



WHITE SALMON VALLEY SCHOOLS

KEY TO THE FUTURE

Dr. Jerry Lewis, Superintendent
District Office
P.O. Box 157
White Salmon, WA 98672
(509) 493-1500
FAX No. (509) 493-2275

Board Meeting Agenda
Wallace & Priscilla Stevenson Intermediate School Library
September 26, 2019
7:00 p.m.

1. Call to order
2. Flag salute
3. Student Presentation: Wallace & Priscilla Stevenson Intermediate School
4. Additions/deletions to agenda
5. Adoption of agenda
6. Consent agenda:
 - a. Minutes
 - b. Bills
 - c. Teacher Contracts
 - d. Admin Contracts
 - e. Classified Salaries
 - f. Extra-Curricular Contracts
7. Audience Comment: *Comments are limited to 2 minutes per individual for a total of 10 minutes for all audience comments.*
8. Reports
 - a. Enrollment Report
 - b. District Instruction and Learning
 - c. Bond Projects Update
 - d. First Reading of Policies
 - i. Policy No. 6212: District Charge Cards
 - ii. Policy No. 1105: Electoral System
 - iii. Policy No. 2100: Educational Opportunities for Students with a Parent in the Military
 - iv. Policy No. 2195: Academic Acceleration
 - v. Policy No. 2410: High School Graduation Requirements
 - vi. Policy No. 2413: Equivalency Credit for Career and Technical Education Courses
 - vii. Policy No. 2418: Waiver of High School Graduation Credits
 - viii. Policy No. 3115: Students Experiencing Homelessness Enrollment Rights and Services
 - ix. Policy No. 3120: Enrollment
 - x. Policy No. 3211: Gender Inclusive Schools
 - xi. Policy No. 3231: Student Records
 - xii. Policy No. 3416: Medication at School
 - xiii. Policy No. 3520: Student Fees, Fines, or Charges
 - xiv. Policy No. 35201: Drug-Free Schools, Community, and Workplace
 - xv. Policy No. 5253: Maintaining Professional Staff/Student Boundaries
 - xvi. Policy No. 3245: Students and Electronic Devices
 - xvii. Policy No. 3200: Rights and Responsibilities
 - xviii. Policy No. 3205: Sexual Harassment of Students Prohibited
 - xix. Policy No. 6020: System of Funds and Accounts
 - xx. Policy No. 3207: Prohibition of Harassment, Intimidation, or Bullying
 - e. Employees of the Month
 - f. Volunteer Hours
9. Action items
 - a. Resolution Number 19/20/-01: Declaration of Surplus Property and Potential Lease for Swimming Pool Development by Pool Metropolitan Park District
 - b. 2019-2020 HCP Application
 - c. Second Reading of Policies
 - a. Policy No. 6100: Revenues From Local, State and Federal Sources
 - b. Policy No. 3241: Student Discipline
 - d. Resignations
 - e. New Hires
10. Exempt Session: Closed to the Public to Discuss Bargaining RCW 42.30.140 (4) (b)

The regular meeting of the Board of Education, White Salmon Valley School District, Klickitat and Skamania Counties, White Salmon, WA was called to order at 7:00 p.m. Thursday, August 22, 2019 in the Sharon Schalk Transportation Center, located at 1430 NW Bruin Country Rd., White Salmon, WA. Present: Chairman Alan Reitz, Laurie Stanton, Paul Mosbrucker, Supt. Jerry Lewis, and guests.

Additions/Deletions to Agenda: Action Item F: Approval to Replace Kitchen HVAC

Laurie Stanton moved to adopt the agenda with the addition. Seconded by Paul Mosbrucker. Carried.

Paul Mosbrucker moved to accept the Consent Agenda, general fund bills including checks 48847 through 48960, totaling \$214,171.24 and checks 48961 through 48968 totaling \$18,660.17. ASB fund checks 48969 through 48976, totaling \$14,833.16. Expendable Trust checks 48977 through 48984 totaling \$11,088.00. