credits
- Fair - Between 25% and 39.99% of upper-class students in the Jr/Sr High School earn college credits
- Low - Less than 25% of upper-class students in the Jr/Sr High School earn college credits

E5-2 Each academic year till the end of the 2030/31 academic year the post-secondary programming will be measured according to the following ratings:

- Good - Greater than or equal to 80 college credits are offered on-site
- Fair - Between 40-80 college credits are offered on-site

Low - Less than 40 college credits are offered on-site

E5-3 Each academic year till the end of the 2030/31 academic year the post-secondary acceptance of seniors will be measured according to the following ratings:

- Good - Greater than or equal to 95% of all seniors are accepted to a post-secondary institution/program
- Fair - Between 80% and 94.99% of all seniors are accepted to a post-secondary institution/program
- Low - Less than 80% of all seniors are accepted to a post-secondary institution/program

Reported to Board: Annually  
June

## **E6 PBIS**

Each academic year till the end of the 2030/31 academic year less than 35% of all students will have been issued a referral.

Reported to Board: Biannually  
February, June

## **E7 Extracurricular**

Each academic year till the end of the 2030/31 academic year the participation of students in all extracurricular activities will be measured according to the following levels:

- Good - Greater than or equal to 40% of students in the Jr/Sr High School will participate in at least one extracurricular activity
- Fair - Between 20% and 39.99% of students in the Jr/Sr High School will participate in at least one extracurricular activity
- Low - Less than 20% of students in the Jr/Sr High School will participate in at least one extracurricular activity

Reported to Board: Annually  
May

## **E8 Staffing**

E7-1 Each academic year till the end of the 2030/31 academic year both the elementary and secondary buildings will have a dedicated principal for each building.

E7-2 Each academic year till the end of the 2030/31 academic year the Jr/Sr High School will have at minimum 35% of its staff CTE certified.

E7-3 Each academic year till the end of the 2030/31 academic year the District will employ at least a 0.5 FTE Music and/or Art educator.

E7-4 Each academic year till the end of the 2030/31 academic year the Elementary school will employ at least a 1.0 FTE specialist certificated teacher.

E7-5 Each academic year till the end of the 2030/31 academic year the Elementary school will employ at least a 0.8 FTE Pre-School certificated teacher.

Reported to Board: Annually  
August

## **E9 Financial**

E9-1 Each academic year till the end of the 2030/31 academic year the District's financial health of the general fund will be measured according to policy 6022:

- Good - General fund exceeds 10% of the budgeted expenditures plus one month's payroll.
- Fair - General fund is between 5% and 9.99% of the budgeted expenditures plus one month's payroll.
- Poor - General fund is below 5% of the budgeted expenditures plus one month's payroll.

E9-2 Each academic year till the end of the 2030/31 academic year the District's financial health of the capital projects fund will be measured according to policy 6022:

- Good - Capital Projects fund exceeds \$150,000
- Fair - Capital Projects fund is between \$125,000 and \$149,999.99
- Poor - Capital Projects fund is below \$125,000

Reported to Board: Annually

October

#### **E10 Facilities**

Prior to the end of the 2030/31 academic year, the District will have successfully passed a bond that meets the needs of the District moving forward.

Reported to Board: Annually  
December



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**Morton Elementary School Policies**

**Governance Process**

**GP1 Accident Policy**

Whenever a student is injured on school grounds, first aid should be administered, and the Principal and school officials notified immediately. If the student can be moved, he/she should be transported to the office. If there is any question of bone or nerve damage, do not move the student and notify the office of the situation.

In case of an injury, no matter how minor, an accident form must be filled out and handed over to the building secretary on the day of the injury. No exceptions.

**GP2 Assemblies**

All teachers are to accompany their classes to assemblies and sit with them. Staff members are expected to supervise their own student group closely. Staff members are expected to attend all assemblies.

**GP3 Attendance of Staff**

Staff shall be in the building and ready to begin work by 7:30 AM each school day, and is not to be out of the building or done working till after 3:15 PM. If it is necessary to leave the building prior to the end of the day for any reason you must get permission from building administration and notify the office.

If you are going to be late for any reason and for any amount of time you must notify the building secretary as soon as possible.

**GP4 Attendance/Lunch Count of Students**

Attendance and lunch count for students is to be taken within the first 20 minutes of each class. Consistent and accurate roll taking is an expectation of all staff. Roll must be taken on the computer through Skyward.

Excuses for absences and/or tardies are to be brought to the office where all necessary corrections on the computer will be made.

**GP5 AVID Elementary**

AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society.

Based on the same learning foundation that underlies AVID Secondary, AVID Elementary focuses on grades 3 through 5/6 with on-ramps for K-2 and is designed to be embedded into the daily instruction of all elementary classrooms across entire grade levels to maintain schoolwide structures.

AVID Elementary's implementation resources, trainings, and philosophy are all grounded in the idea that the growth mindset can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations.

AVID Elementary takes a systemic approach through the use of WICOR and an explicit focus on high expectations, rigor, and developing a college readiness culture.

Teachers will intentionally plan and implement appropriate components of WICOR and note taking into their lessons.

Components

AVID Elementary incorporates:

- Student Success Skills – encompassing communication skills (e.g. listening, speaking, writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills.
- Organizational Skills – both mental and physical; students learn to use organizational tools, as well as learn and practice skills around time management and goal-setting.
- WICOR Lessons – emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas.
- Partnerships – among students, classrooms, grade levels, schools, feeder patterns, families, and communities.

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#### **GP6 Be On Time**

All staff members are expected to arrive by the meeting or in-service start time. Staff must stay for the entire meeting and be on task. Professional conduct will be expected at all times to ensure respect for others and oneself and to be able to gather and share information.

If there are issues that need to be handled beyond a staff meeting, individual conferences with the Principal are welcomed.

#### **GP7 Bulletin Announcements**

Staff may submit items for announcement in the morning bulletin. All items that are to be placed in the announcements are to be submitted to the building secretary by 3:15 PM the day prior. The building administration can alter or delete the message as needed.

#### **GP8 Child Abuse Reporting**

Washington State Law (RCW 26.44.030 and 26.44.070) requires school personnel to report cases of suspected child abuse to the proper authority. If you have reasonable cause to believe a child is being abused or neglected, report the matter immediately to either your building counselor or administrator. That person will ensure that an investigation takes place and that CPS is notified if necessary. Please document your contact with the counselor/administrator with day, date and time. This report must be made within 48 hours of learning of the alleged event.

In the case that an investigation is made and the decision is to not call CPS, and you disagree with this decision, you may contact CPS – please notify your administrator after doing this. There is nothing wrong with erring on the side of being too careful when it comes to the safety of a child.

If you have a situation where a student has you as a confidante, you are still responsible for reporting suspected abuse, even if the student shares that information with you in confidence and the information is up to three years old. When a student begins to share such sensitive information, the staff member should inform the student that he/she has an obligation to report such information. Since the protection of children is our paramount concern, staff should discuss any suspected evidence with the Principal, nurse, or counselor.

You are reminded of your legal obligation to make such reports and of your immunity from potential liability for doing so.

#### **GP9 Classroom Phones**

Use of classroom phones by students is limited to emergencies only. Students who need to call home shall be sent to the office. Classroom phones should be closely monitored to ensure that inappropriate phone calls are not made.

#### **GP10 Code of Conduct**

Staff is expected to follow the code of conduct as described in WACs. Refer to Appendix 1 for the Code of Conduct.

#### **GP11 Confidentiality**

Conversations between adults and/or between adults and students around issues of teaching, learning, discipline and student learning styles may or may not fall within the parameters of confidentiality. Professionals should use their discretion when discussing these types of issues with others.

All conversations that involve students in any manner are not to be held in public areas. These conversations, if needed, are to take place behind closed doors and the noise level is to be held at an absolute minimum.

#### **GP12 Contact with Board Members**

All members of our community have the right to contact public officials such as Board members. However, when contact is made and information is shared or expressed that stems from your knowledge as an employee then the chain of command is violated. Staff may not contact Board members and violate the chain of command. Employees who do violate the chain of command may be subject to disciplinary action.

#### **GP13 Crisis Plans**

Each teacher is to ensure that an emergency crisis plan is visible and accessible to all students and staff in your room and near the exit door. It is essential that this plan is reviewed with all of your students. It must be clear in your sub folder where the location is of this crisis plan and how it is to be used.

#### **GP14 Curriculum Adoption/Implementation**

The intent of the district is to continually update our curriculum on a 7-year cycle to provide students and staff with an up-to-date core curriculum. Any curriculum adoption shall follow board policy, including but not limited to Policy 2020. Any and all curriculum purchases and budgeting is subject to financial constraints as determined by the district.

Below is a list of curriculums and adoption years. The subjects are listed in adoption/implementation order:

<u>Curriculum</u>	<u>1<sup>st</sup> Adoption</u>	<u>2<sup>nd</sup> Adoption</u>
*Math	2017	2024
**Writing	2018	2025
**Science	2019	2026
*ELA	2020	2027
*History	2021	2028
**CTE	2022	2029
**PE/Band/Spanish	2023	2030

\* Approximate budget of \$35,000

\*\* Approximate budget of \$12,000

#### **GP15 Directives**

The administration of the building will establish directives throughout the course of the year and all of these directives are to be met according to the established deadlines. Any

directive that comes from the office is to be considered a directive from administration and needs to be followed as if it directly came from an administrator.

#### **GP16 District Harassment and Lewd Policy**

Harassment in school is unwanted attention from adults, students, or anyone else the victim may deal with in school or at school-related activities. Harassment may carry the message that if the victim does not comply with the harasser's demands, there may be retaliation. Incidents of harassment may occur only once; sometimes they are repeated. Often the situation gets worse if it is not stopped.

Because this is such a serious matter, harassment in any form is prohibited. It can cause serious psychological damage to students plus negatively impact grades, attendance, performance and pride in one's work.

Any lewd, indecent or obscene act or expression shall be grounds for disciplinary action.

All staff is to report any violations of these policies to an immediate supervisor or the next person in the chain of command as soon as reasonably possible.

#### **GP17 Dress Code**

Members of building Staff are reminded to model professional and appropriate school attire at all times. Jeans are appropriate only on Fridays, no shorts or t-shirts please (School t-shirts are appropriate on Fridays). No flip-flops should be worn to school.

#### **GP18 Equal Rights Statement**

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#### **GP19 Forms of Address**

Staff is to ensure that themselves and other adults in the building are addressed in a formal manner at all times. Mr., Mrs., Ms., or Dr. are the only appropriate forms of address that students may use as they address staff. Staff needs to follow the same forms of address with each other in the presence of students.

#### **GP20 Gradebook**

##### Skyward

Student grades will be kept on-line through the Skyward program. Training for "Skyward Gradebook" is available upon request. Grades must be posted and updated WEEKLY.

#### Hard Copies

In addition to grades and attendance kept on-line through Skyward, teachers are expected to keep a hard copy in a grade and attendance book. The grade book is to include a class roster and grades for each subject matter area you are responsible to teach as well as labels for each quarter and semester grade. Remember to retain your lessons, grades and attendance, as they will be turned in at the end of the year during check out.

#### **GP21 Hall Passes**

As appropriate, students leaving class should be accompanied with a hall pass. While students are in the hallway all staff members are expected to check students for a hall pass by asking, "Do you have a pass?" Students who do not have a pass shall be sent back to class to get one.

Students who leave your classroom for any reason may be required to get permission prior to leaving your room with the required hall pass.

#### **GP22 Hallway Supervision**

Each teacher is required to help in the supervision of the halls. It is considered the collective duty of every staff member to assist in the monitoring of students as they transition at the start of school, recesses, etc. During transitions, all teachers are to be in the hallway supervising students and welcoming them to their classroom.

#### **GP23 Keys**

Each teacher will check out the appropriate keys. Teachers are not to loan keys to students, and they are not to duplicate keys. If a teacher loses a set of keys, this matter must be reported immediately to the office. You are responsible for the keys to your room at all times. The appropriate keys will be checked out to you and it is assumed that care will be taken against losing them. If lost keys are not found, you may be charged for lost keys and core replacements.

Under no circumstances are you to loan your keys to students or to unauthorized persons. If you allow students or outside groups to enter any of the buildings, you must be in charge and remain with the group and be responsible until they leave the building.

#### **GP24 Leave**

##### Personal Leave

Morton Elementary School provides teachers with 3 days or 24 hours of personal leave each year. See MEA contract for further information.

##### Sick Leave

Each teacher is credited with 12 days of sick leave at the beginning of each school year. This can be used for illness, injury, maternity, quarantine, or disability. Unused days may accumulate up to 180 days. Sick leave cash-out procedures shall be in accordance with the law. Substitute plans are

absolutely mandatory, and you should always leave your plans for the next school day in an obvious location on your desk. You should not leave until those plans are done each day.

#### Procedure

1. Fill out a leave slip when requesting any form of leave.
2. The office will not book your substitute for you.
3. All substitute requests must be made through Absence Management.
4. If requesting personal leave you need to request leave at minimum, no exceptions, 48 hours prior to your request.
  - a. Personal leave requests are not automatically given. Substitutes must be available prior to approval, and no more than one personal leave will be granted among building staff on any given day.

#### **GP25 Library Usage**

Staff can utilize the library as part of their classroom; however, you need to work with the librarian to arrange dates and times. Staff and the librarian are to work collaboratively to determine the best fit for the classroom and content.

Teachers have library on a weekly basis and students are to check out books as part of the reading program.

#### **GP26 Make-up Work**

Following an absence, students have the right to make up missed assignments and may request reasonable assistance from their teachers. Responsibility for obtaining assignments for make-up work rests with the student.

Staff must submit homework requests to the office as directed by the office and do so by the deadline established.

#### **GP27 Movies in Class**

All videos shown in class must be directly related to the learning objectives and standards of the content. No movies are to be shown that are for purposes other than learning.

#### **GP28 Office Area**

Staff presence in the office should be limited to appointments with administration and requests for the secretaries.

1. Students do not come to the office area except for illness, injury, or on school business. Under these circumstances, they must have a pass from the teacher.
2. Please do not give your students permission to use the phone except in an emergency.
3. Long distance calls can be made for and on behalf of the district.
4. All phones require dialing "9" for an outside line. Calling the three number extensions can make internal calls.
5. Please confer with the office before sending a pupil to the office for disciplinary reasons.
6. Please respect the confidentiality of materials on the office staff's desk and computers. Do not access any

materials and/or information without the consent of office staff.

7. Report any copy machine problems immediately to the building secretary.
8. The district copier is off limits to all staff except those assigned to the district office. Permission to use the district copier must be made through building administration and permission granted is for a one-time use and does not constitute the freedom to use the district copier for future needs.

#### **GP29 Opinion from Students**

The opinion of students is a valued component within our school and a practice that will continue into the future. Each quarter staff will be required to have students complete staff report cards and submit them in sealed envelopes to the office. The building secretary will verify that all staff have submitted their report cards as directed and then place them in the teacher's mailbox. At no time will anyone other than the classroom teacher read the staff report cards.

Student opinions will also be gathered through perception surveys. These surveys will help determine our progress towards meeting our Ends policies.

#### **GP30 PLCs**

Professional Learning Communities are educators working together to achieve the collective purpose of learning for all. As a school moves forward, every professional in the building must engage with colleagues in the ongoing exploration of four crucial questions that drive the work of those within a professional learning community:

1. What is it we expect each student to learn?
2. How will we know when each student has learned what is expected?
3. How will we respond when a student experiences difficulty in learning?
4. How will we respond when a student already knows what is expected?

4 student focus PLC meetings will be held on early release Wednesdays. Teachers need to turn in their 4 student focus sheets at the end of each meeting to the building administrators.

Attendance at PLC meetings is mandatory for all staff.

#### **GP31 Policies**

All employees are to comply with district policies. A copy of the following are added to this handbook:

- Curriculum Development and Adoption of Instructional Materials (2020)
- Curriculum Development and Adoption of Instructional Materials Procedure (2020P)
- Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 (2162)

- Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 Procedure (2162P)
- Enrollment (3120)
- Enrollment Procedure (3120P)
- Nondiscrimination (3210)
- Nondiscrimination Procedure (3210P)
- Nondiscrimination and Affirmative Action (5010)
- Nondiscrimination and Affirmative Action Procedure (5010P)
- Sexual Harassment (5011)
- Sexual Harassment Procedure (5011P)

### **GP32 Professionalism**

#### Contact With Parents/Community Members:

Interactions with community members should be positive. Gossip and negative comments are not acceptable. The community should receive immediate attention, be treated in a friendly, welcoming and positive way and be shown respect. Questions and concerns should be handled promptly and professionally.

#### Confidential Information:

As professionals, we deal with confidential information. This confidentiality must be respected. Special care should be taken to protect this confidentiality with parent helpers, visitors, volunteers and other colleagues. Please remember that we share student information of a confidential nature only with those parents that have direct responsibility for the education of that child.

#### Students:

We must treat all our students with respect. Students will be asked to report inappropriate staff behavior to the Principal.

#### Staff/Parents/District Personnel:

The same level of respect given to students must also be applied to staff members, parents, district personnel, and all others.

#### Communication Through E-Mail:

For no reason should you send an email to another district employee which could be considered to be overtly negative, sarcastic or harassing in nature. The district's Acceptable Use Policy also covers appropriate use of district computers. Meeting in person helps resolve conflicts.

### **GP33 Presence in the Classroom**

Staff must always be present in the classroom. No students are to be alone in a classroom for any reason. Incidents that happen in the classroom if students are left alone will be handled through staff discipline.

### **GP34 Students After School**

Students kept after school by the teacher, or for any other activity, are to be properly supervised. Parent/Guardians must be notified in advance by writing or by phone – keep a

copy of this for your records. If you keep a student late, arrange for transportation home.

Students kept for detention must have had parent notification by note or phone call.

### **GP35 Sub Folders**

All teachers are expected to have an emergency sub packet prepared for an unexpected absence from class.

#### Procedure:

1. Create a sub packet.
2. Fill out all required information, which should include the following:
  - a. Daily class schedule
  - b. Where to find:
    - i. lesson plans
    - ii. record book/class list
    - iii. seating chart (if applicable)
    - iv. teachers manual/text/procedure manual
    - v. forms/passers
    - vi. paper/pencils
    - vii. other important items
  - c. Contact people if help is needed
  - d. List of reliable students for each period
  - e. Procedures for absences/tardies
  - f. Procedures for hall passes
  - g. Classroom rules/regulations
  - h. Discipline procedures
  - i. Special notes/instructions
3. Return the substitute folder to Tina by the end of the 2<sup>nd</sup> week of school.

### **GP36 Welcome Letter**

Each teacher will send home a welcome letter to parents with the following items:

- A description of each course (Reading Street, Engage NY, FOSS Science Kits, etc.)
- The learning goals for the year (CCSS standards that apply.)
- Classroom management plan.
- Grading system (standards based grading)
- Homework requirements.
- Required materials, including books.
- Information about your parent contact procedures (This can be more frequent than school procedure, but not less than school procedure.)

“Current research provides some very practical and immediate strategies which will increase your ability to be a successful student. Thanks to the work of Carol Dweck, a noted psychologist from Stanford University, we know the following:

1. There are two types of mind-sets: fixed mind-sets and growth mind-sets. “Research demonstrates that teaching students to have a growth mind-set raises their grades



and achievement test scores significantly”  
(Dweck 2010:26).

2. Students who have a growth mind-set believe that their intellect can be developed, and that hard work and individual effort can INCREASE intelligence.
3. Students who have a growth mind-set believe that their effort will significantly assist their efforts to overcome obstacles, including school work that appears difficult at first.
4. Students who receive training in the growth mind-set learn that the brain is a muscle which becomes stronger with use. By making the effort to learn new things, even in the face of stress and obstacles, the brain actually forms new connections and the student becomes smarter over time (Dweck 2010: 27).

Research also demonstrates that teachers who have a growth mind-set have students with a high rate of success in the classroom. Here are the things I will do to make sure that my classroom operates with a growth mind-set:

All welcome letters are to be sent home by the end of the first week of school.

#### **GP37 Voicemail**

Every staff member is assigned a voice mailbox. Voicemail should be checked a minimum of once per day and calls, particularly from parents, should be returned within twenty-four hours.



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**Morton Elementary School Policies**

**Principal/Staff Relations**

**PSR1 Accountability to the Simple 6**

The Simple 6 is the framework for instructors to follow for every class, every period, every day. It is composed of what is considered to be the best instructional practices in terms of impacting student achievement.

Every staff member is expected to implement all components and processes of the Simple 6. Principals will check for and provide feedback on a teacher's work in terms of the following:

- Implementation of the Simple 6
- Evidence of its use
- Compliance with the specific steps as defined

The six components of the Simple 6 are considered non-negotiable items for all classrooms and staff members.

**#1 – Learning Objectives (1C, 2B, 3A, 3C)**

Use of learning objectives by all staff members as part of their daily instructional practice is expected for every class, every period, every day. By clearly defining the purpose of your lesson, what is happening in the classroom, and connecting it to standards our students are more likely to buy-in to the lesson being presented, and thus improve learning.

Learning objectives are more than just writing the standard, or identifying a standard, and it is certainly more than an activity. In the space below I have outlined the steps to a successful learning objective presentation:

All learning objectives must be written in the ABC format:

- **A is for Audience:** Learning objectives must be written in student voice and shall either start with, "I will be able to," or, "Students will be able to."
- **B is for Behavior:** Following the audience fragment, teachers shall use language taken directly from the standard students are working towards.
- **C is for Condition:** Following the behavior, students must be informed of how they are going to be assessed as meeting the learning objective.

Here is an example: I will be able to multiply single digit numbers and will score a 3 or higher on this week's quiz.

How to present a learning objective:

1. In writing and posted in the classroom where it is easily identified by students and staff.
2. The teacher reads the objective and the purpose is made clear to all students with and without the need for accommodations or modifications.
3. The objective, its language and purpose are used in discourse between student to student, rather than student to teacher.
4. Learning objectives must be addressed at a minimum twice every lesson, near the beginning and end of each period.

**#2 – Student to Student Discourse (3B)**

Student discourse with their peers and not the teacher is yet another research supported practice that directly impacts student performance in the classroom. Unfortunately, too many teachers instruct their classrooms in the manner they were taught, and too many of us did not receive the best instruction. As professional educators we must constantly improve our craft through the use of best practices such as student-to-student discourse.

This instructional strategy is not a question and answer session in your classroom; instead, it is a practice where you facilitate discussion that occurs among your students. Your role with this expectation is to pose questions of varying degrees of cognitive demand for your students to quickly discuss with each other, and then randomly call on students throughout the class to have them share what was discussed with their classmates.

To help remember what to do to meet this expectation, our phrase is this:

**"It's not Q & A, its Q & D and not with me."**

The above expression clearly outlines my expectation of all classrooms and teachers. Question and answer sessions in a

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classroom do not improve student performance nor meet this requirement. Questions that spark discussion among students, not the teacher, are what is expected. This strategy could and should be utilized in the presentation of the learning objective as well with the content of the day.

### #3 – Differentiation (1B, 1E, 3E, 4F)

Each student in every class, every period, and every day is expected to have their personal academic needs met. Meeting their needs is not only essential to their success, but our own state law requires it. Meeting the needs of each student must be based on inputs from a variety of sources.

In every lesson you teach you must account for the different needs of your students. This can be done in a variety of ways, but it is essential to your success as an instructor and the success of your students that it occurs on a daily basis. In addition, the state of Washington has deemed this to be such an essential quality of an instructor that criterion 3 of the evaluation system has been dedicated to this skill. This means that your ability to successfully meet this expectation will be directly related to your summative evaluation at year's end.

When you plan for and discuss differentiation you need to make sure that you are working on the needs of individual students. Schools that have greatly improved their instructional practices and student performances are able to meet the needs of individual students. You must plan for all of your students and not just a large majority of them.

### #4 – Entry and Exit Tasks (1F, 3D, 4B)

The opening and closing of a lesson are two key pieces of successful instruction. To ensure that the instruction for our students is successful, the use of entry and exit tasks, as appropriate, are a requirement of every class.

An entry task is a tool; it allows a teacher to take attendance and sets a work routine for students the minute they enter the room. Entry tasks should take no more than 5-7 minutes to complete, and should be very low on Bloom's Taxonomy. All students should be able to complete entry tasks with little to no help. The best entry tasks scaffold information for the lesson that you are teaching that period, or review information that you have previously taught in the unit.

An exit task is not homework. An exit task is an assignment that students begin after the primary assignment is complete. I expect bell-to-bell instruction. An exit task is also an effective opportunity for a formative assessment of student understanding or student perspective about your instruction that period. Please note that bell-to-bell instruction and bell-to-bell learning is an expectation by me.

### #5 – Classroom Management (2A, 2C, 2D)

The best teachers have the fewest discipline problems. One of the reasons that they are the best teachers is that their

classrooms are functional in terms of students being on-task, respectful, and working to improve in every class, every day.

All staff members are to have a classroom management plan turned in to the building administration, posted in the classroom, and the classroom rules and procedures posted in the classroom in a manner that is visible to all students and classroom visitors.

A classroom management plan form will be sent to staff members by building administration for completion and eventual approval with or without changes made according to direction from administrators. The components of the classroom management plan are:

1. Classroom Rules – All staff will have the same 4 rules.
2. Classroom Procedures – All staff will have many procedures and at minimum procedures established for specific circumstances as stated on the form.
3. Classroom Consequences/Intervention – All classrooms will have the same consequences and intervention as stated on the form. Staff may add additional steps as needed or desired.
4. Classroom Positive Behavior Recognition – All staff will follow the positive recognition program already in place, for students who exhibit the building's PBIS components.
5. Staff Attitudes/Emotions/Actions – All staff will follow the identified attitudes, emotions, and actions section of the classroom management form.
6. Data Driven Decision Making – All staff will have a system to collect and analyze data in order to modify the classroom management plan as needed.

### #6 – Extension of the Learning Environment (1A, 1F, 2B, 3A, 3D)

Extension of the learning environment beyond the teacher and classroom is essential to the academic success of our students. To meet this requirement there are multiple actions that staff can implement. These include, but are not limited to the following:

- Interactive Bulletin Boards – Bulletin board in the classroom that students interact with on a daily basis. Some uses of these boards could be for assignment delivery, rubrics, self-assessments, and many others.
- IXL Math and ELA - IXL is a math & language arts practice website for K-12. It has unlimited questions on thousands of math topics and a comprehensive reporting system.
- OSMO - Osmo is a unique gaming accessory for the iPad that comes with games that will change the way your child plays.
- Edmodo – Use this social media site to create an avenue for students to discuss items between each other beyond the time constraints of the classroom.
- Projects – Utilize projects continuously throughout the year that connect the content to the student. This could be in the form of how it relates to our

community, how we can interact with the community, and the application of skills, research, or a variety of other topics.

- Website – Use the website provided by the district beyond the components that are part of the staff handbook already. This could go in almost any direction, but at minimum it would create a circumstance where the website is full of useful information for students and families.

## **PSR2 Checkout Procedures**

Checkout must be completed 1 week after the last day of school. Teachers will receive a checkout list near the end of school that will step them through the checkout procedure. See back of handbook for copies.

1. Checkout must be completed one week after the last day of school. Checkout must be done through the Principal so a record can be kept on what has been turned in.
2. DO NOT checkout until all items are ready. The following items are needed BEFORE you can be cleared for checkout:
  - Book Inventory
  - Grade Book
  - Room Inventory
  - Plan Book
  - Keys
  - Summer Address Form
  - Repairs
  - Fine Cards (3 x 5)
  - Summer Work Requests
  - Sports Inventory
3. FINE CARDS must include:
  - Name of student, grade, and teacher's name, name of book (with book #), amount owed, and school year

## **PSR3 Classroom Management Plan**

Each staff member is to complete a classroom management plan and have it submitted to building administration. All classroom management plans are to be submitted prior to the end of the first week of school.

### Classroom Rules

Classroom rules are established rules that are non-negotiable, and are usually tied to consequences. Classroom rules should be few in number and broad. In our building all staff members will utilize the same classroom rules, which are (PAWS):

1. Personal Best
2. Act Responsibly
3. Work and Play Safely
4. Show Respect

### Classroom Procedures

Unlike classroom rules, which are generally broad, procedures are the specific ways that manage the classroom and how you expect students to do things every time. Procedures are very

specific and include an expected plan to teaching and implementing them, including:

- Modeling to the students how to do the procedure by the teacher
- Modeling to the students how not to do the procedure
- Have a student model the procedure
- Have the class model and practice the procedure
- Re-practice the procedure as needed

Staff members are to create as many procedures as needed. Procedures should be created to address issues as they arise in the classroom so it is clear to all students how things are to be done in the classroom. When students don't follow the procedures, re-teaching of the procedure is to be done, first with the student and then reinforced by re-teaching the class, if needed.

The following classroom procedures are to be put in place in all classrooms:

1. Speaking in class.
2. Class dismissal.
3. Transitions from seat work to work out of the seat. Teachers are to establish a routine of how students move from their seats to work that would have them leave the seats for any reason.
4. Handling of paperwork/materials. Teachers are to establish a procedure for paperwork that involves: passing out of papers, collection of homework, and others, as needed.
5. Missing work. Teachers are to establish a procedure for students to follow when absent. This will inform students how they are to collect paperwork and assignments for days that they miss.
6. Entry/Exit Tasks. Teachers are to establish a routine that has students begin and end each lesson with tasks.
7. Emergency Drills. Students are to create routines for leaving the room for emergency drills or staying put as determined by the type of emergency. These must align with the district safety plan.
8. Hall Pass.

Add additional classroom procedures for your classroom below:

9. *(The teacher will add items here)*

As the year progresses you will add more and more procedures. Keep updating this form so you are prepared for resubmission for next year or as needed.

### Classroom Consequences/Intervention

Consequences/Interventions are specific tools that you will use when addressing student behavior. An expectation is held that a teacher will implement several interventions in order to address and change a student's behavior before a referral is written unless that behavior specifically addresses a safety concern. When an office referral is turned in, it will be

expected that the interventions used will be documented and contact home will occur informing the family of the incident.

All classrooms will utilize the following classroom consequence/intervention procedures:

1. Verbal warning
2. Time out
3. Loss of Recess
4. Contact home
5. Referral to office

#### Classroom Positive Behavior Recognition

Having a plan to not only address negative behaviors but to recognize and reinforce positive behaviors is vital. The expectation is that a four to one or four positive interactions to one negative interaction is to occur in the classroom daily. Morton Elementary recognizes individual and group positive behavior through the use of Timberwolves of the Day and a token economy (Timber Dollars or similar).

#### Attitudes/Emotions/Actions

As professionals in education we work with people on a daily basis and must have an understanding of how different factors influence the behaviors or actions of our students and us on a consistent basis. The following are some critical attitudes/emotions/actions that often escalate into more negative situations that could be avoided.

Attitudes/Emotions/Actions to monitor and avoid:

- Impatience
- Quick to anger
- Pessimism
- Irritability
- Overly sensitive
- Easily frustrated

Attitudes/Emotions/Actions to follow:

- Never yell
- Stay calm
- Speak softly
- Empathy for students and families
- Consistency with classroom management plan

#### Data Driven Decision Making

Just like in best instructional practices, it is important to have a plan for collecting and analyzing data in order to modify your classroom management plan. It is not effective to be inconsistent with classroom management or consequences, so it is an expectation that you will have some type of system for collecting data in order to answer the following questions:

- Is my classroom management plan effective?
- What is telling me that it is or is not effective?
- How am I going to modify my plan in order to address this data?

#### **PSR4 Struggling Student Communication**

Staff members MUST communicate with parent/guardian(s) weekly with any student(s) who is/are struggling. These contacts are to be logged into the teacher's communication log and the students who are struggling should be identified to the building administrator with interventions that are being utilized.

#### **PSR5 Home/School Communication**

Communication plays an important role in building a positive relationship with parents. A copy of written communication (going to parents/guardians) must be provided to the office prior to distribution.

Teachers are encouraged to submit items for the district newsletter to their supervisor. Examples might include special events, projects, poems, stories written by students, or any student work.

A minimum of five parent contacts per week is required, and you must have a contact log available upon request. This log could be an artifact that you may want to submit as part of the evaluation process. Teachers who cannot provide their contact log may be subject to disciplinary steps.

#### **PSR6 Student Focus PLC**

Student Focus PLC's are data chats with the building staff. Teachers are to bring their data (Pre and Post) and the interventions used for the four students they have chosen and report progress to staff.

<u>Month</u>	<u>Focus</u>	<u>Policy Alignment</u>
September	Progress Monitoring Data	PSR3
October	Progress Monitoring Data	PSR3
November	Progress Monitoring Data	PSR3
December	Progress Monitoring Data	PSR3
January	Progress Monitoring Data	PSR3
February	Progress Monitoring Data	PSR3
March	Progress Monitoring Data	PSR3
April	Progress Monitoring Data	PSR3
May	Progress Monitoring Data	

#### **PSR7 Reflections**

Reflective practice is an essential component of improving our practice. All staff members will turn in reflections to the Principal as required. Reflections will be asked for periodically throughout the year as we work on a variety of topics.

Some reflections will tie into our embedded professional development projects that will be a major part of our staff meetings. I believe, as do nearly all school reform projects, that small and embedded professional development projects are a key component of turning around school effectiveness and student performance.



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### **Morton Elementary School Policies**

#### **Executive Limitations**

#### **EL1 Effectively Manage Students and Workload**

Staff shall effectively manage both their students and workload. Effective management of students ensures that students are able to focus on their learning and progress towards the **Ends** of the building. The workload of educators can be a difficult task in that there are many moving parts. Deadlines, procedures, planning, preparing, reflecting, and meetings are just a few pieces of an educator's workload, and being able to handle these is essential for staff in order for their students to receive the best education and meet the **Ends** of the building.

Accordingly, the staff may not:

1. Fail to develop a classroom management plan.
2. Fail to utilize their classroom management plan effectively.
3. Fail to set learning objectives in all of their lessons.
4. Fail to develop lesson plans that detail the learning and activities of their classes.
5. Fail to meet deadlines as set by administration.
6. Fail to progress monitor their students periodically.

#### **EL1M Effectively Manage Students and Workload**

This monitoring policy for EL1 establishes the measurement tools as used by the administration to determine the building's progress towards meeting both the **Ends** and **Executive Limitations**. To determine how effective the building is at managing students and the workload, the following data will be monitored:

<u>Measurement of:</u>	<u>Monitoring Format:</u>	<u>Frequency:</u>
1. Development of a classroom management plan	Check off list of classroom management plans as turned in to office according to PSR3	Annually in September
2. Effective classroom management	Monthly discipline data	Monthly
3. Learning objectives according to the	Classroom walkthroughs and observation data	At least monthly

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Simple 6's format and delivery

4. Lesson plans	Classroom walkthroughs and observation data	At least monthly
5. Meet deadlines as directed by administration	Check off list of met deadlines in accordance with GP13	Monthly
6. Progress monitoring of student learning	All students measured in ELA and Math by Star 360	Monthly

#### **EL2 Know Students plus their Interests, Abilities, and Goals**

Staff shall develop a thorough understanding of who their students are and where they want to go in their lives. This knowledge is essential in making connections to students that allow staff to adjust curriculum to meet students at their level and where they are in life. This also allows staff to be able to rely on the strong relationships that are formed to help students see the impact of education on their future lives.

Accordingly, the staff may not:

1. Fail to know the learning styles of their students.
2. Fail to build relationships with their students that are positive.
3. Fail to communicate frequently with students and home.
4. Fail to progress monitor their students periodically.

#### **EL2M Know Students plus their Interests, Abilities, and Goals**

This monitoring policy for EL2 establishes the measurement tools as used by the administration to determine the building's progress towards meeting both the **Ends** and **Executive Limitations**.

To determine how effective the building is at managing students and the workload, the following data will be monitored:

<u>Measurement of:</u>	<u>Monitoring Format:</u>	<u>Frequency:</u>
1. Student learning styles	Check off list of submitted learning styles survey or inventory of students	Bi-annually in September and January
2. Positive relationships with students	Building-wide perspective survey of students	Quarterly
3. Frequent communication with students and their homes	Check off list of submitted home contacts to the office according to GP13	Monthly
4. Progress monitoring of student learning	All students measured in ELA and Math by Star 360	Monthly

### **EL3 Engage, Motivate, and Inspire Students**

Staff shall create an environment in their classroom where students engage in the curriculum freely, and are motivated to learn and perform at the best of their abilities. This type of environment or classroom culture is essential to achieving the **Ends** of the building by getting students to see their learning in a positive light, striving to both succeed and improve, and achieve the goals they have for themselves and the goals that the school and district have for them.

Accordingly, the staff may not:

1. Fail to implement all the components and procedures of the Simple 6.
2. Fail to vary the instructional delivery format of their lessons.
3. Fail to progress monitor their students periodically.

### **EL3M Engage, Motivate, and Inspire Students**

This monitoring policy for EL3 establishes the measurement tools as used by the administration to determine the building's progress towards meeting both the **Ends** and **Executive Limitations**.

To determine how effective the building is at managing students and the workload, the following data will be monitored:

<u>Measurement of:</u>	<u>Monitoring Format:</u>	<u>Frequency:</u>
1. Simple 6	Classroom walkthroughs and observation data	At least twice monthly
2. Varying of instructional delivery	Staff surveys of the different instructional delivery formats and a rating of the frequency used	Monthly

3. Progress monitoring of student learning	All students measured in ELA and Math by Star 360	Monthly
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### **EL4 Connections with the Community**

Staff shall seek out opportunities to connect with the Morton community beyond just their classroom. Connections made to and with the community are essential and important, but extensions beyond the classroom in a variety of settings is a message to the entire community, including families and students, that you are committed to them and Morton. Making these connections helps achieve the building **Ends** by establishing positive relationships, coming to an understanding of the lives outside of your classroom for your students, and showing an interest in the culture of Morton and all of its citizens.

Accordingly, the staff may not:

1. Fail to communicate frequently with students and home.
2. Fail to develop and utilize two-way communication between home and school.
3. Fail to seek opportunities to be involved outside of your classroom.

### **EL4M Connections with the Community**

This monitoring policy for EL4 establishes the measurement tools as used by the administration to determine the building's progress towards meeting both the **Ends** and **Executive Limitations**.

To determine how effective the building is at managing students and the workload, the following data will be monitored:

<u>Measurement of:</u>	<u>Monitoring Format:</u>	<u>Frequency:</u>
1. Frequent communication with students and their homes	Check off list of submitted home contacts to the office according to GP13	Monthly
2. Develop and utilize two-way communication	Staff surveys of two-way communications	Monthly
	Surveys of parents on communication effectiveness	Quarterly
	Building-wide perspective survey of students	Quarterly
3. Seeking of opportunities beyond the classroom to be involved in the community	Staff Survey	Quarterly



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### **Morton Elementary School Policies**

#### **Appendix**

#### **A1 Code of Conduct**

##### **WAC 181-87-005 PURPOSE**

The sole purpose of this chapter is to set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners in the state of Washington for acts of unprofessional conduct. It is recognized that grounds for the discharge, non-renewal of contracts, or other adverse change in contract status affecting the employment contracts of education practitioners are broader than stated herein. The grounds set forth as unprofessional conduct in this chapter shall not limit discharge, nonrenewal of contracts, or other employment action by employers of education practitioners.

##### **WAC 181-87-010 PUBLIC POLICY GOALS OF CHAPTER**

The public policy goals of this chapter are as follows:

- (1) To protect the health, safety, and general welfare of students within the state of Washington.
- (2) To assure the citizens of the state of Washington that education practitioners are accountable for acts of unprofessional conduct.
- (3) To define and provide notice to education practitioners within the state of Washington of the acts of unprofessional conduct for which they are accountable pursuant to the provisions of chapter 181-86 WAC.

#### **PROFESSIONAL ACCOUNTABILITY**

##### **WAC 181-87-015 ACCOUNTABILITY FOR ACTS OF UNPROFESSIONAL CONDUCT**

Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 181-86 WAC.

#### **ADMINISTRATIVE PROVISIONS**

##### **WAC 181-87-020 APPLICABILITY OF CHAPTER TO PRIVATE CONDUCT**

As a general rule, the provisions of this chapter shall not be applicable to the private conduct of an education practitioner except where the education practitioner's role as a private person is not clearly distinguishable from the role as an

education practitioner and the fulfillment of professional obligations.

##### **WAC 181-87-025 EXCLUSIVITY OF CHAPTER**

No act, for the purpose of this chapter, shall be defined as an act of unprofessional conduct unless it is included in this chapter.

##### **WAC 181-87-030 PROSPECTIVE APPLICATION OF CHAPTER AND AMENDMENTS**

The provisions of this chapter shall take effect ninety calendar days after adoption and shall apply prospectively to acts of unprofessional conduct committed after such effective date. Unless provided to the contrary, any revision shall take effect six months after adoption and shall apply prospectively from such effective date.

##### **WAC 181-87-035 EDUCATION PRACTITIONER-DEFINITION**

As used in this chapter, the term "education practitioner" means any certificate holder licensed under rules of the Professional Educator Standards Board to serve as a certificated employee.

##### **WAC 181-87-040 STUDENT-DEFINITION**

As used in this chapter, the term "student" means the following:

- (1) Any student who is under the supervision, direction, or control of the education practitioner.
- (2) Any student enrolled in any school or school district served by the education practitioner.
- (3) Any student enrolled in any school or school district while attending a school related activity at which the education practitioner is performing professional duties.
- (4) Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the education practitioner. Former student, for the purpose of this section, includes but is not limited to dropouts, graduates, and students who transfer to other districts or schools.

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#### WAC 181-87-045 COLLEAGUE-DEFINITION

As used in this chapter, the term "colleague" means any person with whom the education practitioner has established a professional relationship and includes fellow workers and employees regardless of their status as education practitioners.

#### ACTS OF UNPROFESSIONAL CONDUCT

##### WAC 181-87-050 MISREPRESENTATION OR FALSIFICATION IN THE COURSE OF PROFESSIONAL PRACTICE

Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:

- (1) Statement of professional qualifications.
- (2) Application or recommendation for professional employment, promotion, certification, or an endorsement.
- (3) Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
- (4) Representation of completion of in-service or continuing education credit hours.
- (5) Evaluations or grading of students and/or personnel.
- (6) Financial or program compliance reports submitted to state, federal, or other governmental agencies.
- (7) Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:
  - (a) Good moral character or personal fitness.
  - (b) Acts of unprofessional conduct.
- (8) Information submitted in the course of an investigation by a law enforcement agency or by child protective services, regarding school related criminal activity.

##### WAC 181-87-055 ALCOHOL OR CONTROLLED SUBSTANCE ABUSE

Unprofessional conduct includes:

- (1) Being under the influence of alcohol or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:
  - (a) Notification to the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance;
  - (b) A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
  - (c) The education practitioner has had a reasonable opportunity to obtain such assistance.
- (2) The possession, use, or consumption on school premises or at school-sponsored activity of a Schedule 1 controlled substance, as defined by the

state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.

- (3) The consumption of an alcoholic beverage on school premises or at a school sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

##### WAC 181-87-060 DISREGARD OR ABANDONMENT OF GENERALLY RECOGNIZED PROFESSIONAL STANDARDS

Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct:

- (1) Assessment, treatment, instruction, or supervision of students.
- (2) Employment or evaluation of personnel.
- (3) Management of moneys or property.

##### WAC 181-87-065 ABANDONMENT OF CONTRACT FOR PROFESSIONAL SERVICES

Any permanent abandonment, constituting a substantial violation without good cause, of one of the following written contracts to perform professional services for a private school or a school or an educational service district is an act of unprofessional conduct:

- (1) An employment contract, excluding any extracurricular or other specific activity within such contract or any supplementary contract.
- (2) Professional service contract.

##### WAC 181-87-070 UNAUTHORIZED PROFESSIONAL PRACTICE

Any act performed without good cause that materially contributes to one of the following unauthorized professional practices is an act of unprofessional practice.

- (1) The intentional employment of a person to serve as an employee in a position for which certification is required by rules of the Professional Educator Standards Board when such person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position for which such person is employed.
- (2) The assignment or delegation in a school setting of any responsibility within the scope of the authorized practice of nursing, physical therapy, or occupational therapy to a person not licensed to practice such profession unless such assignment or delegation is otherwise authorized by law, including the rules of the appropriate licensing board.
- (3) The practice of education by a certificate holder during any period in which such certificate has been suspended.
- (4) The failure of a certificate holder to abide by the conditions within an agreement, executed pursuant to WAC 181-86-160, to not continue or to accept education employment.

(5) The failure of a certificate holder to comply with any condition, limitation, or other, order or decision entered pursuant to chapter 181-86 WAC.

(6) PROVIDED, That for the purpose of this section, good cause includes, but is not limited to, exigent circumstances where immediate action is necessary to protect the health, safety, or general welfare of a student, colleague, or other affected person.

#### WAC 181-87-080 SEXUAL MISCONDUCT WITH STUDENTS

Unprofessional conduct includes the commission by an education practitioner of any sexually exploitive act with or to a student including, but not limited to, the following:

- (1) Any sexual advance, verbal or physical;
- (2) Sexual intercourse as defined in RCW 9A.44.010;
- (3) Indecent exposure as defined in RCW 9A.88.010;
- (4) Sexual contact, i.e., the intentional touching of the sexual or other intimate parts of a student except to the extent necessary and appropriate to attend to the hygienic or health needs of the student;
- (5) PROVIDED, that the provisions of this section shall not apply if at the time of the sexual conduct the participants are married to each other.

#### WAC 181-87-085 FURNISHING ALCOHOL OR CONTROLLED SUBSTANCE TO STUDENTS

Unprofessional conduct includes the illegal furnishing of alcohol or a controlled substance, as defined in chapter 69.50 RCW, to any student by an education practitioner.

#### WAC 181-87-090 IMPROPER REMUNERATIVE CONDUCT

Any deliberate act in the course of professional practice which requires or pressures students to purchase equipment, supplies, or services from the education practitioner in a private remunerative capacity is an act of unprofessional conduct.

#### WAC 181-87-093 FAILURE TO ASSURE THE TRANSFER OF STUDENT RECORD INFORMATION OR STUDENT RECORDS

The failure of a Principal or other certified chief administrator of a public school building to make a good faith effort to assure compliance with RCW 28A.225.330 by establishing, distributing, and monitoring compliance with written procedures that are reasonably designed to implement the statute shall constitute an act of unprofessional conduct.

#### WAC 181-87-095 FAILURE TO FILE A COMPLAINT

The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC 181-86-110 regarding the lack of good moral character or personal fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.

The Office of Professional Practices, a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. A nine member professional advisory committee reviews appeals from proposed disciplinary actions. Educators who violate the code may be reprimanded or their license to practice may be suspended or revoked.

The Office of Professional Practices also reviews charges that an applicant for or the holder of professional certification lacks good moral character or personal fitness. These standards are set forth in WAC 181-86-013 and address commission of criminal acts and other behavior which endanger children. Commission of criminal acts may not be directly related to professional conduct but they do reflect upon the trustworthiness of serving as a professional educator.

Complaints or requests for additional information may be addressed to:

Office of Professional Practices  
Chris Reykdal  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
OLD CAPITOL BUILDING, PO BOX 47200  
OLYMPIA WA 98504-7200

#### **A2 Morton School District: Test Security Plan** Elementary

Paper/pencil tests are not typically administered. If we use paper/pencil tests, booklets and materials are locked in the principal's office when not in use.

Online test access is granted to staff who will be administering online testing. All staff with access are retrained every year.

#### Jr. Sr. High School

Paper/pencil tests (EOC) are stored in the counselor's office. The only people with access to that locked area are the counselor and the principal. All materials are locked at all times and are inventoried to ensure proper security.

Online test access is granted to staff who will be administering online testing. All staff with access are retrained every year.

#### OFFICE OF PROFESSIONAL PRACTICES



*Every Student Matters, Every Moment Counts*

## Morton School District #214

**Home of the Timberwolves!**

PO Box 1219 • Morton, WA, 98356

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**Morton Jr/Sr High School**  
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**Morton Elementary School**  
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**Policy:** 2020 Curriculum Development and Adoption of Instructional Materials  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

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.

*The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us*



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**Policy:** 2020P Curriculum Development and Adoption of Instructional Materials Procedure  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high quality core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs.

### Course Design

#### Existing Courses

The superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student need, changing demographics and funding. The cycle should cover each content area to ensure current course relevance. The course design process should review:

- Relevance, rigor, and alignment to state learning standards;
- Efficacy of core, alternative core, and intervention instructional materials that support student learning; and
- Processes and resources used to assess student progress and address teacher professional learning.

Recommendations of this review may lead to:

- Affirmation of continued use of current processes and instructional materials;
- Establishment of a timeline for completion of recommended tasks;
- Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design;
- Recommendation of new instructional materials selection to the Instructional Materials Committee;
- Design of course implementation and staff development plans;
- Identification of projected budget needs in accordance with established timelines; and/or
- Maintained communications with impacted stakeholders.

### Social studies curriculum review or adoption

In compliance with RCW 28A.320.170, when the board adopts or reviews the district's social studies curriculum, it will incorporate history, culture and government of the nearest federally recognized Indian tribe or tribes utilizing curriculum available on the OSPI website. The district may modify the OSPI curriculum to incorporate elements that have a regionally specific focus or may incorporate the curriculum into existing instructional materials.

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**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.

Cross References: 2027 - District Ownership of Staff-Created Work

Legal References: RCW 28A.150.230 District school directors' responsibilities  
RCW 28A.320.230 Instructional materials — Instructional materials committee  
RCW 28A.320.170 Tribal history and culture[as amended by SSB 5433]  
RCW 28A.405.060 Course of study and regulations — Enforcement — Withholding salary warrant for failure  
Chapter 28A.640 RCW Sexual Equality  
WAC 180-44-010 Responsibilities related to instruction  
WAC 392-190-055 Textbooks and instructional materials — Scope — Elimination of bias

Management Resources: 2015 – December Issue

Adoption Date: February 16, 2016

Classification: Essential

Revised Dates: 04.99; 06.11; 04.15; 12.15

During regularly scheduled reviews and revisions of their social studies and history curriculum thereafter, the district will collaborate with any federally recognized Indian tribe within its boundaries and with neighboring Indian tribes to expand and improve instructional materials about Indian tribes and to create programs of classroom and community cultural exchange.

The district will collaborate with the office of the superintendent of public instruction on curricular areas regarding tribal government and history that are statewide in nature.

### New Courses or Major Modifications to Existing Courses

New course offerings or major course modifications that propose significant changes to course objectives or scope will be reviewed by the superintendent or designee prior to being scheduled to ensure that the course is rigorous, utilizes appropriate instructional materials, and is a carefully considered part of the school's college and career pathways.

When the implementation of new or modified courses requires the adoption of new instructional resources, those resource recommendations will be forwarded to the Instructional Materials Committee for consideration by the process outlined below.

### Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the school district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental and shall be selected according to the procedures that follow. The principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirement of this policy and procedure. The district office will provide such technical assistance as may be necessary to accomplish this.

### Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	Role			
	Certificated Teaching Staff	Principal	Superintendent	Instructional Materials Committee (IMC) School Board
Core material	Identify		establish adoption procedure	recommend adopt
Alternative core	Identify		designate selector	
Intervention	Identify		designate selector	
Supplemental	Identify	designate selector		
Temporary Supplemental	select – within district guidelines			

### Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, and may include textbooks, technology-based materials, or other educational media.

### Open Educational Resources

Open Educational Resources (OER) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high quality instructional content is available from supplemental to core instructional materials. District staff are encouraged to consider OER when selecting instructional materials. OER are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

### Technology-based Resources

When instructional materials are technology based, district educational technology staff should be consulted regarding the technological impacts of the suggested program. Equity of access for students and teachers must be considered for all core materials delivered in digital formats.

Core Instructional Material Selection

Instructional Materials Committee

The Instructional Materials Committee (IMC) is formed to establish and monitor such procedures as may be necessary for the evaluation and recommendation of core materials used by the district in conformance to stated criteria. The committee will act upon requests for core material approval and will evaluate and act upon citizens' requests for reconsideration of core materials.

Committee meetings will be held on a schedule determined by the district. Special meetings may be called by the committee chairman if necessary. The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

The committee will consist of: Members shall be appointed by the superintendent. The superintendent shall designate committee members to serve as chairman and secretary. Instructional Materials Committees may include parents, but state law provides that parents must make up less than one-half the committee.

Members will be appointed by the superintendent or designee through the district's committee process. Membership must be approved by the Board of Directors. The chairman and the secretary will be permanent members of the committee. Other members will have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based upon the degree to which they:

- A. Demonstrate likelihood of impact as shown by scientific or evidence-based research;
- B. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements;
- C. Provide sufficient flexibility to meet the varied needs and abilities of the students served;
- D. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
- E. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;
- F. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
- G. Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them; and
- H. Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. The *Washington Models for the Evaluation of Bias Content in Instructional Materials*, published by the Office of Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further to the goal of eliminating content bias:  
<https://www.k12.wa.us/CurriculumInstruction/InstructionalMaterialsReview.aspx>.

Identification of Core Instructional Materials

Core materials shall be initially selected by such certificated staff as the superintendent or designee may assign. Materials must meet the Criteria for the Selection of Core Materials above.

Recommendation of Core Instructional Materials

The IMC will receive recommended district material proposals through superintendent-assigned staff. Core material will be reviewed according to superintendent-established procedures to ensure compliance with the above selection criteria and by using instructional material evaluation tools listed on the OSPI website:  
<https://www.k12.wa.us/CurriculumInstruction/InstructionalMaterialsReview.aspx>

level and interests of their students. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly preview such materials and to give due consideration to the text complexity, developmental level of students; appropriateness of language or images; bias against racial, gender, ethnic, or other social groups; and other sensitive issues.

Temporary Supplemental Material Selection

Professional staff of the district will rely on reason and professional judgment in the selection of high quality temporary supplemental materials that are appropriate for the instructional program and developmental level and interests of their students.

Protest Procedure for Instructional Materials

When a parent/guardian or employee challenges any instructional materials used or restricted from use in the schools, the following steps should be taken:

- Concerns should first be discussed with the certificated teacher and/or the school principal. All parties are urged to resolve the concern at this level.
- If the concerns cannot be resolved through discussion at the school level, the following steps will be taken and the challenged instructional material will continue to be used until a decision is rendered:
  - If the challenged instructional material is supplemental in nature, at a parent's written request to the principal, the supplemental material may be asked to be withdrawn from their student. The principal shall facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal shall respond with a written decision. If warranted by the scope of the supplemental material, an appeal may be submitted to the superintendent or designee requesting review by the Instructional Materials Committee and a written decision.
  - If the instructional material is core, alternative core, or intervention material, the parent/guardian or employee may register a request for reconsideration with the Superintendent or designee. This request will be forwarded to the Instructional Materials Review committee. The IMC will review the complaint and establish a timely process for public consideration of the complaint, if appropriate.

All instructional material reconsideration decisions will be by majority vote of the IMC and are final. Decisions of the committee will be delivered in writing to the superintendent, complainant, and affected staff within ten (10) school business days.

Adoption Date: February 16, 2016  
Classification:  
Revised Dates: 10.98; 06.11; 04.15; 12.15

Based on their evaluation, the IMC will recommend instructional materials to the board for adoption.

Adoption of Core Instructional Materials

Core material will be approved by the board prior to their use in classrooms. Texts selected previously are exempt from this requirement.

Regularly Scheduled Core Material Updates

Any courses using OER as their core material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material results in significant changes to course objectives or scope, the revised resource shall be forwarded to the Instructional Materials Committee for consideration and, formal recommendation for board adoption.

Exceptional Needs or Rapidly Changing Circumstances

The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

College in the High School, Advanced Placement (AP), and/or International Baccalaureate (IB)

College in the High School, AP, and/or IB courses may have varying course designs as necessitated by their course credit transfer requirements.

Field Testing

The superintendent or designee may consider the use of field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, and/or assessment resources through careful experimentation for an identified purpose based on student needs.

Trial-use core instructional material of an experimental, field-test nature may be authorized for use by the superintendent for a period of no more than one school year prior to adoption through the formal process.

Citizen Access to View Core Materials

Members of the community are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, in the district office, or online. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of core materials should be undertaken with the knowledge of district objectives in mind.

Intervention Instructional Material Selection

Instructional materials designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards will be approved by the superintendent or designee based upon evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

Alternative Core Instructional Material Selection

The superintendent, or designee, will establish procedures through which schools may be approved to use alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that selection of these alternative core materials be made by certificated staff designated by the building principal.

Supplemental Material Selection

Supplemental materials will not require IMC approval or board adoption.

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards-aligned resources/repositories. 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



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<b>Policy:</b>	<b>2150 Co-Curricular Program</b>
<b>Section:</b>	<input type="checkbox"/> - 0000 Planning <input checked="" type="checkbox"/> - 1000 Board of Directors <input checked="" type="checkbox"/> - 2000 Instruction <input type="checkbox"/> - 3000 Students <input type="checkbox"/> - 4000 Community Relations <input type="checkbox"/> - 5000 Personnel <input type="checkbox"/> - 6000 Management

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 will ordinarily be conducted wholly or partly outside the regular school day and will be available to all students who voluntarily elect to participate. The co-curricular program encompasses approved curriculum-related activities.

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

The district will not exclude any person from participation in the co-curricular program, deny any person the benefits of such a program or otherwise discriminate against any person in any co-curricular program on the basis of the categories identified in the district's Nondiscrimination policy.

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

- A. The purposes and/or objectives will be part of a specific program or course offering;
- B. The participating students will 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 will 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;

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- 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.
- E. 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 will 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 will 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 male and female students.

The district will 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.

Cross References: 2151 - Interscholastic Activities  
3210 - Nondiscrimination  
3510 – Associated Student Bodies  
4260 - Use of School Facilities

Legal References: 20 U.S.C. 4071 et seq. Equal Access Act  
RCW 28A.325.020 Associated student bodies — Powers and responsibilities affecting  
RCW 28A.600.200 Interscholastic athletic and other extracurricular activities for students — Authority to regulate and impose penalties — Delegation of authority — Conditions  
RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies  
WAC 392-138-010 Definitions  
WAC 392-190-025 Recreational and athletic activities  
WAC 392-190-030 General — Recreational and athletic activities — Annual athletic evaluation  
WAC 392-190-040 Recreational and athletic activities — Student athletic interest survey  
WAC 392-190-045 Recreational and athletic activities — Facilities.

Adoption Date: February 17, 2015  
Classification: Priority  
Revised Dates: 12.11; 12.14



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Policy:	2150P Co-Curricular Program Procedure						
Section:	<input type="checkbox"/> - 0000 <i>Planning</i>	<input type="checkbox"/> - 1000 <i>Board of Directors</i>	<input checked="" type="checkbox"/> - 2000 <i>Instruction</i>	<input type="checkbox"/> - 3000 <i>Students</i>	<input type="checkbox"/> - 4000 <i>Community Relations</i>	<input type="checkbox"/> - 5000 <i>Personnel</i>	<input type="checkbox"/> - 6000 <i>Management</i>

#### 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. 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 #260, Use of School Facilities.

Date: 4.04

*The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us*



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Policy:	2151 Interscholastic Activities						
Section:	<input type="checkbox"/> - 0000 Planning	<input type="checkbox"/> - 1000 Board of Directors	<input checked="" type="checkbox"/> - 2000 Instruction	<input type="checkbox"/> - 3000 Students	<input type="checkbox"/> - 4000 Community Relations	<input type="checkbox"/> - 5000 Personnel	<input type="checkbox"/> - 6000 Management

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 will 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 will be in compliance with the rules and regulations of the Washington Interscholastic Activities Association (WIAA). The schools of the district will not participate in any out-of-season athletics that are not sanctioned by the WIAA. The district will 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 will 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 will 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 that 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 will 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.

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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.

- 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.
- Each participant will be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A written report will be completed when a student is injured while participating in a school-supervised activity. A participant will be free of injury and will have fully recovered from illness before participating in any activity.
- 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 will provide evidence of coverage with a minimum limit of (insert amount) in medical expenses or will 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 will 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. Notice of 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.

#### Nondiscrimination

The district will not exclude any person from participation in the interscholastic program, deny any person the benefits of such a program or otherwise discriminate against any person in any interscholastic program on the basis of the categories identified in the district's Nondiscrimination policy.

The district will provide necessary funds for recreational and athletic activities for both sexes, although the aggregate expenditures are not required to be equal for members of each sex and expenditures for separate male and female teams are not required to be equal.

When individual students with disabilities are unable to participate in existing activities even when offered reasonable modifications and necessary accommodations, aids or services, the district may offer opportunities for students with disabilities to participate in separate or different recreational or athletic activities.

The district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, when the district operates or sponsors a team in a particular sport for members of one sex but not the other, and athletic opportunities for members of the other sex have previously been limited, members of the excluded sex will be allowed to try out for the team offered. For the purposes of this policy, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball and other sports in which the major activity involves bodily contact.

The district will provide equal athletic opportunities for both sexes within each school for interscholastic, club or intramural athletics. In determining whether equal athletic opportunities for both sexes are being provided, the district will consider the following factors:

- Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;
- Provision of equipment and supplies;
- Scheduling of games and practice time, including the use of playfields, courts, gyms and pools;

- Travel and per diem allowances, if any;
- Opportunity to receive coaching and academic tutoring;
- Assignment and compensation of coaches, tutors, and game officials;
- Provision of locker rooms and practice and competitive facilities;
- Provision of medical and training facilities and services, including the availability of insurance;
- Provision of housing and dining facilities and services, if any; and
- Publicity and awards.

#### Annual athletic evaluation

The district will evaluate its intramural and interscholastic program in each school 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. The evaluation will include consideration for the factors listed in the above paragraph, Nondiscrimination.

#### Student athletic interest survey

Every three years, the district will administer to each school that operates interscholastic, intramural and other athletics the survey developed by the office of the superintendent of public instruction to determine male and female student interest in participation in specific sports. The district will consider the survey results when planning and developing recreational and athletic activities offered by the district and when determining whether equal opportunities are available to members of both sexes.

#### Facilities

The district will provide separate facilities (e.g., showers, toilets, training rooms) for male and female students or schedule the facilities equitably for separate use.

Cross References: 2121 - Substance Abuse Program  
3210 - Nondiscrimination  
3413 - Student Immunization And Life Threatening Health Conditions  
3414 - Infectious Diseases  
3416P - Procedure Medication at School  
3418 – Response to Student Injury or Illness  
4260 - Use of School Facilities  
6512 - Infection Control Program

Legal References: RCW 28A.400.350 Liability, life, health, health care, accident, disability, and salary insurance authorized — Health savings accounts — Premiums — Noncompliance  
RCW 28A.600.200 Interscholastic athletic and other extracurricular activities for students — Authority to regulate and impose penalties — Delegation of authority — Conditions  
RCW 69.41.330 Public Warnings — School districts  
RCW 69.41.340 Student athletics — Violations — Penalty  
WAC 392-190-025 Recreational and athletic activities



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Policy: **2151P Interscholastic Activities Procedure**  
Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

#### Interscholastic Athletics

##### Coach's Duties

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

##### A. Instruct Participants

The coach should employ the latest methods and proper instruction when working with students to develop motor skills. If an injury occurs while using an improper instructional method, the district and its employees may be liable for negligence.

##### B. 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.

##### C. Supervise Participants

The coach will create a daily plan, showing 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 and should include factors such as: 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.

##### D. 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.

##### E. 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.

##### F. Assess Fitness of Participants

The coach will assess the physical fitness, the medical condition, and the skill level of athletes prior to participation in sporting activities.

##### G. Provide Equal Protection and Due Process

While participation in co-curricular activities is a privilege, a student whose participation will be terminated based on an alleged violation of the conduct code must be afforded the opportunity of a fair hearing.

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Management  
Resources: 2014 – December Issue  
2013 - April Issue  
2007 – October Issue  
[WIAA Handbook](#)

Adoption Date: February 17, 2015

Classification: Priority

Revised Dates: 02.00; 10.07; 12.11; 04.13; 12.14; 1.15(Policy Alert)

##### H. 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.

##### I. 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. The system of grouping will be based upon skill level, age, maturity, sex, size and experience.

##### J. Foresee Danger

A coach should be able to reasonably anticipate foreseeable dangers that may occur, and take precautions protecting the children in his/her custody from such dangers.

##### K. 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 act 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 the teaching phase of a sport to any present, past or future squad member while as the student is in grade 7-12. Practices can take place 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 will clearly indicate that he/she is operating independent of the school district. As such, the school district will be free of liability associated with the activity.

B. Students will be advised that participation in a commercial summer camp or clinic or other similar type of activity will 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 will 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 will 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 will not be considered as endorsement or approval of the activity group or organization, or 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. A student who has allegedly violated one or more of the conduct rules may appeal a disciplinary action as specified in this code.



The following rules will be applicable for a sports season:

**A. 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.

**B. Use and/or Possession of Illegal Chemical Substances or Opiates**

An athlete who is found to be in possession of illegal chemical substances (including marijuana/cannabis) or opiates will be removed from the team for the balance of the sports season.

**C. Physical Appearance**

An athlete will maintain the dress and grooming standards of the team. The first offense will result in a verbal warning. Repeated offenses will result in removal from the activity for five (5) school days.

**D. Curfew**

An athlete will be at his/her home by \_\_\_\_ p.m. each night of the sports season unless detained by a school activity. The first offense will result in a verbal warning. Repeated offenses will result in removal from the activity for five (5) school days.

**E. Unsportsmanlike Conduct**

An athlete will exhibit appropriate conduct in practices and/or contests.

The first offense will result in a verbal warning. Repeated offenses will result in removal from the activity for five (5) school days.

**F. Attendance at School**

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

**G. Absence from Practice**

An athlete is expected to be in attendance at all team practices unless excused for illness or by prior approval. If an athlete is absent from practice and not excused, the athlete will be ineligible to participate in the next contest.

**H. 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.

**I. 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.** A Building Hearing Committee composed of the building principal and/or designee, activities director, and coach will be constituted to hear any appeals of disciplinary action taken against student athletes. Upon the imposition of penalty for infraction(s) of any rules or regulations related to interscholastic athletics, any aggrieved student and parents of said student will have the right to an informal conference with the 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 imposition of the penalty, 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) will 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, will render a decision within ten (10) school days of the hearing.
- E.** The aggrieved party may appeal the superintendent's decision to the Board of Directors within three (3) school days. The Board of Directors, after hearing the case in detail, will render a decision on the case within ten (10) school days of the hearing. This decision will be final.

**Date: 02.00; 12.11; 04.13**



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**Policy:** 2161 Special Education and Related Services for Eligible Students  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

The board recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

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

Not all students with disabilities are eligible for special education services. The needs of those students will be addressed individually and if, appropriate, the student will be provided accommodations or modifications required under Section 504 of the Rehabilitation Act in accordance with district policy and procedures.

**Mediation or Resolution Agreements**

The board authorizes the superintendent or a designee to bind the district to a mediation or resolution agreement.

**Commencement Exercises/Certificate of Attendance**

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. Minimum criteria for participation may be adjusted for students with an IEP whose disabilities have impacted their opportunity to accumulate credits. Each student's IEP team will determine the student's graduation plan, including graduation date. IEP students who have attended four years of high school and need additional time to complete IEP goals and/or credits may request participation in commencement exercises. IEP students will receive a certificate of attendance until they complete their credits for graduation.

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

**Cross References:** 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

2163 - Response to Intervention

2410 - High School Graduation Requirements

3231 - Student Records

3241 - Classroom Management, Corrective Actions Or Punishment

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3247 – Required Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans

**Legal References:**

Chapter 28A.155 RCW Special education

RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 — Procedures — Definitions.

RCW 28A.600.486 District policy on use of isolation or restraint — Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.

RCW 28A.605.020 Parents' Access to Classroom or School Sponsored Activities — Limitation

Chapter 49.60 RCW Discrimination — Human rights commission

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

29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794

20 U.S.C. 1400 et seq. Individuals with Disabilities Education Act of 2004

42 U.S.C. 12131-12133 Americans with Disabilities Act of 1990

28 CFR Part 35 Nondiscrimination on the Basis of Disability in State and Local Government Services

34 CFR Part 99 Family Education Rights and Privacy Act (FERPA)

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

34 CFR Part 300 Assistance to States for the Education of Children With Disabilities

34 CFR Part 303 Early Intervention Program for Infants and Toddlers with Disabilities

**Management Resources:**

2014 – June Policy Alert

2009 - October Issue

Policy News, December 2007 Updated Special Education Policy and Procedure

Policy News, June 2007 Graduation Ceremonies for Special Education Students

Policy News, December 1999 Rule Adoption Leads to Special Education Policy

**Adoption Date: 01/20/2015**

**Classification: Essential**

**Revised Dates: 02.00; 06.07; 12.07; 10.09; 12.11; 06.14**



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Policy:	<b>2161P Special Education and Related Services for Eligible Students Procedure</b>						
Section:	<input type="checkbox"/> - 0000 Planning	<input type="checkbox"/> - 1000 Board of Directors	<input checked="" type="checkbox"/> - 2000 Instruction	<input type="checkbox"/> - 3000 Students	<input type="checkbox"/> - 4000 Community Relations	<input type="checkbox"/> - 5000 Personnel	<input type="checkbox"/> - 6000 Management

### Procedure Special Education and Related Services for Eligible Students

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

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

#### Free Appropriate Public Education (FAPE)

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

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

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

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

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

#### Students Covered by Public or Private Insurance

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

*The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us*

- B. Notified of the purpose, time, and location of the meeting and who will be in attendance.

When the meeting is to address the IEP or placement:

- A. The parent will be notified that the district or the parent may invite others who have knowledge or special expertise of the student; and  
B. The meetings will be scheduled at a mutually agreeable time and place.

The district will take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

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

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

*The Special Education Teacher is responsible for notification, form use and other arrangements.*

If the parent cannot attend the IEP or placement meeting but wishes to participate, the district will arrange for other means to participate. This can include individual or conference phone calls, video or other means of conferencing.

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

#### Identification and Referral (Child Find)

##### A. Identification

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

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

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

The district reaches students who may be eligible for special education services through:

- Notification to parents of child find activities in its annual informational packet;
- Notification to parents district-wide through local papers or other media;
- Information regarding child find on the district's Web site;
- Notification to private schools located in the district's boundaries;
- District informational mailings;
- Posting notices regarding screening and referral in school buildings and grocery stores, post office, day cares, community preschool sites and physicians' offices;
- Early childhood screenings conducted by the district;
- Coordination with other public and private agencies and practitioners;

9. Written information provided to district staff on referral procedures;

- A. Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;
- B. Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;
- C. Use a parent or student's benefits under a public insurance programs if that use would:
- Decrease available lifetime coverage or any other insured benefit;
  - Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;
  - Increase premiums or result in discontinuation of insurance; or
  - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

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

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

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

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

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

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

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

The Special Education Teacher is responsible for providing the required notices and requests for consent to parents under this section.

#### Parent Participation in Meetings

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

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

When a meeting is scheduled parents will be:

- A. Notified of the meeting early enough that they will have an opportunity to attend; and

- Training teachers and administrators on referral/evaluation/identification procedures; and
- Review of student behavior, discipline and absentee information and information gathered from district-wide assessment activities.

When district staff have concerns that a student may have a suspected disability which could result in eligibility for special education services, they will notify the *Special Education Teacher*.

The district's special education department conducts early childhood screenings for ages birth to five. These occur monthly at the special education department office. When parents or others inquire about screenings, the caller will be referred to the *Special Education Teacher or Building Principal*.

The screening process involves the following:

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

##### B. Referral

A student, whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring that district staff understands the referral process. Referrals are required to be in writing, unless the person referring is unable to write. A person who makes a referral orally should be asked either to make the referral in writing or go to the main office of the building for assistance in making the referral.

When a referral is made, the district must act within a 25 school-day timeline to make a decision about whether or not the student will receive an evaluation for eligibility for special education services.

*All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person will notify a certificated staff member (or the designated building based person). The special education department: (a) records the referral, (b) provides written notice of the referral to the parent; and (c) advises the Special Education Teacher to collect and review district data and information provided by the parent to determine whether evaluation is warranted.*

During the referral period the *Special Education Teacher* will collect and review existing information from all sources, including parents. Examples may include:

- Child's history, including developmental milestones;
- Report cards and progress reports;
- Individual teacher's or other provider information regarding the child including observations;
- Assessment data;



5. Medical information, if provided; and
6. Other information that may be relevant to assist in determining whether the child should be evaluated.

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

Recommendations regarding evaluation are forwarded to the special education department.

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

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

The Special Education Teacher will seek parental consent to conduct the evaluation. The school district is not required to obtain consent from the biological parent if:

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

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

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

If a parent does not provide written, informed consent for the evaluation, notify the *building principal* or *Special Education Teacher*. District staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or

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

Specific areas to be included in the evaluation are determined by the *Special Education Teacher* and other qualified professionals, as appropriate, as part of a review of existing data concerning the student. The evaluation does not rely on one source or procedure as the sole criterion for determination and should include:

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

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

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

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability

file a due process hearing to override the parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student is homeschooled or is unilaterally placed in a private school. If the parent does not provide written informed consent and the district does not use mediation or due process, the *Special Education Teacher* will provide the parent with prior written notice informing the parent that the district cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

#### Evaluation and Reevaluation

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

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

1. *The Special Education Teacher* will serve as the point of contact with the family resource coordinator for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;
2. The district will follow the procedures for obtaining consent and conducting an initial evaluation, if it determines that the student will be evaluated to determine eligibility for Part B services;

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

##### B. Evaluation Requirements

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

The evaluation must be an individual assessment designed to determine:

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

The districts *Special Education Teacher* will select the members of the evaluation group. Members selected must be knowledgeable about the student and the areas of suspected disabilities. Qualifications of a group member include having the appropriate professional license or certification and may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of the group. If the student requires a medical evaluation in order to determine eligibility, the district will coordinate with the parents to arrange for the evaluation at district expense or through the use of public or private insurance if the parent consents to allow the district to use the insurance.

and any special education needs, whether linked to the disability category or not. If the IEP Team determines that no additional data are needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The district will complete the evaluation using existing data.

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

##### C. Specific Learning Disability (SLD)

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

1. The district continues to use the severe discrepancy approach for identifying students with a SLD

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

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

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

##### D. Evaluation of Transfer Students

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

##### E. Eligibility

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

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency; and
2. Eligibility may be determined by documented professional judgment when:

- a. Properly validated tests are unavailable; or

- b. Corroborating evidence indicates that results were influenced due to measuring a disability.

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

Parents will also be provided with prior written notice of the eligibility decision within ten school days of the decision. *The Special Education Teacher* is responsible for sending the notice.

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

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

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

(District note: Please also note that [WAC 180-51-115](#) requires schools to develop procedures for granting high school graduation credits for students with disabilities; the procedures in place by the district may be cross-referenced here.)

#### F. Evaluation Report

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

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

1. Identify the disability which requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category;

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

1. Whether the student continues to be eligible for special education and any necessary related services;
2. The present levels of performance and educational needs; and
3. Whether any additions or modifications to the student's program are needed. This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing.
4. If additional testing is needed:
  - a. *The Special Education Teacher* will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;
  - b. If the parents do not return the signed consent form, the district will send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the district will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact and other efforts to obtain consent;
  - c. If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the reevaluation; and
  - d. If the parents refuse to consent to the reevaluation, the evaluation group will notify so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parents refusal to consent.

After the reevaluation is completed, the *Special Education Teacher* will both invite parents to the eligibility meeting and will provide prior written notice after the meeting of the results of the reevaluation to parents in their primary language, indicating one or more of the following:

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

This notice will occur within ten school days of the eligibility decision. *The Special Education Teacher* is responsible for sending the notice.

#### H. 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

4. Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;
5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Include the additional information required for the specific learning disability eligibility category;
8. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
9. Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions will prepare a statement presenting the conclusion.
10. *The Special Education Teacher* is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings.
- 11.

#### G. Reevaluations

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

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

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

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

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

prior written notice to the student and the parent *one month before the student's anticipated last day of school* and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. *The Special Education Teacher* is responsible for assuring that the IEP team completes the summary of academic achievement and functional performance.

#### Independent Educational Evaluations (IEE)

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

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

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

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

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

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

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

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

## Individualized Education Programs (IEP)

### A. IEP Development

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

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

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

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

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

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

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

### B. IEP Team

The IEP team includes:

1. The parents of the student;
2. Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment. The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of: 1) appropriate positive behavioral interventions and supports for the student; and 2) supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185 and WAC 392-172A-03110(2)(b);

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

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

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making changes. The parent and the district must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. If the parent requests that the district revise the IEP to include the amendments, *The Special Education Teacher* will revise the IEP.

### C. IEP Preparation and Content

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

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

IEP content must include:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;

3. Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
4. A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources; (*Adoption note: The district may wish to designate a specific person/position within the district to participate in all IEPs, if practical, or designating a category of personnel to represent the capacity of the district to provide the program under consideration.*)
5. An individual who can interpret the instructional implications of the evaluation results;
6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
7. The student, when appropriate, or when required;
8. Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
9. If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative cannot attend the meeting, district personnel will keep the representative informed of the meeting and obtain agency information that will assist in the service provision; and
10. Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

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

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

(*Refer to the Parent Participation in Meetings for the requirements of a parent invitation to IEP meetings.*)

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

2. Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;
3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum, and be educated and participate with other special education students and non-disabled students and participate in extracurricular and other nonacademic activities;
4. A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular, and non-academic activities;
5. A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s) and why the particular alternative assessment is appropriate for the child;
6. The date for the beginning of services and the anticipated frequency, location and duration of services and modifications;
7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the district issues progress reports or report cards, or other agreed times as identified in the IEP.
8. The projected beginning date for the special education and related services;
9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment and independent living skills where appropriate; and the transition services (including courses of study) needed to assist the child in reaching those goals;
10. Emergency response protocols, if determined necessary by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105;
11. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01301;

12. The procedures by which parents/guardians will be notified of the use of isolation or restraint or a restraint device on their student (*see Procedure 3246*).
13. A statement regarding transfer of rights at the age of majority. (*Indicate the appropriate staff*) will provide prior written notice to the student one year prior to student turning 18 years of age; and
14. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report, and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type, amount, or duration of the services. If the need for ESY services is not addressed in the IEP, and ESY services may be appropriate for the student, the IEP team will meet to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team, including consideration of the nature and severity of the student's disability, the rate of progress and emerging skills.

#### Use of isolation, restraint and restraint devices:

##### A. Definitions

1. **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
2. **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.
3. **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a student:
  - a. upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
  - b. upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
  - c. upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
  - d. after the student has threatened the physical safety of another and has history of one or more violent acts.
4. **Positive behavioral intervention:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
5. **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.

due to the unforeseeable nature of the emergency.

4. In the case of a restraint device, either the student will be capable of releasing himself or herself from the restraint device or the student shall continuously remain within view of an adult responsible for supervising the student.

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

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

1. District personnel are prohibited from using aversive interventions;
2. District personnel are prohibited from physically restraining or isolating a student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;
3. No student may be stimulated by contact with electric current, including, but not limited to, tasers;
4. A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid as a form of punishment;
5. A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);
6. A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
7. A student must not be denied or subjected to an unreasonable delay in the provision of medication;
8. A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;
9. A student must not be forced to listen to noise or sound that the student finds painful;
10. A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;
11. A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;
12. A student's head must not be partially or wholly submerged in water or any other liquid.
13. A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object, except under the conditions set forth in WAC 392-172A-02110.

##### F. Documentation and Reporting Requirements

Districts must follow the documentation and reporting requirements for any use of isolation, restraint, or a restraint device consistent with RCW 28A.600.485 and the parental notification requirement of RCW 28A.155.210. See Policy and Procedure 3246.

#### Transfer Students

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

6. **Restraint device:** A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers, or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485(1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.

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

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

1. throwing, kicking, burning, or cutting a child;
2. striking a child with a closed fist;
3. shaking a child under the age of three;
4. interfering with a child's breathing;
5. threatening a child with a deadly weapon; or
6. doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.

##### C. Conditions specific to use of isolation:

1. The isolation must be discontinued as soon as the likelihood of serious harm has dissipated;
2. The enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.
3. The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
4. An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
5. Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
6. Any staff member or other adults using isolation must be trained and certified by a qualified provider in the use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

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

1. The use of restraint or a restraint device must be discontinued as soon as the likelihood of serious harm has dissipated;
2. The restraint or restraint device will not interfere with the student's breathing;
3. Any staff member or other adults using restraint or restraint devices must be trained and certified by a qualified provider in the use of such restraint or restraint devices, unless trained personnel are not immediately available

When a student who was identified as eligible for special education transfers from out of state into the district, the building principal (*or designate appropriate personnel*) will notify the special education department as soon as possible. The (*name personnel*) will review the evaluation, eligibility documentation, and IEP to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, the district will follow the procedures described in the previous paragraph to provide comparable services until the district develops an IEP for the student. If the student needs to be evaluated to determine eligibility in this state, the *Special Education Teacher* will notify the parents, obtain consent, and evaluate the student for eligibility within 35 school days of the receipt of the parent's consent. The district, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending the results of the initial evaluation.

The district must take reasonable steps to obtain records promptly, including IEP supporting documents and any other records related to special education or related services from the previous school. The Special Education Teacher is responsible for obtaining and retaining records.

#### Placement

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

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

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

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

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

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

4. The costs of placing the student in the regular classroom.

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

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. See WAC 392-171A-02025, which includes counseling services, athletics, transportation, health services, recreational activities, clubs, etc. Limits on nonparticipation or conditions of participation must be designated in the IEP.

The district will also make opportunities available for students eligible for special education to participate with non-disabled students in the district's art, music, industrial arts and computer classes.

Within the district, a continuum of alternative placement options exists spanning within a class, resource room, self-contained, home-bound and out-of-district provisions. These options are intended to address the individual needs of students and they are considered according to the following process:

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

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

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

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

#### Students Unilaterally Enrolled in Private Nonprofit Schools by Parents

On October 1 and December 1st, inclusive, of each year, the district will conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries. The district Superintendent will have timely and meaningful consultation with appropriate representatives of private schools and representatives of parents of private school students and make determinations about who will receive services and what services will be provided. The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

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

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

#### B. Consent

The district will obtain informed, written parental consent before:

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

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

Informed consent means that the parent or adult student:

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

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

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

#### C. Revocation of Consent

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to The Special Education Teacher

Upon receipt of the parent's written notice of revocation, the Special Education Teacher:

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

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

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

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

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

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

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

#### Procedural Safeguards

##### A. Notice of Procedural Safeguards

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

1. Upon initial referral or parent request for evaluation;

providing special education and related services.

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

##### D. Prior Written Notice

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

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

The prior written notice will include:

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

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

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

2. Providing notice orally if the written language is not a native language.

The district will document in writing how this information was provided and that the parent understands the content of the notice. *The Special Education Teacher is responsible for sending prior written notices after evaluation, eligibility, IEP team and placement decisions.*

#### E. Transfer of Educational Rights to an Adult Student

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

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

#### Appointment of an Educational Representative

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

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

#### Confidentiality and Records Management

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

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

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review and challenge all educational records which will include, but not be limited to, the identification, evaluation, delivery of educational services and provision of FAPE to the student. The district will comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, educational placement of the student or provision of FAPE to the student, including disciplinary proceedings. In any case, the district will respond no more than 45-calendar days after the date the district received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may inspect and review only information relating to their child. School personnel receiving requests for educational records will immediately forward the request to the building secretaries or district secretary.

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

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

The person selected as a surrogate:

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

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

#### B. Mediation

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

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

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

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

#### Due Process Hearing

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

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

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

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

#### A. Surrogate Parents

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

*The Special Education Teacher is responsible for determining the need for appointment of a surrogate parent.*

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

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

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

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

identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, the district will provide the parent with a due process hearing request that contains the required information. Due process hearing request forms are available on the OSPI Special Education and Administrative Resources Web site.

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the building principals. If the parent has not filed the request for hearing with OSPI, the district will forward the parent's request to 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. The district is responsible for providing the parents a copy of the procedural safeguards in this situation, and documenting that the safeguards were provided to the parent.

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

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

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

#### Discipline

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

#### A. Removal Up to Ten Days

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

#### B. Removal for More than Ten Days

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

#### C. Change in Placement

A change of placement occurs when an eligible student is:

1. Removed from his or her current placement for more than ten consecutive school days in a school year; or

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

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the building principal and special education director (or designate who makes the decision) and is subject to review through due process and judicial proceedings.

#### D. Manifestation Determination

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

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

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

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

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

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

#### E. Special Circumstances

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

3. The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

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

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

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

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

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

#### Staff Qualifications

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

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 will meet such supplemental standards established by the district. *(If the district has supplemental standards describe them here.)*

All special education teachers providing, designing, supervising, evaluating, or monitoring the provision of special education will possess "substantial professional training." This will be shown by the issuance of an appropriate special education endorsement on an individual teaching certificate issued by the superintendent of public instruction.

In the event a special education teacher does not have a certificate endorsed in special education, a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet SBE criteria.

If the district must temporarily assign a classroom teacher without a special education endorsement to a special education position, the district (name the appropriate personnel) will document in writing that:

- A. The district is unable to recruit a teacher with the proper endorsement who was qualified for the position;

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

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

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

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

1. The district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. If the student's IEP team believes that the student may not be maintained in his or her current placement, the IEP team should work with the district's (name appropriate person, i.e. director of support services).

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

#### E. Basis of Knowledge

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

The district is deemed to have knowledge if:

1. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability the prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
2. The parent requested that the student be evaluated for special education services; or

- B. The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; and/or

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

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed six-semester hours or nine-quarter hours of course work, which are applicable to the special education endorsement, the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

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

#### Personnel Development

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

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

#### Public Participation

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

Adoption Date: May 16, 2016

District: Morton School District

Classification:

Revised Dates: 10.00; 10.02; 12.07; 10.09; 12.11; 06.14; 03.16



*Every Student Matters, Every Moment Counts*

## Morton School District #214

**Home of the Timberwolves!**

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**Morton Jr/Sr High School**  
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p: 360-496-5137 • f: 360-496-6035

**Morton Elementary School**  
400 Main Ave • Morton, WA 98356  
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**Policy:** 2162 Education of Students with Disabilities Under Section 504  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

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 Act (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:

- 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, reading, concentrating, thinking, communicating and working), has a record of such an impairment, or is regarded as having such an impairment; and
- Is between the ages of 3 to 21 years old.

The district will comply with the federal policies that require free appropriate public education, Child Find, 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.

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

**Cross References:** 3210 - Nondiscrimination  
2161 - Special Education and Related Services for Eligible Students  
3247 – Required Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans

**Legal References:** 42 USC 12212 Section 512 Americans With Disabilities Act of 1990  
34 CFR Part 104 Section 504 of the Rehabilitation Act of 1973  
45 CFR Part 99 Family Education and Privacy Act

RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under

*The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us*

section 504 of the rehabilitation act of 1973 – Procedures – Definitions.

RCW 28A.600.486 District policy on use of isolation or restraint – Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.

**Management Resources:** 2014 – June Policy Alert  
2011 - June Issue

**Adoption Date:** 01/20/2015

**Classification:** Essential

**Revised Dates:** 06.11; 06.14



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**Policy:** 2162P Education of Students with Disabilities Under Section 504 Procedure  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

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

#### A. Free Appropriate Public Education

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

#### B. Child Find

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

#### C. Equal Educational Opportunity

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

#### D. Confidentiality of Information

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

#### E. Parent Involvement

The district will 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 will 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.

*The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us*

#### F. Participation in the least restrictive environment

- Academic setting.** To the maximum extent appropriate to the needs of disabled students, the district will educate disabled students with non-disabled students. In order to remove a child from the regular educational environment, the district must demonstrate that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily for the disabled student. Whenever the district places a student in a setting other than the regular education environment pursuant to this paragraph, it will 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 will 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.

#### G. Referral and Screening

If a 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, the concerned individual should complete a referral form (*indicate where referral forms are available and to whom they should be submitted*).

A designated building team will review referrals to determine if an evaluation is appropriate. If an evaluation appears to be necessary, the district will obtain written consent from parents to perform an evaluation and/or gather additional information and will provide parents with a written statement of their rights under Section 504. If the screening team determines that an evaluation is not necessary, it will provide written notice to parents, and forward the results of the screening to the source of the referral.

#### H. Evaluations

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

Examples of significant changes in placement include:

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

- The district will establish policies and procedures for evaluation and placement which assure that tests and other evaluation materials:
  - Have been validated and are administered by trained personnel;



- b. Are tailored to assess educational need and are not merely based on IQ scores; and
  - c. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (unless the test is designed to measure these particular deficits).
3. The determination of whether a student is substantially limited in one or more major life activities will be made without regard to any ameliorative effects of mitigating measures which include, but are not limited to: medication, medical supplies, equipment, low-vision devices, prosthetics, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies, assistive technology, reasonable accommodations, auxiliary aids or services; or learned behavioral or adaptive neurological modifications.
  4. Low vision devices do not include ordinary eyeglasses or contact lenses. The ameliorative effects of ordinary eyeglasses or contact lenses may be considered in determining whether the impairment substantially limits a major life activity.
  5. A student with a temporary impairment falls within the scope of Section 504 if the temporary impairment is severe enough that it substantially limits one or more of the student's major life activities. A temporary impairment is one with an actual or expected duration of six months or less. For example, pregnancy is not generally regarded as a disability under Section 504; however, if a student was put on bed rest or otherwise limited due to pregnancy complications, this would be a temporary impairment that would qualify the student as disabled under Section 504.
  6. A student with an episodic impairment or a disease in remission qualifies as disabled under Section 504 if the impairment would substantially limit a major life activity when active (i.e. a student whose cancer is in remission).

#### I. Placement Procedures

A Section 504 team should be composed of persons knowledgeable about the student's disability and the meaning of the evaluation data and service options. The team will convene to review all evaluation results, determine eligibility as a student with a disability under Section 504 and document the meeting in writing. The team composition may vary according to the needs of the student.

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

**Parents and guardians of students who have a plan developed under Section 504 of the Rehabilitation Act of 1973 will be provided a copy of the district policy (see Policy 3247) on the use of isolation and restraint at the time that the plan is created.**

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.

2. 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 and not the result of an inappropriate placement or program. When a student's misconduct is determined to be causally related to his/her disabling condition, procedures at #4 below will be instituted in lieu of either long-term suspension or expulsion.

3. 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 days may be used to alleviate immediate risk. In such cases the procedures at [WAC 180-40-300](#) will be modified to require the regular disciplinary hearing be held within ten ~~ten~~ 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 is 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) will advise the hearing officer on Section 504 restrictions. Even if the student and/or parent/guardian refuse to attend this hearing, the hearing will be held.

4. When a student has engaged in misconduct which is causally related to his or her disability, expulsion and/or long term suspension should not be imposed if it would result in more than ten lost school days. Lost days will be measured cumulatively over the period of the entire school year, with any short term suspensions as counting toward the cumulative total.

When a student's misconduct is related to a disability, additional evaluations and/or a change of placement should be considered in lieu of expulsion/ suspension. 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.

In accordance with #3 above, a student may be expelled for up to ten days to alleviate an immediate risk to the student or others, even if the conduct is related to the student's disability.

5. Students and their parent/guardian will 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 used by the district to evaluate the misconduct are entitled to exercise their rights under Section 504 to file a grievance or initiate a due process hearing.
6. 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.

#### O. Restraint or Isolation

#### J. Re-Evaluations

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

#### K. Programming to Meet Individual Needs

The district recognizes that to be appropriate, educational programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of non-disabled students are met. 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.

#### L. Non-Academic Services

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

1. **Counseling Services.** In providing personal, academic or vocational counseling, guidance or placement services to its students, the district will provide these services without discrimination on the basis of disability. The district will ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are non-disabled students with similar interests and abilities.
2. **Physical education and athletics.** In providing physical education courses and athletics and similar programs and activities to any of its students, the district will not discriminate on the basis of disability. If the district offers physical education courses and operates or supports interscholastic, club or intramural athletics, it will provide an equal opportunity for qualified students with disabilities to participate in these activities. 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 104.34](#) and qualified disabled students will not be denied the opportunity to compete for teams or to participate in courses that are not separate or different.

#### M. Preschool And Adult Education Programs

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

#### N. Disciplinary Exclusion

1. 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.

**Restraint or isolation of students who have a Section 504 plan will be authorized only under the limited circumstances specified in Policy/Procedure 3247 and each incident will require reporting and parent/guardian notification as specified in that policy and procedure.**

#### P. Transportation

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

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

If the district proposes to terminate a qualified disabled student's bus transportation for inappropriate bus behavior, the district will first determine the relationship between the student's behavior and his or her disabling condition, the appropriateness of the related service of transportation and the need for reevaluation. The parent or guardian will 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.

#### Q. Procedural Requirements

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

1. Provide written assurance of non-discrimination whenever the district receives federal money.
2. Designate an employee to coordinate the district's Section 504 compliance activities. The Section 504 Coordinator for the district is *(insert position of designee)*.
3. Provide grievance procedures to resolve complaints of discrimination. Students, parents or employees are entitled to file grievances. The grievance procedures for the district are set out in the Procedure for Policy 3210, Nondiscrimination.
4. Provide notice to students, parents, employees, unions and professional organizations of the district's nondiscrimination policy in admission and access to programs and activities, and in treatment and employment. Notice will also specify the Section 504 coordinator for the district. Notice will also be included in the student/parent handbooks.
5. Annually identify and locate all Section 504 qualified disabled children in the district's geographic area who are not receiving a public education.
6. Annually notify disabled persons and their parents/guardians of the district's responsibilities under Section 504.
7. Establish and implement procedural safeguards to be provided to parents/guardians with respect to actions regarding the identification, evaluation or educational placement of persons who, because of disability, need, or are believed to need, special instruction or related services. Procedural safeguards will include:
  - a. Notice of parental/guardian rights;

- b. An opportunity to examine relevant records;
- c. An impartial hearing, initiated by either the parents/guardian or the school district, with opportunity for participation by the student's parents/guardians. The student/ parent/guardian is entitled to have representation by legal counsel; and
- d. A review procedure.

R. Appropriate Funding

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

S. Accessibility

1. Facilities that were constructed prior to June 3, 1977 need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to persons with disabilities.
2. Buildings or additions constructed since 1980 must be designed and constructed to allow disabled persons the ability to access and use them readily.
3. 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.
4. A district can redesign equipment, reassign classes or other services to accessible buildings, assign aides to students, deliver services at alternate accessible sites or alter existing facilities. So long as there are other methods which are as effective in achieving compliance, a district need not undertake structural changes to a building.
5. A district recognizes that some forms of accommodation are unacceptable such as: carrying a student upstairs; segregating all students with mobility impairments due to the inaccessibility of other buildings; having disabled students eat on a separate floor due to an inaccessible cafeteria; denying participation in certain programs such as music, art or assemblies because these programs are inaccessible.
6. District recognition of the meaning of the phrase "to the maximum extent possible." This provision covers the instance where occasionally the nature of an existing facility is such as to make it impractical or prohibitively expensive to renovate in a manner that results in it being entirely barrier-free. However, in all of these instances, the alteration should provide the maximum amount of physical accessibility feasible.

T. Special 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 that 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 who abuse alcohol and alcoholism. 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. However, the district may take disciplinary action against any disabled student 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 Part 104.36](#) will not apply to such disciplinary actions.

U. 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 that 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.

A student with AIDS should remain in the regular classroom unless currently presenting a risk of contagion e.g., a contagious opportunistic infection, open lesions that cannot be covered) or the student's parents and school agree on an alternative.

V. 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 will ensure that the student's educational program meets the full range of his or her individual educational needs.

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 (OSPI), Special Services Department, Old Capital Building, PO Box 47200, Olympia Washington 98504-7200, (360) 725-6075 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 Section 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. OSPI encourages districts to first utilize mediation as a method to resolve disputes.

Adoption Date: 01/20/2015  
Classification:  
Revised Dates: 08/98; 06.11; 06.14



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Policy: 2170 Career and Technical Education  
Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

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.

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

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us

Adoption Date: May 18, 2009  
School District Name: Morton School District #214  
Revised: 02.09  
Classification: Priority



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Policy: **2170P Career and Technical Education Procedure**  
Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

#### Vocational Education

The basic standards for vocational programs as established by the state superintendent of public instruction are as follows:

- The primary objective of the program is the development of competencies that lead to entry level employment as well as entry into advanced vocational training; or, for home and family life education, to prepare for the occupation of homemaking. No courses shall be carried out separately on the basis of the sex of the enrollees.
- Specific program objectives are defined in terms of occupational competencies to be developed.
- The program is based on identified need and is developed and conducted in consultation with the functioning representative advisory committee composed of employers and employees actively engaged in the occupation.
- Instructional content is based on an analysis of the skills and knowledge required.
- Leadership development through planned activities, providing for transition from school to job must be an integral part of the instructional program. The vocational education student organizations meet this need.
- Students are counseled for enrollment on the basis of their interest in the occupation and their ability to profit from the instruction. No discrimination on the basis of sex shall exist in counseling students for vocational programs.
- Teachers are occupationally competent and vocationally certified in the occupational area in which they are to teach.
- Instructors are to be provided time and travel for consultation, coordination and instructional activities beyond the classroom environment, as well as for appropriate professional meetings including inservice education sponsored by the division of vocational-technical and adult education services in the office of the state superintendent of public instruction.
- Instructional equipment and facilities to be used are comparable to those used in the occupation and are adequate for the maintenance of acceptable educational standards.
- Provision is made for job placement assistance, annual follow up, and program evaluation.
- Provision is made for effective vocational guidance, which shall include, but not be limited to, occupational information and counseling.
- A vocational class is structured so that the maximum number of students per class shall be determined by the number of training stations, safety factors, and individual instruction requirements of the specific skills being developed.

Additional criteria are established for specific programs:

- Agriculture education;

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- Business-office education;
- Community resource training;
- Distributive education;
- Diversified occupations;
- Home and family life education;
- Industrial arts; and
- Trade, technical and health occupations education.



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Policy: **2190P Highly Capable Programs Procedure**  
Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

#### Highly Capable Programs

##### Definition

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experience, or environment. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes.

Students who are highly capable may possess, but are not limited to, these learning characteristics:

- Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
- Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than other peers;
- Creative ability to make unusual connections among ideas and concepts;
- Ability to learn quickly in their area(s) of intellectual strength; and
- Capacity for intense concentration and/or focus.

The following procedures will be employed to nominate, assess and select students to participate in the program:

##### Nomination

Referrals are permitted and accepted based on data or evidence from teachers, other staff, parents, students, and members of the community. Nominators will use the district's nomination form to refer a student to be considered for admission in the program.

##### Screening

The district will screen each nominee to identify students who qualify for further assessment. Screening criteria may include the following: CogAT 7 Screener, STAR Reading, STAR Math, classroom assessments, teacher observations, and/or Smarter Balanced assessments, when applicable.

##### Assessment

The district will obtain written parental permission prior to conducting assessments to determine eligibility for participation in its Highly Capable Program (HCP).

Nominees identified for further testing through the screening process will be assessed using multiple objective criteria. The assessment process shall be based upon a review of each nominee's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each nominee's unique needs and capabilities. The assessment criterion consists of both qualitative and quantitative (district may select one or both) instruments and may include: state test scores, reading and math screening tools, benchmark assessments, classroom-based assessments, and student work.

Test results will be recorded in the student's Highly Capable file.

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Date: January 20, 2009

## Selection

A multidisciplinary selection team will review data that has been collected for each of the nominated students. The multidisciplinary selection committee is composed of: a special teacher (provided that if a special teacher is not available, a classroom teacher shall be appointed); a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results; a certified coordinator or administrator with the responsibility for the supervision of the district's highly capable program; and additional professionals, if any, that the district deems desirable.

The multi-disciplinary selection committee will evaluate individual student assessment profile data and make the selection decision based on:

1. A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
2. Evidence of clear need for highly capable services; and
3. Determination of which students would benefit the most from inclusion in the district's program.

A single assessment score or indicator will not prevent a student's selection for the HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from these services. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive and/or academic achievement.

The district will:

- A. Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, an explanation of the process to exit a student from the program, the information on the district's program and the options that are available to identified students.
- B. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.
- C. Schedule a meeting of all such parents; and
- D. Conduct an annual parent meeting to review each student's educational plan.

## Process for Appeal

Parents/legal guardians have the right to appeal the multidisciplinary selection committee's decision. Individuals appealing the selection committee's decision must submit a completed appeals form or letter requesting review of selection/placement decision. The written request must include reasons for the appeal and, to support reconsideration, provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities.

The appeal request and supporting evidence must be submitted to the superintendent or designee, P.O. Box 1219, Morton, WA 98356 within ten (10) school days of the multi-disciplinary selection committee's decision notification.

The district's appeals committee will review the student's file, assessment profile data, and additional evidence provided in the request for appeal.

The decision of the multidisciplinary selection committee may include:

- Upholding the original decision of the multidisciplinary selection committee;
- Reversing the decision of the multidisciplinary selection committee;

A decision will be made by the appeals committee within ten (10) school days after receipt of written request for reconsideration. The parent/legal guardian will be notified of the decision in writing. *The decision of the multidisciplinary selection committee is final.*

## Exit Process

The exit process may be initiated for students who no longer demonstrate a need for highly capable program services. A request may be made by a teacher or program administrator for highly capable student identification and placement discontinuation. The multi-disciplinary selection committee will convene a meeting to review the student's profile to determine if the student qualifies for program services based on assessment data and selection criteria. The multidisciplinary selection committee may request additional evidence of student capabilities and/or willingness to participate in the program. If the committee determines that the student no longer qualifies for highly capable program services, it may be recommended that the student be exited from the program. The parent will be notified in writing of the committee's decision and of the appeal's process.

A parent/legal guardian may request that the student be withdrawn from the program or a student may voluntarily withdraw from the program. A meeting will be convened by the Highly Capable Program Coordinator/Director to discuss the request. If the parent/legal guardian desires to withdraw the student from the program, the student will be exited from the program. The multidisciplinary selection committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.

## Program Design

The district will make a variety of appropriate program services to students who participate in the program. Once services are started, a continuum of services will be provided to the identified students in grades K-12. The district will keep on file a description of the educational programs provided for identified students. The district reviews services for students each fall and spring to ensure that the services are appropriate.

The district will offer highly capable students the following programs:

- Students at the K-6 level who are in the Highly Capable Program remain with their class throughout the day, receiving differentiated services, and move to physical education, art, music and library with their peers.
- The Highly Capable Program at the middle school level, grades 7-8, focuses on acceleration of classes in math and/or English/language arts.
- At the Morton Senior High level, the District will provide services to our highly capable students through Running Start college level courses and/or by accelerating math and/or English/language arts classes.

This continuum of services provides appropriate support and accommodations for all highly capable students from identification to graduation.

## Reporting

Identified students will be assigned the appropriate CEDARS Gifted value(s) in the district's student information system for the end-of-year reporting activities.

The superintendent or designee will provide an end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI) which includes

- Number of students served by grade level K-12
- Student demographic information
- Data to determine if students who are highly capable met the goals set and if the programs provided met the academic needs of these students;
- Number and content of professional development activities provided for special teachers and general education staff;
- Program evaluation data and, if needed, program changes that will be made based upon this information; and
- Final fiscal report that reports on activities and staff funded by this program.

**Adoption Date:** 06/15/2015

**Classification:**

**Revised Dates:** 04.08; 12.11; 09.13; 06.14



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**Policy:** **2195 Academic Acceleration**  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

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 and biology assessments are considered to have met the state standard for high school mathematics and biology and may be automatically enrolled in advanced mathematics and science 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

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us

**Adoption Date:** December 16, 2013

**School District Name:** Morton School District #214

**Revised:**

**Classification:** Discretionary



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Policy:	<b>2195P Academic Acceleration Procedure</b>						
Section:	<input type="checkbox"/> - 0000 Planning	<input type="checkbox"/> - 1000 Board of Directors	<input checked="" type="checkbox"/> - 2000 Instruction	<input type="checkbox"/> - 3000 Students	<input type="checkbox"/> - 4000 Community Relations	<input type="checkbox"/> - 5000 Personnel	<input type="checkbox"/> - 6000 Management

### Academic Acceleration

#### Academic Acceleration Incentive Program for High Schools

For one-time, competitive state grant purposes, the following students are considered to have earned dual high school and college credit in a course offered by a district high school:

- Students who achieve a score of three or higher on an Advanced Placement (AP) examination;
- Students who achieve a score of four or higher on an examination of the International Baccalaureate (IB) diploma programme;
- Students who successfully complete a Cambridge Advanced International Certificate of Education examination;
- Students who successfully complete a course through the college in the high school program under RCW 28A.600.290 and are awarded credit by the partnering institution of higher education; and
- Students who satisfy the dual enrollment and class performance requirements to earn college credit through a tech prep course.

Online courses for students to earn dual high school and college credit at no cost to the student are considered to be offered by the high school.

#### Reporting requirement

The district will annually report the following information regarding dual credit programs to the Office of the Superintendent of Public Instruction:

- Students who achieve a score of three or higher on an Advanced Placement (AP) examination;
- Students who achieve a score of four or higher on an examination of the International Baccalaureate (IB) diploma programme;
- Students who successfully complete a Cambridge Advanced International Certificate of Education examination;
- Students who successfully complete a course through the college in the high school program under RCW 28A.600.290 and are awarded credit by the partnering institution of higher education;
- Students who satisfy the dual enrollment and class performance requirements to earn college credit through a tech prep course; and

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- Students who successfully complete a course through the Running Start program under RCW 28A.600.300 and are awarded credit by the institution of higher education.

Date: 09.13



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Policy:	<b>2255 Alternative Learning Experience Courses</b>						
Section:	<input type="checkbox"/> - 0000 Planning	<input type="checkbox"/> - 1000 Board of Directors	<input checked="" type="checkbox"/> - 2000 Instruction	<input type="checkbox"/> - 3000 Students	<input type="checkbox"/> - 4000 Community Relations	<input type="checkbox"/> - 5000 Personnel	<input type="checkbox"/> - 6000 Management

### 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 school district official(s) responsible for this (these) course(s) is/are:

The Superintendent of Designee and Building Principals.

#### Reporting Requirements

##### A. Annual Report to the Board of Directors

The school district official responsible for overseeing each ALE course will report to 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;

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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.

Cross References: 2020 - Course Design, Selection and Adoption of Instructional Materials  
2024 - Online Learning

Legal References: RCW 28A.150.305 Alternative educational service providers — Student eligibility.  
RCW 28A.232.010 Alternative learning experience courses — Generally — Rules — Reports.  
RCW 28A.250.050 Student access to online courses and online learning programs — Policies and procedures — Course credit — Dissemination of information — Development of local or regional online learning programs.  
WAC 392-121-107 Definition-Course of study  
WAC 392-121-182 Alternative learning experience requirements  
WAC 392-121-188 Instruction provided under contract

Management Resources: 2017 – April Issue  
2014 - February Issue  
2012 - October Issue  
2011 - October Issue

Adoption Date:  
Classification: **Essential**  
Revised Dates: **08.05; 10.11; 06.12; 10.12; 02.13; 02.14; 04.17**



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Policy: **225SP Alternative Learning Experience Courses Procedure**  
Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

#### Procedure - Alternative Learning Experience Courses

##### Definitions

- A. **Alternative learning experience (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;
  - are supervised, monitored, assessed, evaluated and documented by a certificated teacher employed or contracted by the school district.
  - are provided in accordance with a written student learning plan that is implemented pursuant to the district's policy and Chapter 392-121, WAC.
- B. **Online courses** are courses or grade-level coursework where:
- More than half of the course content is delivered electronically using the internet or other computer-based methods;
  - More than half of the teaching is conducted from a remote location through an online course learning management system or other online or electronic tools;
  - A certificated teacher has the primary responsibility for the student's instructional interaction. Instructional interaction between the teacher and the student includes, but is not limited to, direct instruction, review of assignments, assessment, testing, progress monitoring, and educational facilitation; and
  - Students have access to the teacher synchronously, asynchronously, or both.
- C. **Remote course** means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for less than twenty percent of the total weekly time for the course.
- D. **Site-based course** means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for at least twenty percent of the total weekly time for the course.

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#### Student Eligibility

- A. ALE courses will be available to all students, including students with disabilities.
- B. All students in grades K-12 are eligible to participate in ALE programs.
- C. Students who wish to enroll in an ALE program must satisfy the following additional eligibility criteria:

#### Student Performance

- A. Students participating in ALE will be evaluated monthly by a certificated instructional staff, or, for students whose written student learning plans include only online 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.
- B. 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

- A. Students enrolled in an ALE program must meet the contact requirements defined in WAC 392-121-182.

#### Parent Responsibilities

- A. 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 presentations; or
- Real-time presentations using videoconference technology.

Adoption Date:  
Classification:  
Revised Dates: **08.05; 10.12; 02.13; 02.14; 06.14; 04.17**



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Policy: **2333 Flag Exercises**  
Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

Flag exercises shall be conducted in each classroom at the beginning of the school day and at the opening of all school assemblies. Students not reciting the pledge of allegiance shall maintain a respectful silence while either seated or standing. When feasible, the salute to the flag or the national anthem shall be rendered immediately preceding interschool events.

The United States flag shall be displayed upon or near every public school plant, except during inclement weather.

Legal References: RCW 28A.230.140 United States flag — Procurement, display, exercises — National anthem — Noncompliance, penalty

Management Resources: Policy News, August 2001 A Few Civil Liberty Reminders  
Policy News, December 1999 Students and ACLU raise flag issue

Adoption Date: January 20, 2009

School District Name: Morton School District #214

Revised: 10.05.01

Classification: Priority

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**Policy:** **2410 High School Graduation Requirements**

**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### High School Graduation Requirements

The board will establish graduation requirements, which at a minimum satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction that may be pursued.

#### I. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) pass the necessary state assessments or a state-approved alternative assessment; and (3) complete a high school and beyond plan.

#### II. IMPLEMENTATION

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

**Cross References:**

2418 - Waiver of High School Graduation Credits  
3520 - Student Fees, Fines, or Charges  
3241 - Classroom Management, Discipline and Corrective Action  
3110 - Qualification of Attendance and Placement

#### Legal References:

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  
RCW 28A.230.093 Social studies course credits — Civics coursework  
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  
RCW 28A.230.122 International baccalaureate diplomas

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**Policy:** **2410P High School Graduation Requirements Procedure**

**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### Procedure High School Graduation Requirements

#### I. PUBLICATION OF GRADUATION REQUIREMENTS

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

#### II. CREDIT REQUIREMENTS

##### Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, upon request, the district may 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:

- 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
- 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.

##### 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:

- Earning a passing grade according to the district's grading policy;
- 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
- 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 out-of-state, or out-of-country. 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 may be counted as an elective

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RCW 28A.600.300-400 Running Start Program

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

RCW 28A.655.061 — High school assessment system — Certificate of academic achievement — Exemptions — Options to retake high school assessment — Objective alternative assessment — Student learning plans

WAC 180-51 High School Graduation Requirements

WAC 392-121-182 Alternative learning experience requirements

WAC 392-169 Special Service Programs — Running Start Program

WAC 392-348 Secondary Education

WAC 392-410 Courses of Study and Equivalencies

WAC 392-410-350 Seal of Biliteracy

WAC 392-415-070 Mandatory high school transcript contents — Items -- Timelines

#### Management Resources:

2017 -- October Issue

2015 - October Issue

2014 - December Issue

2013 - September Issue

2012 - April Issue

2011 - October Issue

2010 - June Issue

2009 - April Issue

2009 - February Issue

Policy News, August 2007 Graduation Requirements Modified by Legislature

Policy News, October 2004 Graduation Requirements: High School and Beyond Plans

Policy News, February 2004 High School Graduation Requirements

Policy News, December 2000 2004 High School Graduation Requirements Adopted

Policy News, April 1999 Variations Complicate College Credit Equivalencies

#### Adoption Date:

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; 10.15; 10.17**

credit. 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.

#### Total Number of Credits Required

Class of:	2018	2019 and beyond
Entering 9 <sup>th</sup> grade after July 1 of:	2014	2015
English	4	4
Mathematics	3	3
Science	2	3
Social Studies	3	3
Arts	1	2
Health and Fitness	2	2
Career and Tech Ed		2
Occupational Education	2	
World Language		2
Electives	10	7
<b>Total Required Credits:</b>	<b>27</b>	<b>28</b>

The Morton School Board of Directors has determined that based on the course offerings, number of class periods provided to students that the number of credits required for the District is appropriate even though it is higher than what the State of Washington requires.

#### Subject Area Credit Requirements and Approved Courses for the Class of 2018

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education and shall be required of each candidate for graduation:

- English: 4 are required in English 9, English 10, English 11, and English 12; or others as determined by Principal.
- Math: 3 are required in Integrated I, Integrated II, Integrated III, Pre-Calculus, and Calculus; or others as determined by Principal.
- Science: 2 are required in Integrated Science I, Biology, Chemistry, Physics, Plant Science, Green House Operations, and Animal Science; or others as determined by Principal.
- Social Studies: 3 are required in Civics, World History, Human Geography, US History, and Contemporary World Problems; or others as determined by Principal.
- Arts: 1 are required in Metal Art, Visual Communications, High School Band, Creative Writing, Floral, Theatre, and Dance; or others as determined by Principal.
- Health and Fitness: 2 are required in Health, Physical Education, Weight Training, and Fitness; or others as determined by Principal.
- Occupational Education: 2 are required in Digitools, Microsoft Office, Visual Communications, Senior Communications, Welding I and II, Floral, Care of Animals, Green House Operations, Metal Art, and Wood Shop; or others as determined by Principal.

H. Electives: 10 are required.

I. Washington State History [non-credit]

Total number of credits: 27

#### Subject Area Requirements and Approved Courses for Classes of 2019 and Beyond

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education and shall be required of each candidate for graduation:

- |  |   |
|--|---|
| A. English:                              | 4 are required in English 9, English 10, English 11, and English 12; or others as determined by Principal.  |
| B. Math:                                 | 3 are required in Integrated I, Integrated II, Integrated III, Pre-Calculus, and Calculus; or others as determined by Principal.  |
| C. Science:                              | 3 are required in Integrated Science I, Biology, Chemistry, Physics, Plant Science, Green House Operations, and Animal Science; or others as determined by Principal.   |
| D. Social Studies:                       | 3 are required in Civics, World History, Human Geography, US History, and Contemporary World Problems; or others as determined by Principal.  |
| E. Arts:                                 | 2 are required in Metal Art, Visual Communications, High School Band, Creative Writing, Floral, Theatre, and Dance; or others as determined by Principal.   |
| F. Health and Fitness:                   | 2 are required in Health, Physical Education, Weight Training, and Fitness; or others as determined by Principal.   |
| G. Career and Tech Ed.:                  | 2 are required in Digttools, Microsoft Office, Visual Communications, Senior Communications, Welding I and II, Floral, Care of Animals, Green House Operations, Metal Art, and Wood Shop; or others as determined by Principal. |
| H. World Languages:                      | 2 are required in Spanish I, Spanish II, or Spanish III; or others as determined by Principal.  |
| I. Electives:                            | 7 are required.   |
| J. Washington State History [non-credit] |   |
| Total number of credits: 28              |   |

\*Per Chapter 28A.231 RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. The CPR instruction must have been developed by the American Heart of Association or the American Red Cross or be nationally recognized based on the most current national guidelines for CPR. The instruction must include use of automated external defibrillators (AED) which may be taught by video. The district may provide the CPR instruction directly or arrange it through community-based providers such as the local fire department. Students are not required to earn CPR certification for successful completion of the instruction.

#### 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 objective(s) of the program;

- 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 one hundred eighty hours for instructional work based learning experience and not less than three hundred sixty hours of cooperative work based learning experience related to a student's school program.
- H. The employer will legally employ the student who must have passed his or her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements 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 school district; and
- B. The number of credits toward high school graduation to be granted will be calculated, agreed upon by the student, and an authorized representative of the school district, and such agreement noted on MIL Form 115 or such 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 home schooling are as follows:

- A. To gain credit for a course of study, a student will provide:
1. A journal that reflects the actual work completed during a home-study course of study
  2. Exhibit(s) 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 percent 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.

- B. The teaching component(s) of the program, including where and when teaching activities will be conducted by school district certificated staff;
- C. A schedule of the duration of the program, including beginning and ending dates within the school year;
- D. A description of how student performance will be supervised, evaluated, and recorded by the certificated staff or by qualified school district employees under the direct supervision of the certificated staff;
- E. A description of intervention techniques and criteria for their use;
- F. A description of how student performance will be assessed;
- G. The qualifications of instructional personnel; and
- H. The plans for evaluation of program.

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 their 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.

### III. STATE ASSESSMENT REQUIREMENT

Each student must earn either a certificate of academic achievement or a certificate of individual achievement to graduate from high school.

#### Certificate of Academic Achievement

A student will receive a certificate of academic achievement if he or she passes the necessary statewide assessments or a state-approved alternative assessment.

#### Certificate of Individual Achievement

A student qualifying for special education services may earn a certificate of individual achievement after passing assessments determined by the student's individualized education program team to be appropriate for the student based on their learner characteristics, post-secondary goals, and previous testing history.

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

For the graduating classes of 2014, 2015, 2016, 2017, and 2018, 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.

### IV. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

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. Students must create their plans in cooperation with parents or guardians and school staff. School staff will work to update students' plans as necessary based on their changing interests, goals, and needs.

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. A four-year plan for course taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals; and
- D. 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.

### V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA

A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied 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. WAIVER OF GRADUATION REQUIREMENTS

All state requirements must be satisfied except that the district may waive Washington history and government for students who have completed and passed a state history and government course in another state during grades seven through twelve and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. Additionally, the district may waive physical education, pursuant to [RCW 28A.230.050](#), upon written request of a parent or guardian on account of physical disability, employment, or religious belief or because of participation in directed athletics or military science and tactics. This will not alter the credit requirements established by the board.

The following procedure will be followed in graduation waiver requests:

- A. The principal is responsible for evaluating educational experiences of individual students and recommending graduation to the superintendent when a student has not met requirements.

An individual student may be granted an exemption from any requirement in this policy if such requirement impedes the progress toward graduation provided there is a direct relationship between the failure to meet the requirement and the student's ability. When a 12th grade student transfers from another high school, the student may be permitted to graduate with a lesser number of credits provided that minimum state course and credit requirements are satisfied and the student successfully passes a full schedule of classes during his or her 12th year of school.
- B. The principal determines whether to waive graduation requirements using the following procedure:
  1. The request will be initiated by the parent or the eligible student;
  2. The principal will investigate the request for waiver of graduation requirements;
  3. The principal will make a determination in writing based upon appropriate data and upon conclusions of the investigation;
  4. The principal will develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request; and
  5. The principal or designee will notify the parent or eligible student that they may appeal the principal's decision regarding a waiver request in writing to the superintendent no later than 30 days prior to the anticipated graduation date.

#### 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 language. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. Proficiency may be demonstrated by:
  1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
  2. Passing an International Baccalaureate exam with a score of 4 or higher;

- 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.

#### X. WITHOLDING 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/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, [Classroom Management, Discipline and Corrective Action](#). When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241, [Classroom Management, Discipline and Corrective Action](#), will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that 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:

Classification:

Revised Dates: **12.00; 10.04; 12.04; 08.07; 02.09; 12.11; 04.12; 09.13; 10.15; 10.17**

3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
4. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI.

#### VIII. STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student with a disability may fulfill graduation requirements as follows:

- 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:
  1. Attainable alternate classwork or individualized activities substituted for standard requirements;
  2. A statement of waiver for any waived standard graduation requirements; or
  3. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
  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.

#### IX. 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.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.



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<b>Policy:</b>	<b>2421 Promotion and Retention</b>
<b>Section:</b>	<input type="checkbox"/> - 0000 Planning <input type="checkbox"/> - 1000 Board of Directors <input checked="" type="checkbox"/> - 2000 Instruction <input type="checkbox"/> - 3000 Students <input type="checkbox"/> - 4000 Community Relations <input type="checkbox"/> - 5000 Personnel <input type="checkbox"/> - 6000 Management

#### 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 will 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 will 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. The procedures may include an exception to this timeline for third grade students subject to the grade placement requirements in Policy 2107, Comprehensive Early Literacy Plan.

Cross References:

2090 - Program Evaluation

2107 – Comprehensive Early Literacy Plan

Management Resources: 2015 – October Issue

Adoption Date: November 16, 2015

Classification: Discretionary

Revised Dates: 10.07; 12.11; 10.15

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**Policy:** **2421P Promotion and Retention Procedure**  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☒ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

#### 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.

Date: January 20, 2009

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#### Best interest determination

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

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

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

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

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

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

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

The superintendent will:

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



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**Policy:** **3115 Homeless Students – Enrollment Rights and Services**  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

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

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

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

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

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

If the district has identified more than ten unaccompanied youth, meaning youth not in the physical custody of a parent or guardian and including youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act, the principal of each middle and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

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#### Facilitating on-time grade level progression

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

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

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

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

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

#### Informed consent for healthcare

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

- a. Consent is necessary for non-emergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries;
- b. The student meets the definition of a "homeless child or youth" under the federal McKinney-Vento homeless education assistance improvements act of 2001; and
- c. The student is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.

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

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

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

Legal References:

RCW 28A.225.215 Enrollment of children without legal residences  
RCW 28A.320.145 Support for homeless students.  
RCW 7.70.065 Informed consent—Persons authorized to provide for patients who are not competent—Priority  
20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]  
42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act  
Chapter 28A.320 RCW Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session)

Management Resources:

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

Adoption Date:

Classification: **Essential**

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



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**Policy:** 3115P Homeless Students: Enrollment Rights and Services Procedure

**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

**Homeless Students: Enrollment Rights and Services**

**A. Enrollment:**

1. The district will consider the best interest of the child in enrollment decisions;
2. The district shall not deny or delay enrollment of homeless students;
3. The district's need for student contact information shall not be in a form or manner that constructs a barrier for homeless students. For example, homeless students may not be excluded for failure to have a mailing address or emergency contact information;
4. The district's liaison shall:
  - a. Ensure that public notice is disseminated where homeless children receive services;
  - b. The district's liaison shall assure that students are identified by school personnel, enrolled in school and have a full and equal opportunity to succeed; and
  - c. The district liaison shall inform parents and guardians of educational and related activities and inform parents of transportation services.

**B. Definitions:**

1. Homeless Children and Youth: means individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason, living in motels, parks or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings or substandard housing or similar situations; or migratory children because they are living in circumstances like those described above.
2. Unaccompanied Youth: means a youth not in the physical custody of a parent or guardian. Youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act.

**C. Dispute Resolution Procedure**

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

**1. Notification of Appeal Process**

*The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us*

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

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

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

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

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

- a. A copy of the complaint must be forwarded to the liaison's supervisor and the superintendent.
- b. Within five business days of the receiving the complaint, the liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent's right to appeal.
- c. The district will verify receipt of the Level I decision;
- d. If the parent or unaccompanied youth wishes to appeal, notification must be provided to the district liaison within ten business days of receipt of the Level I decision. The liaison shall provide the parent with an appeals package containing:
  1. The complaint filed with the district liaison at Level I;
  2. The decision rendered at Level I; and
  3. Additional information provided by the parent, unaccompanied youth and/or homeless liaison.

**3. Appeal to the School Superintendent – Level II**

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

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

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

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

- b. The OSPI's homeless education coordinator or designee, along with the appropriate agency director, and/or agency assistant superintendent shall make a final decision within fifteen business days of receiving the appeal;
- c. The OSPI's decision will be forwarded to the district's homeless liaison. The liaison will distribute the decision to the parent or unaccompanied youth and the local superintendent.
- d. The OSPI's decision will be the final resolution for placement of a homeless child or youth in the district.
- e. The district will retain the record of all disputes, at each level, related to the placement of homeless children.

**D. Inter-district Disputes**

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

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

**Date: 10.04; 12.05; 04.10**



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**Policy:** **3120 Enrollment**  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

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

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

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

A district may require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements. The school district will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. A district will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians. The request for enrollment may be made by the student, parent or guardian.

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

**Cross References:** 2255 - Alternative Learning Experience Programs

**Legal References:** RCW 28A.225.215 Enrollment of children without legal residences

RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules

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**Policy:** **3120P Enrollment Procedures**  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### Procedure Enrollment

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

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

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

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

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

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

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

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WAC 392-121-108 Definitions — Enrollment exclusions

WAC 392-121-122 Definitions — Full-time equivalent student

WAC 392-121-182 Alternative learning experience requirements

WAC 392-169-022 Running start student — Definition

Management

2014 – June Policy & Legal News Issue

Resources:

**Adoption Date:** 01/20/2015

**Classification:** Essential

**Revised Dates:** 06.99; 08.11; 06.14

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

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

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

Procedures for handling excused and unexcused absences are defined in [3122P, Excused and Unexcused Absences](#).

**Adoption Date:** 06/15/2015

**Classification:**

**Revised Dates:** 08.11; 04.15



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RCW 28A.225.090

WAC 180-51-020

Penalties in general — Defense-Suspension of fine — Complaints to court

Additional local standards

Adoption Date: March 16, 2009

School District Name: Morton School District #214

Revised: 06.13.99

Classification: Essential

Policy: **3121 Compulsory Attendance**  
Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### COMPULSORY ATTENDANCE

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

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

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

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

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

Cross References:	Board Policy 3114	Part-time, Home-based, or Off-campus Students
	Board Policy 3122	Excused and Unexcused Absences
Legal References:	AGO 1980 No. 6	Truancy — Enforcement of compulsory attendance law
	RCW 28A.225.010,	Attendance mandatory — Age — Persons having custody shall cause child to attend public school — When excused
	RCW 28A.225.080	Employment permits

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Legal References: RCW 28A.225.010

28A.225.020

Attendance mandatory — Age — Persons having custody shall cause child to attend public school — When excused

School's duties upon juvenile's failure to attend school

Adoption Date: March 16, 2009

School District Name: Morton School District #214

Revised:

Classification: Priority

Policy: **3123 Withdrawal Prior to Graduation**  
Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### WITHDRAWAL PRIOR TO GRADUATION

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

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

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

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

Cross References:	Board Policy 2090	Program Evaluation
	Board Policy 2108	Remediation Program
	Board Policy 2121	Substance Abuse Program
	Board Policy 2140	Guidance and Counseling
	Board Policy 3121	Compulsory Attendance

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RCW 13.40.215

RCW 28A.600.460

Management Resources:

Policy News, August 1997

Policy News, June 1999

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

Classroom discipline — policies — classroom placement of student offenders — data on disciplinary actions

Legislature addresses student discipline

School Safety Bills Impact Policy

**Policy:** 3143 District Notification of Juvenile Offenders  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### DISTRICT NOTIFICATION OF JUVENILE OFFENDERS

A court will notify the common school in which a student is enrolled if the student has been convicted, adjudicated, or entered into a diversion agreement for any of the following offenses: a violent offense, a sex offense, a firearms offense, inhaling toxic fumes, a drug offense, liquor offense, assault, kidnapping, harassment, stalking or arson. The principal must inform any teacher of the student and any other personnel who should be aware of the information. The information may not be further disseminated.

A student convicted, adjudicated, or entering into a diversion agreement for an assault, kidnapping, harassment, stalking, or arson against a teacher shall not be assigned to that teacher's classroom during the duration or the student's attendance at that school or any school to which the teacher is assigned. Neither shall the student be assigned to a classroom where another student who was his or her victim for the offense is enrolled.

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

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

Convicted juvenile sex offenders shall not attend a school attended by their adjudicated victims or a victim's sibling. The offender and his or her parent or guardian shall be responsible for providing transportation or covering other costs related to the offender's attendance at another school.

**Cross References:** Board Policy 2161 Special Education and Related Services for Eligible Students  
Board Policy 3140 Release of Resident Students  
Board Policy 4315 Release of Information Regarding Sexual Offenders

**Legal References:** RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion agreement-provision of information to teachers and other personnel — Confidentiality

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2151 – Interscholastic Activities

3211 - Transgender Students

4260 - Use of School Facilities

**Legal References:** Chapter 28A.640 RCW Sexual equality  
Chapter 28A.642 RCW Discrimination prohibition  
Chapter 49.60 RCW Discrimination — Human rights commission  
WAC 392-190-020 Training – Staff responsibilities – Bias awareness  
WAC 392-190-060 Compliance – School district designation of responsible employee - Notification  
WAC 392-400-215 Student rights  
20 U.S.C. 7905 Boy Scouts of American Equal Access Act  
42 U.S.C. 12101-12213 Americans with Disabilities Act

**Management Resources:** 2014 - December Issue  
2013 - April Issue  
2012 - December Issue  
2011 - June Issue  
Policy News, August 2007 Washington's Law Against Discrimination

**Adoption Date:** February 17, 2015  
**Classification:** Essential  
**Revised Dates:** 12.06; 08.07; 02.11; 06.11; 12.12; 04.13; 12.13; 12.14; 01.15(Policy Alert).

**Policy:** 3210 Nondiscrimination  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### Nondiscrimination

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

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

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

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

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

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

**Cross References:** 2020 - Curriculum Development and Adoption of Instructional Materials  
2030 - Service Animals in Schools  
2140 - Guidance and Counseling  
2150 - Co-Curricular Program

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### Policy: 3210P Nondiscrimination Procedure

Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

#### Procedure Nondiscrimination

Anyone may file a complaint against the district alleging that the district has violated anti-discrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the board of directors. This grievance procedure will apply to the general conditions of the nondiscrimination policy ([Policy 3210P](#)) and more particularly to policies dealing with guidance and counseling ([Policy 2140C](#)), co-curricular program ([Policy 2150](#)), service animals in schools (Policy 2030) and curriculum development and instructional materials ([Policy 2020](#)). As used in this procedure:

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

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

#### A. Informal Process for Resolution

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

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us

allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other non-compliance issues it has identified. The written decision will include corrective actions deemed necessary to correct non-compliance and documentation the district must provide to demonstrate that corrective action has been completed.

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

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

#### Level Four - Administrative Hearing

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

#### C. Mediation

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

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

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

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

#### D. Preservation of Records

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

#### B. Formal Process for Resolution

##### Level One: Complaint to District

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

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

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

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

##### Level Two – Appeal to the Board of Directors

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

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

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

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

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

Adoption Date: February 17, 2015

Classification:

Revised Dates: **06.11; 12.14**



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## Morton School District #214

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Adoption Date: March 16, 2009

School District Name: Morton School District #214

Revised: 12.06

Classification: Optional

Policy: **3224 Student Dress**  
Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### STUDENT DRESS

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

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

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

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

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

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

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

Cross References: Board Policy 3220

Freedom of Expression

Legal References: RCW 28A.320.140  
WAC 392-400-215  
392-400-225

Schools with Special standards  
Student Rights  
School district rules defining misconduct

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us



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Date: March 16, 2009

Policy: **3224P Student Dress Procedure**  
Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### Student Dress

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

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

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

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

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

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

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us





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Policy: **3230 Student Privacy and Searches**

Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### STUDENT PRIVACY AND SEARCHES

At certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in. At age eighteen students become legal adults and must approve any disclosure of information about themselves from school records, except directory information if a request for confidentiality has not been filed. Students at age eighteen may also sign releases, authorizations or permission slips to participate in school activities, and may sign themselves out of school and authorize their own absences. Students between sixteen and eighteen who have been granted legal emancipation from their parents or guardians have the same rights as eighteen year old students. Students over fourteen years of age have the right to keep private from everyone any district records indicating that they have been tested or treated for a sexually transmitted disease. Students thirteen years and older have confidentiality rights in records regarding drug, alcohol or mental health treatment. All students have confidentiality rights in family planning or abortion records.

#### A. Searches of Students and Personal Property

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

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

A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

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

- Any search of a student conducted by a school district employee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules.  
For the purpose of this policy, "contraband" means items, materials, or substances the possession of which is prohibited by law or district policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon.
- Staff shall conduct searches in a manner which is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

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

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us



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Policy: **3230P Student Privacy and Searches Procedures**

Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### Student Privacy and Searches

#### Searches of Students and Their Property

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

#### Establishing reasonable grounds.

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

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

#### Conducting the search.

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

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

#### Locker Searches

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

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us

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

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

#### B. Locker Searches

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

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

Any student's locker, desk, or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules. Any search of an individual student's locker shall be conducted according to board policy governing personal searches.

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

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

Cross References:	Board Policy	3414	Infectious Diseases
		3231	Student Records
Legal References:	RCW	13.64.060	Power and Capacity of emancipated minor
		28A.320.040	Bylaws for board and school government
		28A.600.020	Exclusion of student from classroom — Written disciplinary procedures — Long-term suspension or expulsion
		28A.600.210-240	School official searches of student lockers
	WAC	392-400-215	Student rights
Management Resources:	Policy News, June 1999		School safety bills impact policy

Adoption Date: March 16, 2009

School District Name: Morton School District #214

Revised: 06.12.99; 12.06

Classification: Priority

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

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

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

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

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

Date: 06.12.99



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Policy: **3231 Student Records**

Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

#### Student Records

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

The district will retain records in compliance with the General Records Retention Schedule for School Districts and Educational Service Districts in Washington State found at: [www.sos.wa.gov/archives/recordsretentionschedules.aspx](http://www.sos.wa.gov/archives/recordsretentionschedules.aspx).

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

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

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

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

Cross References: Policy 2100 Educational Opportunities for Military Children  
Policy 3520 Student Fees, Fines, Charges  
Policy 3211 Transgender Students  
Policy 4020 Confidential Communications  
Policy 4040 Public Access to District Records

Legal References: 20 U.S.C. § 1232g Family Education Rights and Privacy Act

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CFR 34 , Part 99  
RCW 28A.225.330

RCW 28A.230.120

RCW 28A.230.180

RCW 28A.635.060

40.24.030  
Chapter 70.02 RCW

WAC 181-87-093

Chapter 246-105 WAC

Chapter 392-415-WAC  
WAC 392-500-025

Family Education Rights and Privacy Act Regulations  
Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules  
High school diplomas — Issuance — Option to receive final transcripts — Notice  
Educational and career opportunities in the military, student access to information on, when  
Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected  
Address Confidentiality Program — Application — Certification  
Medical records — health care information access and disclosure  
Failure to assure the transfer of student record information or student records  
Immunization of child care and school children against certain vaccine-preventable diseases  
Secondary Education- standardized high school transcript  
Pupil tests and records — Tests— School district policy in writing

Corrections  
Family Education Rights and Privacy Act Revisions  
Updated Legal References for Catheterization, Facilities Planning and Student Records Policies  
Compliance Office Provides FERPA Update

Management Resources:  
*Policy & Legal News*, February 2013  
*Policy News*, February 2010  
*Policy News*, December 2003  
*Policy News*, April 2001

Adoption Date: 01/20/2015  
School District Name: Morton School District  
Revised: 02.00; 12.03; 12.06; 02.10; 12.11; 02.13; 12.13  
Classification: Essential



*Every Student Matters. Every Moment Counts*

**Morton School District #214**  
*Home of the Timberwolves!*  
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**Morton Jr/Sr High School**  
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**Morton Elementary School**  
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Policy: **3231P Student Records Procedure**

Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

#### Procedure Student Records

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

#### Type of Records

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

- A. **Cumulative folder**  
The cumulative folder may contain all information about a student which is collected and maintained on a routine basis, such as identifying information (name, birth date, sex, year in school, address, telephone number, parent's name, ethnic classification, emergency information, including parent's place of employment, family doctor, babysitter, siblings); attendance records, including date of entry and withdrawal; grades and other student progress reports; results of tests of school achievement, aptitude, interests, hearing and vision; health and immunization status reports; records of school accomplishments and participation in school activities; verified reports of misconduct, including a record of disciplinary action taken; and such other information as will enable staff to counsel with students and plan appropriate activities. Identifying information may be limited if the student is a participant in the state Address Confidentiality Program.
- B. **Supplementary records**  
Supplementary records about a student may be collected and maintained in connection with special school concerns about the student, such as confidential health information or reports connected with assessment and placement of a student who is formally identified as a "focus of concern;" reports from nonschool persons and organizations such as physicians, psychologists and clinics, except for general screening purposes; reports pertaining to specific problems associated with the student; and current reports of psychological tests and progress reports related to a student's disabling condition. All such reports included in records will be dated and signed.

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

#### Accessibility of Student Records

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

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

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

#### B. The Student

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

Parents and adult students will be notified annually of their right to inspect and review the records of their children and their other rights under the Family Education Rights and Privacy Act through the following notice: Records are available year round for review, office hours are posted on the school website at [www.morton.k12.wa.us](http://www.morton.k12.wa.us).

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

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the district records custodian a written request that identifies the record(s) they wish to inspect. The records custodian will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. Parents or eligible students have a right to inspect or review information including when the student is a dependent under IRS tax code, when the student has violated a law or the school rules regarding alcohol or substance abuse (and the student is under 21), and when the information is needed to protect the health or safety of the student or other individuals.
4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Exceptions which permit disclosure without consent are: disclosure deemed by the district as necessary to protect the health or safety of the student or other individuals and disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, hearing officer, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school

4. Information may be released to organizations conducting studies for educational agencies for the purpose of developing, validating or administering predictive tests or improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than the representatives of such organizations and if such information will be destroyed when no longer needed for the purpose for which it has been gathered.
5. Information may be released in compliance with a judicial order or lawfully issued subpoena including ex parte court orders under the USA Patriot Act, upon condition that a reasonable effort was made to notify the parent or adult student in advance of such compliance unless such notice is not allowed by the order or subpoena.
6. Information may be released to appropriate persons and agencies in connection with an emergency to protect the health or safety of the student or other persons. The district will take into account the totality of the circumstance and determine if there is an articulable and significant threat to the health or safety of the student or other individuals. When information from a student's record, other than directory information, is released to any person or organization other than staff, a record of such release will be maintained as part of the specific record involved. Telephone requests for information about students will not be honored unless the identity of the caller is known and the caller is authorized to receive the information under provisions of these procedures. A record will be made of any such release of information and placed in the student's cumulative folder. This record of access will include date of access, name of the party granted access and the legitimate educational interest of the party granted access.
7. A high school adult student and/or parent/legal guardian may grant authority to the district permitting prospective employers to review the student's transcript.

#### Confidential Health Records

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

#### Challenges and Hearings

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

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

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

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

#### Maintenance of Student Records

official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, D.C. 20202

#### C. Staff

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

#### D. Other Districts

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

#### E. Other Persons and Organizations

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

1. Directory information may be released publicly without consent upon the condition that the parent or adult student be notified annually of the school's intention to release such information and be provided the opportunity to indicate that such information is not to be released without prior consent. Such information will not be released for commercial reasons. Directory information is defined as the student's name, photograph, address, telephone number, date and place of birth, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received and the most recent previous school attended. The actual residential addresses of participants in the state Address Confidentiality Program will not be available for release as directory information. Social Security numbers, student identification numbers (with authentication factors such as a secret password or personal identification number) or other personally identifiable information is not considered directory information.
2. Information may be released to authorized representatives of the comptroller general of the United States, the commissioner of education, and/or an administrative head of an education agency or state education authorities in connection with the audit and evaluation of federally supported education programs or in connection with the enforcement of the federal legal requirements for such programs.
3. Information may be released to state and local officials to whom such information is specifically required to be reported or disclosed pursuant to Washington state statute (examples: reporting child abuse or referrals to juvenile court for truancy).

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

#### Custodians will:

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

Senior custodians may assume the duties of custodians and will:

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

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

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

#### Disposition of Student Records

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

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

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

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

When informing the parent or adult student about his/her rights regarding such records, the district will advise the parent or adult student that the information may be needed by the student or the parent to establish eligibility for certain adult benefits, e.g., social security AND that the parent/guardian/adult student should ensure that they possess the necessary documentation, or request copies of certain records from the district BEFORE the district records are destroyed in six (6) years. At the parent's/guardian's or adult student's request, the record information relating to the disabling condition will be destroyed but ONLY after the records have met their six (6) year retention requirement pursuant to the School Districts and Educational Districts Records Retention Schedule. The district may, in its discretion, choose to retain these records for a longer period of time for business purposes.

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

#### Large Scale Destruction of Student Records

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

#### Electronic Records

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

#### Cut-Off

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

Adoption Date: February 17, 2015

Classification:

Revised Dates: **04.01; 04.05; 02.10; 12.11; 02.13; 12.14**



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Policy: **3242 Closed Campus**

Section: ☐ - 0000

Planning

☐ - 1000

Board of Directors

☐ - 2000

Instruction

☒ - 3000

Students

☐ - 4000

Community Relations

☐ - 5000

Personnel

☐ - 6000

Management

#### CLOSED CAMPUS

Students shall remain on school grounds from time of arrival until close of school unless officially excused. High school students who meet established guidelines shall be granted open campus privileges at lunchtime only.

Adoption Date: **March 16, 2009**

School District Name: **Morton School District #214**

Revised:

Classification: **Essential**

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Management

Resources:

**2014 – June Policy & Legal News Issue/Policy Alert**

2013 - December Issue

2013 - July Issue

Policy News, December 2008, Use of Reasonable Force Policy

Adoption Date: **01/20/2015**

Classification: **Essential**

Revised Dates: **12.13; 06.14**

Policy: **3247 Isolation and Restraint of Students with IEPs and Section 504 Plans**

Section: ☐ - 0000

Planning

☐ - 1000

Board of Directors

☐ - 2000

Instruction

☒ - 3000

Students

☐ - 4000

Community Relations

☐ - 5000

Personnel

☐ - 6000

Management

#### Required Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans

It is the policy of the Morton Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those with an Individualized Education Program (IEP), an Aversive Intervention Plan (AIP) or a plan developed under Section 504 of the Rehabilitation Act of 1973 (Section 504 plan) will remain free from the unreasonable use of force.

Isolation and restraint of these students will generally be avoided and will not be used as a form of discipline or punishment. The district recognizes, however, that isolation and restraint are necessary at times to preserve the safety of students and school staff. The district therefore authorizes these actions under limited circumstances. This policy and its accompanying procedure set forth the statutory definitions and authorized use of isolation, restraint and restraint devices as well as incident review procedures and requirements for reporting and parent/guardian notification.

The district will provide parents or guardians of students with an IEP or Section 504 plan a copy of the district's isolation and Restraint policy when the IEP or Section 504 plan is created and will include parent/guardian notification procedures in the student's IEP.

Cross References: 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973  
2161 - Special Education and Related Services for Eligible Students

Legal References: WAC 392-400-235 Discipline—Conditions and limitations.  
WAC 392-172A Rules for the Provision of Special Education  
RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 — Procedures — Definitions.  
**RCW 28A.600.486 District policy on use of isolation or restraint – Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.**  
RCW 28A.155.210 Use of restraint or isolation — Requirement for procedures to notify parent or guardian.  
RCW 28A.150.300 Corporal punishment prohibited — Adoption of policy.  
RCW 9A.16.100 Use of Force on Children — Policy — Actions presumed unreasonable  
RCW 9A.16.020 Use of Force — When lawful

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**Policy:** 3247P Isolation and Restraint of Students with IEPs and Section 504 Plans Procedure  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### Required Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans

**A. Definitions:** *(Note: The definitions below specify measures that, if used to isolate or restrain a student with an IEP or Section 504 plan, require reporting and notification processes under Washington law. The definitions are not provided to advocate for, recommend or endorse the use of any of these measures unless authorized as described below in Section B).*

- **Isolation:** Excluding a student from his or her regular instructional area and restricting the student alone within a room or any other form of enclosure, from which the student may not leave.
- **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device.
- **Restraint device:** A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons.

**"Restraint device" does not include use of a harness or seatbelt with students whose disabilities require support and/or proper physical positioning.**

### B. Authorized Use of Isolation, Restraint or a Restraint Device

District staff are authorized to use isolation, restraint or a restraint device:

- 1) in response to a student's unpredictable, spontaneous behavior that poses a clear and present danger of:
  - a) serious harm to the student, other students or staff;
  - b) serious harm to property; or
  - c) serious disruption of the educational process or
- 2) as required by:
  - a) a student's Individualized Education Program (IEP);
  - b) a student's Aversive Intervention Plan (AIP) and in a manner consistent with Chapter 392-172A WAC, or
  - c) the student's 504 plan.

Under no circumstances will isolation, restraint or restraint devices be used for purposes of discipline or punishment.

### C. Review of Incident

Following release of a student from isolation or restraint, the school will:

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p: 360-496-5137 • f: 360-496-6035

**Morton Elementary School**  
400 Main Ave • Morton, WA 98356  
p: 360-496-5143 • f: 360-496-0327

**Policy:** 3416 Medication at School  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### Medication at School

#### General Statement

Under normal circumstances prescribed and over-the-counter medication should be dispensed before and/or after school hours under supervision of the parent or guardian. If a student must receive prescribed or over-the-counter oral or topical medication, eye drops, ear drops or nasal spray ("medications") from an authorized staff member, the parent must submit a written authorization accompanied by a written request from a licensed health professional prescribing within the scope of his or her prescriptive authority. If the medication will be administered for more than fifteen consecutive days, the health professional must also provide written, current and unexpired instructions for the administration of the medication.

#### Special Exception to General Statement

Over-the-counter topical sunscreen products may be possessed and used by students, parents, and school staff without a written prescription or note from a licensed health care provider if the following conditions are met:

- A. The product is regulated by the US Food and Drug administration as an over-the-counter sunscreen product; and
- B. If possessed by a student, the product is provided to the student by a parent or guardian.

#### Procedures

The superintendent will establish procedures for:

- A. Training and supervision of staff members in the administration of prescribed or non-prescribed oral medication to students by a physician or registered nurse;
- B. Designating staff members who may administer prescribed or non-prescribed oral medication to students;
- C. Obtaining signed and dated parental and health professional request for the dispensing of prescribed or non-prescribed oral medications, including instructions from health professional if the medication is to be given for more than fifteen (15) days;
- D. Storing prescribed or non-prescribed medication in a locked or limited access facility;
- E. Maintaining records pertaining to the administration of prescribed or non-prescribed oral medication;

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- review the incident with the student and their parent/guardian (though not necessarily at the same time) to address the behavior that precipitated the incident; and
- review the incident with the staff member who administered the isolation or restraint to discuss whether proper procedures were followed.

### D. Reporting Requirement

If any school staff member, school resource officer (SRO) or school security officer (SSO) isolates or restrains a student with an IEP or a 504 plan during school-sponsored instruction or activities, he or she will:

- inform the principal or designee as soon as possible and;
- submit a written report of the incident to the district office within two (2) business days that contains, at a minimum:
  - the date and time of the incident;
  - the name and job title of the staff member who administered the restraint or isolation;
  - a description of the activity that led to the restraint or isolation;
  - the type of restraint or isolation used on the student, and the duration;
  - whether the student or staff was physically injured during the restraint or isolation; and
  - any medical care provided to the student or staff.

### E. Parent/Guardian Notification

The principal or designee will:

- make a reasonable effort to verbally inform the student's parent/guardian of the incident within twenty-four (24) hours of the incident; and
- send written notification no later than five (5) business days after the incident occurred in the language that the school customarily provides school-related information to the parent.

IEPs will include the above procedures for notification of parents/guardians regarding the use of isolation and restraint on their student.

### F. Providing Parents/Guardians with Restraint and Isolation Policy

The district will provide parents/guardians of students with IEPs or 504 plans with a copy of the district's policy on Isolation and Restraint when the IEP or 504 plan is created.

Adoption Date: 01/20/2015

Classification:

Revised Dates: 12.13; 06.14

F. Permitting, under limited circumstances, students to carry and self-administer medications necessary to their attendance at school; and

G. Permitting possession and self-administration of over-the-counter topical sunscreen products. This procedure may include product identification, storage, limitations of volume of sunscreen product possessed, time and circumstances of use, and such other reasonable conditions deemed necessary.

### Inhalers, Injections, Suppositories

Nasal inhalers, suppositories and non-emergency injections may not be administered by school staff other than registered nurses and licensed practical nurses. No medication will be administered by injection by school staff except when a student is susceptible to a predetermined, life-endangering situation [See Policy 3420, Anaphylaxis Prevention and Response]. In such an instance, the parent will submit a written and signed permission statement. Such an authorization will be supported by signed and dated written orders accompanied by supporting directions from the licensed health professional. A staff member will be trained prior to injecting a medication.

### Discontinuing Medication

If the district decides to discontinue administering a student's medication, the superintendent or designee must provide notice to the student's parent or guardian orally and in writing prior to the discontinuance. There must be a valid reason for the discontinuance that does not compromise the health of the student or violate legal protections for the disabled.

### Administration of legend (prescribed) drugs or controlled substances by nasal spray

If a school nurse is on the premises, he/she may administer a nasal spray containing a prescribed drug or controlled substance to a student. If a school nurse is not on school premises, a nasal spray containing a legend (prescribed) drug or controlled substance may be administered by: 1) a trained school employee, provided that person has received appropriate RN delegation and volunteered for the training pursuant to [RCW 28A.210.260](#); or 2) a parent-designated adult.

A parent designated adult is a volunteer, who may be a school district employee, who receives additional training from a healthcare professional or expert in epileptic seizure care selected by the parents who provides care for the student consistent with the student's individual health plan on file with the school.

### Required Notification of EMS

After every administration of any legend (prescribed) drug or controlled substance by nasal spray to a student, Emergency Medical Services (911) will be summoned as soon as practicable.

Cross References: 3420 - Anaphylaxis Prevention and Response  
3419 - Self-Administration of Asthma and Anaphylaxis Medications

Legal References: RCW 28A.210.260 Public and private schools—Administration of medication — Conditions  
RCW 28A.210.270 Public and private schools—Administration of medication — Immunity from liability — Discontinuance, procedure

Management Resources: 2017 – July Issue  
2014 - February Issue  
2012 - August Issue  
Policy News, February 2001 Oral Medication Definition Expanded

Adoption Date: 9/18/17  
Classification: Essential  
Revised Dates: 02.01; 12.11; 08.12; 02.14; 07.17



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Policy: 3416P Medication at School Procedure  
Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

#### Procedure - Medication at School

Each school principal will authorize two staff members to administer prescribed or non-prescribed medication. These designated staff members will receive RN delegation prior to the opening of school each year.

For purposes of this procedure, "medication" means oral medication, topical medication, eye or ear drops and nasal spray. This definition DOES NOT include over-the-counter topical sunscreen products regulated by the US Food and Drug Administration (see Sunscreen section below). Oral medications are administered by mouth either by swallowing or by inhaling and may include administration by mask if the mask covers the mouth or mouth and nose.

Medication may be dispensed to students on a scheduled basis upon written authorization from a parent with a written request by a licensed health professional prescribing within the scope of their prescriptive authority. If the medication is to be administered more than fifteen consecutive days the written request must be accompanied by written instructions from a licensed health professional. Requests will be valid for not more than the current school year. The prescribed or non-prescribed medication must be properly labeled and be contained in the original container. The dispenser of prescribed or non-prescribed oral medication will:

- Collect the medication directly from the parent (students should not transport medication to school), collect an authorization form properly signed by the parent and by the prescribing health professional and collect instructions from the prescribing health professional if the oral medication is to be administered for more than fifteen consecutive days;
- Store the prescription or non-prescribed oral medication (not more than a twenty (20) day supply) in a locked, substantially constructed cabinet;
- Maintain a daily record which indicates that the prescribed or non-prescribed medication was dispensed;
- Provide for supervision by a physician or registered nurse;
- A copy of this policy will be provided to the parent upon request for administration of medication in the schools.

Prescribed and over-the-counter oral or topical medications, eye drops or ear drops may be administered by a registered nurse, a licensed practical nurse or an authorized staff member.

Nasal sprays containing legend (prescription) drugs or controlled substances may only be administered by a school nurse or, if a school nurse is not present on school premises, an authorized school employee, or a parent-designated adult with training as required by [RCW 28A.210.260](#).

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No prescribed medication will be administered by injection by staff except when a student is susceptible to a predetermined, life-endangering situation. The parent will submit a written statement which grants a staff member the authority to act according to the specific written orders and supporting directions provided by licensed health professional prescribing within his or her prescriptive authority (e.g., medication administered to counteract a reaction to an insect sting). Such medication will be administered by staff trained by the supervising registered nurse to administer such an injection.

Written orders for emergency medication, signed and dated, from the licensed health professional prescribing within his or her prescriptive authority will:

- State that the student suffers from an allergy which may result in an anaphylactic reaction;
- Identify the drug, the mode of administration, the dose. Epinephrine administered by inhalation, rather than injection, may be a treatment option. This decision must be made by the licensed health professional prescribing within his or her prescriptive authority;
- Indicate when the injection will be administered based on anticipated symptoms or time lapse from exposure to the allergen;
- Recommend follow-up after administration, which may include care of the stinger, need for a tourniquet, administration of additional medications, transport to hospital; and
- Specify how to report to the health professional prescribing within his or her prescriptive authority and any record keeping recommendations.

If a health professional and a student's parent request that a student be permitted to carry his/her own medication and/or be permitted to self-administer the medication, the principal may grant permission after consulting with the school nurse. The process for requesting and providing instructions will be the same as established for oral medications. The principal and nurse will take into account the age, maturity, and capability of the student; the nature of the medication, the circumstances under which the student will or may have to self-administer the medication and other issues relevant in the specific case before authorizing a student to carry and/or self-administer medication at school. Except in the case of multi-dose devices (like asthma inhalers), students will only carry one day's supply of medication at a time. Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own medication may result in termination of that permission, as well as the imposition of discipline when appropriate.

#### Sunscreen

Over-the-counter topical sunscreen products may be possessed and used by students, parents, and school staff, without a written prescription or note from a licensed health care provider, if the following conditions are met:

- The product is regulated by the US Food and Drug Administration as an over-the-counter sunscreen product; and
- If possessed by a student, the product is provided to the student by their parent or guardian.

Students who possess over-the-counter topical sunscreen products that meet the above criteria may carry up to 8 ounces at a time, preferably with the container in a plastic bag.

Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own sunscreen products may result in confiscation and termination of that permission, as well as the imposition of discipline when appropriate.

School staff may assist students in application of sunscreen products in certain circumstances and in the presence of another staff member. The appropriate staff member will take into account the age, maturity, and capability of the student, the need for the application of the sunscreen, and other issues relevant in the specific case, before assisting students in application of sunscreen products at school or during school-sponsored events. However, staff members are not required to assist students in applying sunscreen.

The District may provide education to students regarding sun safety guidelines.

#### Parent-Designated Adult Care of Students with Epilepsy

Parents of students with epilepsy may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate. Parent-designated adults who are school employees will file a voluntary, written, current and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with epilepsy from the school nurse. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care (including medication administration) requested by the parent.

Parent-designated adults who are not school employees are required to show evidence of comparable training, and meet school district requirements for volunteers. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care requested by the parent. The (insert appropriate staff member) is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

Adoption Date: 9/18/17  
Classification:  
Revised Dates: 10.01; 12.11; 02.14; 07.17





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**Policy:** 3421P Child Abuse, Neglect and Exploitation Prevention  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### Child Abuse, Neglect, and Exploitation Prevention

Child abuse, neglect, and exploitation are violations of children's human rights and an obstacle to their educational development. The board directs that staff will be alert for any evidence of child abuse, neglect, or exploitation.

For purposes of this policy, the term "child" means anyone under the age of 18 and/or any current student of the district, including home-schooled students or any other person classified as a student in the district's database.

"Child abuse, neglect, or exploitation" means:

- Inflicting physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health, or loss or impairment of any bodily function;
- Creating a substantial risk of physical harm to a child's bodily functioning;
- Attempting, committing, or allowing any sexual offense against a child as defined in the criminal code. This definition also includes any communications with a child for immoral purposes or viewing, possessing, or distributing any sexually explicit images of a child. It also includes intentionally contacting, directly or through the clothing, the genitals, anus, or breasts of a child unless the contact is necessary for the child's hygiene or health care. This also includes a child's intentional or coerced contact with anyone's genitals, anus, or breasts;
- Committing acts that are cruel or inhumane regardless of observable injury. These acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain or mental suffering;
- Assaulting or criminally mistreating a child as defined by the criminal code;
- Failing to provide food, shelter, clothing, supervision, or health care necessary to a child's health or safety;
- Engaging in actions or omissions resulting in a substantial risk to the physical or mental health or development of a child; or
- Failing to take reasonable steps to prevent the occurrence of the preceding actions.

Children (including other students), family members, and any other adult can engage in child abuse, neglect, or exploitation. This may include incidents of student on student misconduct. Staff should report all incidents of abuse regardless of the age of the person who engages in it.

Subject to the definition above, staff should not focus on a person's mental status to determine if she or he has committed child abuse, neglect, or exploitation. The law governing mandated reporting does not allow for exceptions for people with medical conditions that may mitigate the intent for committing child abuse, neglect, or exploitation.

When feasible, the district will provide community education programs for prospective parents, foster parents, and adoptive parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations. The district will also encourage staff to participate in in-service programs that address the issues surrounding child abuse.

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**Policy:** 3421P Child Abuse, Neglect and Exploitation Prevention Procedure  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### Procedure Child Abuse, Neglect, and Exploitation Prevention

Each school principal will develop and implement an instructional program that will teach students:

- How to recognize the factors that may cause people to abuse, neglect, or exploit children;
- How one may protect oneself from incurring these forms of maltreatment; and
- What resources are available to assist an individual who does or may encounter an abusive situation.

To facilitate such a program, staff development activities may include such topics as:

- Child growth and development;
- Identification of child abuse, neglect, and exploitation;
- Effects of child maltreatment on child growth and development;
- Personal safety as it relates to potential child abuse, neglect, and exploitation;
- Parenting and supervision skills;
- Life situations/stressors which may lead to child maltreatment; or
- Substance abuse.

### Reporting Responsibilities

Staff are expected to report every instance of suspected child abuse, neglect, or exploitation. Since protection of children is the paramount concern, staff should discuss any suspected evidence with the principal, nurse, or supervisor regardless of whether the condition is listed among the indicators of abuse or neglect.

Staff are reminded of their obligation as district employees to report suspected child abuse, neglect, or exploitation. Professional staff are reminded of their legal obligation to report these incidents. Staff are also reminded of their immunity from potential liability for doing so. The following procedures are to be used in reporting instances of suspected child abuse, neglect, or exploitation:

*The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us*

The superintendent will develop reporting procedures and provide them to all staff on an annual basis. The purpose is to identify and timely report all evidence of child abuse, neglect, or exploitation to the proper authorities. Staff will receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

All staff are responsible for reporting all suspected cases of child abuse, neglect, and exploitation to the proper authorities and/or the appropriate school administrator. Under state law, staffs are free from liability for reporting a reasonable suspicion of child abuse, neglect, or exploitation. However, failing to report the incident may result in criminal liability regardless of whether the authorities determine the incident is provable in a subsequent legal proceeding.

Staff need not verify a report that a child has been abused, neglected, or exploited. Any conditions or information that may be reasonably related to child abuse, neglect, or exploitation should be reported. Legal authorities have the responsibility for investigating each case and taking appropriate action under the circumstances.

**Cross References:**  
3226 - Interviews and Interrogations of Students on School Premises  
4310 - District Relationships with Law Enforcement and other Government Agencies  
4265 - Community Education Program

**Legal References:**  
RCW 13.34.300 Relevance of failure to cause juvenile to attend school as evidence to neglect petition  
RCW 26.44.020 Definitions  
RCW 26.44.030 Reports — Duty and authority to make — Duty of receiving agency — Duty to notify — Case planning and consultation — Penalty for unauthorized exchange of information — Filing dependency petitions — Investigations — Interviews of children — Records — Risk assessment process  
RCW 28A.320.160 Alleged sexual misconduct by school employee — Parental notification — Information on public records act  
RCW 28A.400.317 Physical abuse or sexual misconduct by school employees — Duty to report — Training  
RCW 28A.620.010 Purposes  
RCW28A.620.020 Restrictions — Classes on parenting skills and child abuse prevention encouraged  
RCW 43.43.830 Background checks — Access to children or vulnerable persons - Definitions  
WAC 388-15-009 What is child abuse or neglect?  
AGO 1987, No. 9 Children — Child Abuse — Reporting by School Officials — Alleged Abuse by Student

**Management Resources:**  
2015 – June Issue  
2010 - April Issue  
Policy News, February 2007 Physical Abuse and Sexual Misconduct Notice Requirements  
Policy News, June 1999 23% of districts out-of-compliance on child abuse policies

Adoption Date: August 17, 2015

Classification: **Priority**

Revised Dates: **06.99; 02.07; 06.07; 08.07; 08.08; 04.10; 12.11; 12.13; 6.15**

- When there is reasonable cause to believe that a student has suffered abuse, neglect, or exploitation, staff or the principal will immediately contact the nearest office of the Child Protective Services (CPS) of the Department of Social and Health Services (DSHS). If the situation is urgent and CPS cannot immediately respond, staff shall immediately contact the local law enforcement agency. This contact must be made within forty-eight (48) hours.

Staff will also advise the principal or supervisor regarding instances of suspected abuse, neglect, or exploitation as well as reports that have been made to CPS or law enforcement. In his/her absence, the report will be made to the nurse or counselor.

A staff member may contact CPS to determine if a report should be made. Child Protective Services has the responsibility of determining the fact of child abuse or neglect. Any doubt about the child's condition will be resolved in favor of making the report.

- A written report will be submitted promptly to the agency to which the report was made. The report will include:

- The name, address and age of the child;
- The name and address of the parent or person having custody of the child;
- The nature and extent of the suspected abuse or neglect;
- Any evidence of previous abuse or any other information that may relate to the cause or extent of the abuse or neglect; and
- The identity, if known, of the person accused of inflicting the abuse.

- When the district receives a report that a school employee has committed an act of sexual misconduct, it will notify the parents of the alleged victim within forty-eight (48) hours.

### Abuse Indicators

#### Physical abuse indicators:

- Bilateral bruises, extensive bruises, bruises of different ages, patterns of bruises caused by a particular instrument (belt buckle, wire, straight edge, coat hanger, etc.) or unreasonable use of force (grabbing, pinching, dragging, and/or other unapproved forms of restraint);
- Burn patterns consistent with forced immersion in a hot liquid (a distinct boundary line where the burn stops), burn patterns consistent with a spattering by hot liquids, patterns caused by a particular kind of implement (electric iron, etc.) or instrument (circular cigarette burns, etc.);
- Lacerations, welts, abrasions;
- Injuries inconsistent with information offered by the child;
- Injuries inconsistent with the child's age; or
- Injuries that regularly appear after absence or vacation.

#### Emotional Abuse Indicators:

- Lags in physical development;
- Extreme behavior disorder;

3. Fearfulness of adults or authority figures; or
4. Revelations of highly inappropriate adult behavior, i.e., being enclosed in a dark closet, forced to drink or eat inedible items.

#### Sexual Abuse Indicators

Sexual abuse, whether physical injuries are sustained or not, is any act or acts involving intentional sexual contact, conduct, or communication with a child. Beyond direct evidence of this kind of abuse, indicators may include, but are not limited to:

1. A child's developmentally inappropriate sexual conduct, regardless of the child's own mental status or development;
2. Child engaging in "sex talk", drawings, or attempting to access pornography;
3. Child's disclosure of "grooming behaviors" or inappropriate conduct that does not necessarily rise to a specific sexual act;
4. An adult's attempt to form a secret or unreasonably special relationship with a child;
5. Venereal disease in a child of any age;
6. Evidence of physical trauma or bleeding to the oral, genital or anal areas; or
7. Pregnancy.

#### Physical Neglect Indicators

1. Lack of basic needs (food, clothing, safety, shelter);
2. Inadequate supervision;
3. Lack of essential health care and high incidence of illness;
4. Poor hygiene on a regular basis;
5. Inappropriate clothing in inclement weather; or
6. Abandonment.

#### Some Behavioral Indicators of Abuse:

1. Wary of adult contact;
2. Frightened of parents;
3. Afraid to go home;
4. Habitually truant or late to school;
5. Arrives at school early and remains after school later than other students;
6. Wary of physical contact by adults;
7. Shows evidence of overall poor care;

8. Parents or caretakers describe child as "difficult" or "bad;"
9. Inappropriately dressed for the weather — no coat or shoes in cold weather or long sleeves and high necklines in hot weather (possibly hiding marks of abuse); or
10. Exhibit behavioral extremes: crying often or never, unusually aggressive or withdrawn and fearful.

**NOTE:** Indicators in and of themselves do not necessarily prove that abuse, neglect, or exploitation has occurred. However, they still may warrant a referral to CPS or law enforcement. When in doubt, staff should consult with CPS about making a report.

Child abuse as defined by the statutes can be inflicted "by any person" and may include student-on-student abuse. These cases also require reporting to CPS or law enforcement.

Adoption Date: August 17, 2015

Classification:

Revised Dates: **10.98; 02.07; 4.07; 08.08; 04.10; 12.11; 12.13; 6.15**



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**Policy:** 3510 Associated Student Bodies  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

#### Associated Student Bodies

An associated student body (ASB) will be formed in each school within the district whenever one or more students in that school engage in money-raising activities with the approval and at the direction or under the supervision of the district. An associated student body will be a formal organization of students, including sub-components or affiliated student groups. Each associated student body will submit a constitution and bylaws to the board for approval. The constitution and bylaws will identify how student activities become approved as student body activities and establish standards for their supervision, governance and financing. Subject to such approval process, any lawful activity which promotes the educational, recreational or cultural growth of students as an optional extracurricular or co-curricular activity may be considered for recognition as an associated student body activity. Any lawful fund raising practices that are consistent with the goals of the district and which do not bring disrespect to the district or its students may be acceptable methods and means for raising funds for student body activities. The board of directors may act or delegate the authority to a staff member to act as the associated student body for any school which contains no grade higher than grade six.

The principal will designate a staff member as the primary advisor to the ASB and assure that all groups affiliated with the ASB have an advisor assigned to assist them. Advisors will have the authority and responsibility to intervene in any activities that are inconsistent with district policy, ASB standards, student safety or ordinarily accepted standards of behavior in the community. When in doubt, advisors will consult the principal regarding the propriety of proposed student activities. Student activities cannot include support or opposition to any political candidate or ballot measure.

Each ASB will prepare and submit annually a budget for the support of the ASB program to the board for approval. All property and money acquired by ASBs, except private nonassociated student body funds, will be district funds and will be deposited and disbursed from the district's associated student body program fund.

Money acquired by associated student body groups through fundraising and donations for scholarships, student exchanges and charitable purposes will be private nonassociated student body fund moneys.

Solicitation of funds for nonassociated student body fund purposes must be voluntary and must be accompanied by notice of the intended use of the proceeds and the fact that the district will hold the funds in trust for their intended purpose. Nonassociated student body fund moneys will be disbursed as determined by the group raising the money. Private non-associated student body funds will be held in trust by the district for the purposes indicated during the fund raising activities until the student group doing the fund raising requests disbursement of the funds and the accounts of the fundraising are complete and reconciled.

**Classification: Essential (Required if students raise money for school activities)**

**Cross References:** 2150 – Co-Curricular Program  
3515 - Student Incentives  
4200 - Safe and Orderly Learning Environment  
6020 - System of Funds and Accounts

**Legal References:** RCW 28A.325.020 Associated student bodies — Powers and responsibilities affecting  
RCW 28A.325.030 Associated student body program fund — Fundraising activities — Nonassociated student body program fund moneys  
Chapter 392-138 WAC Finance — Associated student body moneys

**Management Resources:** 2014 - December Issue

**Adoption Date:** February 17, 2015  
**Classification:** **Essential**  
**Revised Dates:** **04.01; 12.11; 12.14**

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28A.220.040

Fiscal support — Reimbursement to school districts — Enrollment fees — Deposit

Policy: **3520 Student Fees, Fines, or Charges**

Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### STUDENT FEES, FINES, CHARGES

The district shall provide an educational program for the students as free of costs as possible. The superintendent may approve the use of supplementary supplies or materials for which a charge is made to the student so long as the charge does not exceed the cost of the supplies or materials, students are free to purchase them elsewhere, or provide reasonable alternatives, and a proper accounting is made of all moneys received by staff for supplies and materials.

The board delegates authority to the superintendent to establish appropriate fees and procedures governing the collection of fees and to make annual reports to the board regarding fee schedules. Arrangements shall be made for the waiver or reduction of fees for students whose families, by reason of their low income, would have difficulty paying the full fee. The USDA Child Nutrition Program guidelines shall be used to determine qualification for waiver. The superintendent shall establish a procedure for notifying parents of the availability of fee waivers and reductions.

A student shall be responsible for the cost of replacing materials or property which are lost or damaged due to negligence. A student's grades, transcripts or diploma may be withheld until restitution is made by payment or the equivalency through voluntary work. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors.

The student and his/her parents shall be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted. When the damages or fines do not exceed \$100, the student or his/her parents shall have the right to an informal conference with the principal. As is the case for appealing a short-term suspension, the principal's decision may be appealed to the superintendent and to the board of directors. When damages are in excess of \$100, the appeal process for long-term suspension shall apply.

If a student has transferred to another school district that has requested the student's records, but that student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, attendance, history of violent behavior, violent offenses, sex offenses, inhaling toxic fumes, drug offenses, liquor violations, assault, kidnapping, harassment, stalking or arson, and discipline actions shall be sent to the enrolling school. The content of those records shall be communicated to the enrolling district within two school days and copies of the records shall be sent as soon as possible. The official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school shall be notified that the official transcript is being withheld due to an unpaid fee or fine.

Legal References: AGO 1965-66, #113 Fees — Tuition—Supplies — Authority of school districts to charge tuition fees or textbook fees  
AGO 1973, No. 11 Tuition & Fees — Authority of school districts to charge various fees  
RCW 28A.225.330 Enrolling students from other districts  
28A.320.230(f) Instructional materials — Instructional materials committee  
28A.330.100 Additional powers of board  
28A.635.060 Defacing or injuring school property — Liability of parent or guardian

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WAC 246-100-166

Immunization of day care and school children against certain vaccine-preventable diseases

Management Resources:

Policy News, June 1999

School safety bills impact policy



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Policy: **3520P Student Fees, Fines, or Charges Procedure**

Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☒ - 3000 Students ☐ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

### Student Fees, Fines, Charges

Student fee schedules for individual buildings must be approved on an annual basis. Each building shall submit an annual report which includes a report indicating the fees collected by each department. In establishing fees for classes, the following guidelines shall be used:

- Class registration literature shall describe fees for each class or activity and the process for obtaining a waiver or fee reduction.
- A fee may be collected for any program in which the resultant product is in excess of minimum requirements and, at the student's option, becomes the personal property of the student. Fees may not exceed the cost of the materials. The district shall furnish materials for those introductory units of instruction where a student is acquiring the fundamental skills for the course. A student must be able to obtain the highest grade offered for the course without being required to purchase extra materials.
- A fee may be collected for personal physical education and athletic equipment, apparel and towels or towel service. However, any student may provide his/her own if it meets reasonable requirements and standards relating to health and safety.
- A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the district may be collected.
- Students may be required to furnish personal or consumable items including pencils, paper, erasers, notebooks.
- Security deposits for the return of materials or equipment may be collected. Provisions shall be made to return the deposit when the student returns the item at the conclusion of the school term.
- A fee may be collected for a unit of instruction where the activity necessitates the use of facilities not available on the school premises, and participation in the course is optional on the part of the student. A waiver or fee reduction need not be offered for such activities.

Fees shall not be levied for:

- Field trips required as part of a basic educational program or course.
- Textbooks (nonconsumable) which are designated as basic instructional material for a course of study.
- Instructional costs for necessary staff employed in any course or educational program.

Fee waivers and reductions shall be granted to students whose families would have difficulty paying by reason of their low income. The USDA Child Nutrition Program guidelines shall be used to determine qualification for a fee waiver or reduction.

Fines or damage charges may be levied for lost textbooks, library books or equipment. In the event the student does not make proper restitution, grades, transcripts and/or diplomas will be withheld. A student may make restitution through a voluntary work

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Adoption Date: March 16, 2009

School District Name: Morton School District #214

Revised: 06.11.99; 08.06

Classification: Priority

program. If a student has transferred to another school that has requested the student's records without paying an outstanding fine or fee, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions shall be sent to the enrolling school. This information shall be communicated to the enrolling district within two school days and the confirming records shall be sent as soon as possible. The official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school shall be notified that the official transcript is being withheld due to an unpaid fee or fine.

A charge for lost or damaged materials or equipment may be appealed to the superintendent. The superintendent's decision may be appealed to the board. Care shall be exercised by advising students and their parents, in writing, regarding the nature of the damages, how restitution may be made, and how a student or his/her parents may request a hearing. When damages are \$100 or less, a parent and/or student has a right to appeal the imposition of a fine in a manner similar to that specified for a short-term suspension (Policy #3300). When damages exceed \$100, the parent and/or student may request a hearing in the manner provided for in a long-term suspension (Policy #3300).

All fees shall be deposited with the business office on a regular basis. The respective departments and schools shall be credited by the amount of their deposit.

Date: March 16, 2009

RCW 28A.635.100  
20 U.S.C. § 7908  
Management Resources:  
Policy & Legal News, February 2013

Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful — Penalty  
No Child Left Behind Act, Military Recruiter Provision  
Policy Revisions

Adoption Date: May 20, 2013  
School District Name: Morton School District #214  
Revised: 08.98; 12.02; 10.06; 12.11; 02.13  
Classification: Discretionary



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**Policy:** 4200 Safe and Orderly Learning Environment  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☐ - 3000 Students ☒ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

#### Safe and Orderly Learning Environment

##### Contacts with Staff

The learning environment and the staff's time for students will be free from interruption. Except in emergencies, staff will not be interrupted in their work. Brief messages will be recorded so as to permit the staff member to return the call when free.

Certificated staff will be available for consultation with students and community members one-half hour before school starts and one-half hour after school ends. Students and community members are urged to make appointments with staff to assure an uninterrupted conference.

No one will solicit funds or conduct private business with staff on school time and premises.

##### Visitors

The board welcomes and encourages visits to school by parents/guardians, community members, and interested educators. The superintendent will establish guidelines governing school visits to insure orderly operation of the educational process and the safety of students and staff.

##### Disruption of School Operations

The superintendent or staff member in charge will direct a person to leave immediately if any person is:

- Under the influence of controlled substances, including marijuana (cannabis) or alcohol; or
- Is disrupting or obstructing any school program, activity, or meeting; or
- Threatens to do so or is committing, threatening to imminently commit; or
- Inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure (of any student, official, classified or certificated staff member or invitee) of the school district.

If such a person refuses to leave, the superintendent or staff member will immediately call for the assistance of a law enforcement officer.

**Cross References:** Policy 3124  
Policy 3510  
**Removal/Release of Student During School Hours**  
Associated Student Bodies  
  
**Legal References:** RCW 28A.605.020  
RCW 28A.635.020  
RCW 28A.635.030  
RCW 28A.635.090  
**Parents' access to classroom or school sponsored activities —**  
Limitation  
Willfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty  
Disturbing school, school activities, or meetings — Penalty  
Interfering by force or violence — Penalty

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**Policy:** 4200P Safe and Orderly Learning Environment Procedure  
**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☐ - 3000 Students ☒ - 4000 Community Relations ☐ - 5000 Personnel ☐ - 6000 Management

#### Safe and Orderly Learning Environment

##### Visitors

The following guidelines are established to permit visitors to observe the educational program with minimal disruption:

- All visitors must register at the office upon their arrival at school.
- Visitors whose purpose is to influence or solicit students shall not be permitted on the school grounds unless the visitor furnishes the educational program of the district. Military recruiters will be provided the same opportunities to meet with students as higher education and employer representatives.
- If the visitor wishes to observe a classroom, the time shall be arranged after the principal has conferred with the teacher.
- If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before or after the observation to enhance understanding of the activities.
- The principal may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the principal may withdraw approval. In either case, the principal shall give reasons for the action.
- If a dispute arises regarding limitations upon or withholding of approval for visits:
  - The visitor shall first discuss the matter with the principal;
  - If it is not satisfactorily resolved, the visitor may request a meeting with the superintendent.

The latter shall promptly meet with the visitor, investigate the dispute and render a written decision, which shall be final, subject only to the citizen's right to raise an issue at a regular session of the board.

##### Disruption At School Activities

The following guidelines are suggested as basic security measures to prevent/reduce disruptive activities in the school:

- All visitors are required to check into the office upon entering a school building. All entrances must be posted;
- Staff members are responsible for monitoring hallways and playgrounds. Unfamiliar persons are to be directed to the office;
- A visitor's badge with the current date should be worn conspicuously;
- Written guidelines pertaining to rights of noncustodial parents should be readily accessible to direct staff about what to do if a noncustodial parent shows up demanding to:
  - Meet with the teacher of his/her child;

The Morton School District obeys all equal employment opportunity and affirmative action laws, statutes, and regulations. We encourage women, minorities, people with disabilities, and veterans to apply for all of our job openings. We are an equal opportunity employer. All qualified applicants will be considered for employment without regard to race, color, religion, gender, national origin, disability status, genetic information & testing, family & medical leave, sexual orientation and gender identity or expression, protected veteran status, or any other characteristic protected by law. We prohibit retaliation against anyone who brings forth any complaint, orally or in writing, to the employer or the government, or against anyone who helps or participates in the investigation of any complaint, or otherwise opposes discrimination. Please direct questions and complaints of alleged discrimination to Superintendent John Hannah: PO Box 1219, Morton, WA 98356, 360-496-5300 (Title IX/Section 504/ADA Coordinator/Compliance Coordinator for 28A.640 and 28A.642).

2. Visit with his/her child; or  
3. Remove his/her child from the school premises.
- E. If a visitor is under the influence of alcohol or drugs, is committing a disruptive act or invites another person to do so, the staff member shall exercise the right to order the visitor off school premises. If the visitor fails to comply, the staff member shall contact the school office which may, in turn, report the disturbance to a law enforcement officer.

Date: 08.15.98; 12.23.02



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Policy: **5010 Nondiscrimination and Affirmative Action**  
Section: ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☒ - 5000 Personnel ☐ - 6000 Management

#### Nondiscrimination and Affirmative Action

##### Nondiscrimination

The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

The board will designate a staff member to serve as the compliance officer.

##### Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women, and Vietnam veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action will also include recruitment, selection, training, education and other programs.

The superintendent will develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups — aged, persons with disabilities, ethnic minorities and women and Vietnam veterans, although under state law, racial minorities, and women may not be treated preferentially in public employment.

This policy, as well as the affirmative action plan, regulations and procedures developed according to it, will be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy will be reported annually to the board.

##### Employment of Persons with Disabilities

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

- A. No qualified person with disabilities will, solely by reason of a disability, be subjected to discrimination and the district will not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to

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promotions, and includes fringe benefits and other elements of compensation.

- B. The district will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:
1. Making facilities used by staff readily accessible and usable by persons with disabilities; and
  2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions.

In determining whether or not accommodation would impose an undue hardship on the district, factors to be considered include the nature and cost of the accommodation.

- C. The District will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related. Also, the District will not use such tests or criteria if alternative tests or criteria (that do not screen out persons with disabilities) are available.
- D. While the district may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.
- E. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

##### Nondiscrimination for Military Service

The district will not discriminate against any person who is a member of, applies to be a member or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Cross References: 2030 - Service Animals in Schools  
5270 - Resolution of Staff Complaints  
5407 - Military Leave

Legal References: RCW 28A.400.310 Law against discrimination applicable to districts' employment practices  
RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies  
RCW 28A.642 Discrimination prohibition  
RCW 49.60 Discrimination — Human rights commission  
RCW 49.60.030 Freedom from discrimination — Declaration of civil rights  
Vietnam Era Veterans Readjustment Act of 1974 (VEVRAA)  
RCW 49.60.180 Unfair practices of employers  
RCW 49.60.400 Discrimination, preferential treatment prohibited  
RCW 73.16 Employment and Reemployment  
WAC 392.190 Equal Education Opportunity – Unlawful Discrimination Prohibited  
WAC 392.190-0592 Public school employment — Affirmative action program  
42 USC 2000e1 – 2000e10 Title VII of the Civil Rights Act of 1964  
20 USC 1681 - 1688 Title IX Educational Amendments of 1972

42 USC 12101 – 12213 Americans with Disabilities Act  
8 USC 1324 (IRCA) Immigration Reform and Control Act of 1986  
38 USC 4301-4333 Uniformed Services Employment and Reemployment Rights Act  
29 USC 794 Vocational Rehabilitation Act of 1973  
34 CFR 104 Nondiscrimination on the basis of handicap in Programs or activities receiving federal financial assistance  
38 USC 4212 Vietnam Era Veterans Readjustment Act of 1974 (VEVRAA)

Management Resources: 2017 – April Issue  
2014 - December Issue  
2013 - June Issue  
2011 - June Issue  
2011 - February Issue  
Policy News, August 2007 Washington's Law Against Discrimination  
Policy News, June 2001 State Updates Military Leave Rights

Adoption Date:  
Classification: **Priority**  
Revised Dates: **12.00; 06.01; 08.07; 02.11; 06.11; 06.13; 12.14; 04.17**



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Policy:	5010P Nondiscrimination and Affirmative Action Procedure						
Section:	<input type="checkbox"/> - 0000 Planning	<input type="checkbox"/> - 1000 Board of Directors	<input type="checkbox"/> - 2000 Instruction	<input type="checkbox"/> - 3000 Students	<input type="checkbox"/> - 4000 Community Relations	<input checked="" type="checkbox"/> - 5000 Personnel	<input type="checkbox"/> - 6000 Management

### Procedure Nondiscrimination and Affirmative Action

#### Nondiscrimination

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

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

#### Affirmative Action Plan

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

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

*The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Harnish, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jharnish@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us*

The profiles of the district's current student ethnic minority population and the district's current ethnic minorities (American Indian/ Native American, Asian, Black, and Hispanic) are set forth in the district workforce profile. By the commencement of the 2030 school year the district will strive to achieve a rate of employment for ethnic minorities in both certificated and classified areas as indicated in this plan, without using preferential employment practices. These goals are a utilization level for certificated staff, at least equal to the percentage of ethnic minority student enrollment within the district; for classified staff a utilization level of at least 1%, a figure based upon relevant availability figures in the Lewis County statistical area. Final and interim goals are set out in District Affirmative Action Plan. The district will make measurable efforts are made in the utilization of ethnic minorities for higher levels of responsibility in both certificated and classified positions, without using preferential employment practices. The district will make good faith effort to recruit, interview and employ individuals consistent with the district commitment to nondiscrimination and affirmative action for all positions and in every department, every school and at every level of operation. Preferential or adverse employment practices, including demotions or termination will not be used to meet stated goals or time lines.

- Administrators**  
**Goal:** To place ethnic minorities in administrative positions, without using preferential employment practices.  
**Objectives:** To place ethnic minorities in administrative positions as they become available to progress toward the percentage of ethnic minorities in the current ethnic minority student enrollment.  
  
To identify qualified potential candidates from outside the district for consideration for future openings.
- Principals and Assistant Principals**  
**Goal:** To place ethnic minorities in principal positions.  
**Objective:** To place ethnic minorities in principal and assistant principal positions as they occur and trained applicants are available, without using preferential employment practices.
- Teachers: Elementary or grades K-8**  
**Goal:** To provide each student with the opportunity to experience ethnic minority homeroom teachers during the primary as well as the intermediate grades, without using preferential employment practices.  
**Objective:** To achieve a staff of primary and intermediate teachers in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment.
- Teachers: Secondary or grades 9-12**  
**Goal:** To provide students with the opportunity to work with ethnic minority staff in both curricular and extracurricular activities.  
**Objective:** To maintain a staff of classroom teachers and activity supervisors in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment, without using preferential employment practices.
- Support Staff - Certificated and Classified**  
**Objective:** To achieve a staff of certificated and classified support staff in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment, without using preferential employment practices.

#### Aged Balance and Staff Goals

The profile of the district's current age distribution of certificated and classified staff is set forth in the District Workforce Profile. By the commencement of the 2030 school year, the district will strive to achieve a rate of employment for age categories for both certificated and classified staff as indicated under Aged Balance & Staff Goals of this plan. The district will make good faith effort to recruit, interview and employ individuals consistent with the commitment to nondiscrimination and affirmative action providing the prospective staff member meets the requisite standards for the specific position.

- Administrators**  
**Goal:** To identify administrative positions where age is not a barrier to performance.  
**Objective:** To create opportunities for older prospective staff to work on a part-time basis when it would not deter the district's operations.
- Teachers**  
**Goal:** To provide opportunities for students to work with older staff in both curricular and extracurricular activities.  
**Objective:** To create opportunities for older staff to work on a part-time basis in those situations where the staff member can serve as a role-model to the student or can share his/her breadth of experience.

- Upgrade present staff by providing management development training to assure that individuals of under-utilized groups are prepared for positions of new and increased responsibility.

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

#### Dissemination

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

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

#### Male/Female Balance and Staff Goals

The profile of the district's current utilization of women is set forth in workforce profile. By the commencement of the 2030 school year, the district will strive to achieve a rate of employment in regard to sex at least equivalent to the goals set forth in The Affirmative Action Plan. The district will see that measurable efforts are made in the utilization of women for higher levels of responsibility in both certificated and classified positions. The district will make good faith effort to recruit, interview and employ individuals consistent with the district commitment to nondiscrimination and affirmative action for all positions and in every department, school and level of operation. Preferential or adverse employment practices, including demotions or termination will not be used to meet stated goals or time lines.

- Administrators**  
**Goal:** To place females in administrative positions.  
**Objectives:** To place females in administrative positions as they become available which falls within a range of 25 to 70% men and/or women, without using preferential employment practices.  
  
To identify qualified potential candidates from outside the district for consideration for future openings.

- Principals and Assistant Principals**  
**Goal:** To place females in principal positions.  
**Objective:** To place females in principal and assistant principal positions as they occur and trained women are available, without using preferential employment practices.
- Teachers, Elementary or grades K-8**  
**Goal:** To provide each student with the opportunity to experience both male and female homeroom teachers during the primary as well as the intermediate grades.  
**Objective:** To achieve a staff which falls within a range of 25 to 70% men and/or women in the primary as well as the intermediate grades at each school, without using preferential employment practices.
- Teachers, Secondary or grades 9-12**  
**Goal:** To provide students with the opportunity to work with male and female staff in both curricular and extracurricular activities.  
**Objective:** To maintain a staff which falls within a range of 30 to 70% men and/or women for classroom teachers and activity supervisors, without using preferential employment practices.
- Support Staff — Certificated and Classified**  
**Objective:** To achieve a staff which falls within a range of 30 to 70% men and/or women, without using preferential employment practices.

#### Ethnic Minority Balance and Staff Goals

- Support Staff - Certificated and Classified**  
**Goal:** To identify positions in the district, either full-time or part-time, where age does not limit the performance of the prospective staff member.  
**Objective:** To place prospective staff who desire to work in positions where they are able to meet the expectations and/or needs of the district.

#### Persons with Disabilities: Balance and Staff Goals

The profile of the district's current distribution of certificated and classified staff with disabilities conditions is set forth in the District Workforce Profile. By the commencement of the 2030 school year, the district will strive to achieve a rate of employment for handicapped staff in certificated and classified areas as indicated in the Lewis County statistical area. The district will make good faith effort to recruit, interview, and employ individuals consistent with the district's commitment to nondiscrimination and affirmative action providing the prospective staff member meets the requisite standards for the specific position.

The ratio of placement will be equal to the ratio of employable persons with disabilities as compared to the persons without disabilities in the statistical area.

- Administrators**  
**Goal:** To identify administrative positions where a disability is not a barrier to performance.  
**Objective:** To place administrators with disabilities in assignments when it would not deter the district's operations.
- Teachers**  
**Goal:** To provide opportunities for students to work with teachers who have disabilities in both curricular and extracurricular activities.  
**Objective:** To place teachers with disabilities in assignments when it would not impair the instructional program.
- Support Staff - Certificated and Classified**  
**Goal:** To identify positions within the district where a disability does not limit the performance of the prospective staff member.  
**Objective:** To place support staff with disabilities in assignments when it would not deter the district's operations.

#### Internal Audit and Monitoring System

The superintendent's office, in compliance with [WAC 162-12, Pre-employment Inquiry Guide](#), will record by age, race, sex and other protected groups applicant flow, new hires, promotions, transfer requests, transfers, administrative internships and terminations. An analysis will be made of the internal and external work force availability of aged, persons without disabilities, ethnic minorities and women.

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

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

#### Grievance Procedure

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

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

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

A. **Informal Process for Resolution**

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

B. **Formal Process for Resolution**

**Level One: Complaint to District**

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

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

The decision of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. The superintendent's or designee's response will be provided in a language

**Level Four - Administrative Hearing**

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

C. **Mediation**

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

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

Mediation must be conducted by a qualified and impartial mediator who may not:

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

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

D. **Preservation of Records**

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, will be retained in the office of the district compliance officer for a period of 6 years.

**Resources**

1. District Contact  
District Superintendent  
P.O. Box 1219  
Morton, WA 98356  
(360) 496-5300
2. State Contacts  
Superintendent of Public Instruction  
Equity and Civil Rights Office  
P.O. Box 47200  
Olympia, WA 98504-7200  
360.725.6162  
  
Washington State Human Rights Commission  
711 South Capitol Way, Suite 402  
P.O. Box 42490  
Olympia, WA 98504-2490  
360.753.6770  
  
Office of Civil Rights  
U.S. Department of Education  
915 Second Avenue, Room 3310

the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

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

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

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

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

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

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

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

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

Seattle, WA 98174  
206.607.1600

Adoption Date: February 17 2015  
Classification:  
Revised Dates: **12.00; 06.11; 12.14; 1.15 (Policy Alert)**



*Every Student Matters, Every Moment Counts*

## Morton School District #214

**Home of the Timberwolves!**

PO Box 1219 • Morton, WA, 98356

p: 360-496-5300 • f: 360-496-5399

www.morton.k12.wa.us

@MortonSchoolDistrict214

@MSD21214

**Morton Jr/Sr High School**  
152 Westlake Ave • Morton, WA 98356  
p: 360-496-5137 • f: 360-496-6035

**Morton Elementary School**  
400 Main Ave • Morton, WA 98356  
p: 360-496-5143 • f: 360-496-0327

**Policy:** **5011 Sexual Harassment**

**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☒ - 5000 Personnel ☐ - 6000 Management

### Sexual Harassment

This district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities.

Sexual harassment occurs when:

- Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
- Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or
- Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.

The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment will be reviewed and remedied, as appropriate.

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

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

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

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

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**Policy:** **5011P Sexual Harassment Procedure**

**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☒ - 5000 Personnel ☐ - 6000 Management

### Procedure Sexual Harassment

#### Informal Complaint Process:

Anytime any informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member, although staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to an appropriate staff member who can explain the informal and formal complaint processes and what a complainant can expect. Staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include:

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

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

#### Formal Complaint Process:

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. Potential complainants who wish to have the district hold their identity confidential will be informed that the district will almost assuredly face due process requirements that will make available to the accused all of the information that the district has related to the complaint. The district will, however, fully implement the anti-retaliation provisions of this policy to protect complainants and witnesses. Student complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The superintendent or designated compliance officer may conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint. The following process will be followed:

- The compliance officer will receive and investigate all formal, written complaints of sexual harassment, or information in the compliance officer's possession that the officer believes requires further investigation. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure.
- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The compliance officer may draft the complaint based on the report of the complainant for the complainant to review and approve.

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informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. The policy and procedure will be reproduced in each student, staff, volunteer and parent handbook.

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

**Cross References:**

- 3207 - Prohibition of Harassment, Intimidation and Bullying
- 3210 - Nondiscrimination
- 3240 - Student Conduct
- 3421 - Child Abuse, Neglect and Exploitation Prevention
- 5010 - Nondiscrimination and Affirmative Action

**Legal References:**

- RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
- WAC 392-190058 Sexual harassment

**Management Resources:**

- 2014 - December issue
- 2010 - October Issue

Adoption Date: November 17, 2015

Classification: **Essential**

Revised Dates: **10.11; 12.14**

- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating sexual harassment complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
- The district is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a complaint under this policy and procedure and from retaliating against an individual for filing such a complaint. The school district and complainant may agree to resolve the complaint in lieu of an investigation. However, the compliance officer will investigate the allegations within thirty (30) calendar days.
- When the investigation is completed the compliance officer will compile a full written report of the complaint and the results of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent will take further action on the report.
- The superintendent will respond in writing to the complainant and the accused within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether the district has failed to comply with sexual harassment laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.
- :
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.

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

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

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

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

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

- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.



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

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

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

#### Level Four - Administrative Hearing

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

#### A. Mediation


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

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

Mediation must be conducted by a qualified and impartial mediator who may not:

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

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



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**Policy: 5630 Volunteers**

**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☒ - 5000 Personnel ☐ - 6000 Management

#### VOLUNTEERS

The district recognizes the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens. In working with volunteers, district staff shall clearly explain the volunteer's responsibility for supervising students in school, on the playground and on field trips. On field trips both students and volunteers are to be informed of the rules of student behavior and the means by which they are to be held accountable to those rules.

The superintendent shall be responsible for developing and implementing procedures for the utilization of volunteers. The selection and use of volunteers will be consistent with those policies and procedures as specified for unsupervised volunteers as specified in Policy 5005.

Cross References:	Board Policy 5005	Employment: Disclosures, Certification Requirements, Assurances and Approval
Legal References:	RCW 43.43.830-840 WAC 446-20-285	Washington State Criminal Code Records Employment — Conviction Records

**Adoption Date:** April 21, 2010  
**School District Name:** Morton School District #214  
**Revised:** 04.01.98  
**Classification:** Optional

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us

#### Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure. Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

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

A copy of the district's sexual harassment policy must be included in any publication of the district or of a school that sets forth the rules, regulations, procedures, and standards of conduct for the school or school district. The policy must also be conspicuously posted in each school district, and provided to each employee, volunteer, and student.


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

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

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

**Management**  
**Resources:** 2014 - March Issue

**Adoption Date:** February 17 2015  
**Classification:**  
**Revised Dates:** 08.06; 10.11; 03.14; 01.15(Policy Alert)



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**Policy: 5630P Volunteers Procedures**

**Section:** ☐ - 0000 Planning ☐ - 1000 Board of Directors ☐ - 2000 Instruction ☐ - 3000 Students ☐ - 4000 Community Relations ☒ - 5000 Personnel ☐ - 6000 Management

#### Volunteers

The voluntary help of citizens should be requested by staff through administrative channels for conducting selected activities and/or to serve as resource persons.

Volunteers shall:

1. Serve in the capacity of helpers and not be assigned to roles which require specific professional training. Instructional services shall be rendered under the supervision of certificated staff.
2. Refrain from discussing the performance or actions of a student except with the student's teacher, counselor or principal.
3. Refer to a regular staff member for final solution of any student problem which arises, whether of an instructional, medical or operational nature.
4. Receive such information as:
  1. General job responsibilities and limitations;
  2. Information about school facilities, routines and procedures;
  3. Work schedule and place of work;
  4. Expected relationship to the regular staff;
5. Be provided appropriate training at the building level, if new volunteers, consistent with their tasks and existing district standards. This training shall be developed under the leadership of the principal in consultation with a district supervisor.
6. Have assignments and activities carefully defined in writing. Examples of suggested duties for volunteers may include:
  1. Bulletin boards;
  2. Preparation of materials for art, science, math classes;
  3. Clerical duties including typing of dittos, stencils, inventories, putting booklets together, newsletters and related, student lunchroom counts and attendance and class records;
  4. Clean up activities,
  5. Library and audio visual duties;
  6. Assistance with physical education exercises;
  7. Instructional activities appropriate to the volunteer's training and classroom needs such as monitoring math assignments, listening to oral reading and others;

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us

8. Vision and hearing testing and approved medical surveys;
  9. School activities supervision; and
  10. Playground supervision with a staff member;
- G. Have their services terminated for these and other reasons:
1. Program and/or duties completed;
  2. Resignation of the volunteer;
  3. Replacement by paid staff member; and
  4. Circumstances which in the judgment of the administration may necessitate asking the volunteer to terminate services.

Date: 04.01.98





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# **Morton School District Signature Forms**

*The Morton School District obeys all equal employment opportunity and affirmative action laws, statutes, and regulations. We encourage women, minorities, people with disabilities, and veterans to apply for all of our job openings. We are an equal opportunity employer. All qualified applicants will be considered for employment without regard to race, color, religion, gender, national origin, disability status, genetic information & testing, family & medical leave, sexual orientation and gender identity or expression, protected veteran status, or any other characteristic protected by law. We prohibit retaliation against anyone who brings forth any complaint, orally or in writing, to the employer or the government, or against anyone who helps or participates in the investigation of any complaint, or otherwise opposes discrimination. Please direct questions and complaints of alleged discrimination to Superintendent John Hannah: PO Box 1219, Morton, WA 98356; 360-496-5300 (Title IX/ Section 504/ ADA Coordinator/Compliance Coordinator for 28A.640 and 28A.642).*



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## **REQUEST TO USE PRIVATE VEHICLE**

*(Completed by Employee/Volunteer)*

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

Destination: \_\_\_\_\_

Date(s) of Use: \_\_\_\_\_

Number of Student(s): \_\_\_\_\_ Departure Time: \_\_\_\_\_ Returning Time: \_\_\_\_\_

Purpose of Trip: \_\_\_\_\_

**I understand that my insurance company will be the primary carrier in the event of a claim** and that to sue my personal vehicle I must meet the following criteria established by Morton School District No. 214.

1. I possess a valid Washington State Driver's License and it is on file with the Morton School District Office.
2. My current auto insurance policy indicates limits of at least \$300,000 single limit or \$100,000/\$300,000 for bodily injury and \$100,000 property damage.
3. To the best of my knowledge my vehicle is safe to drive and equipped with emergency safety items.
4. I have had:
  - Fingerprint identification FBI background check;
  - Current Washington State Patrol background check;
  - Current acceptable Department of Licensing driver's abstract;
  - Am at least 21 years of age or older; and,
  - Have been cleared to drive by the Morton School District Transportation Supervisor.
5. I have read, understand, and signed the District Volunteer Driver Policy.

Driver's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

☐ Approved ☐ Not Approved

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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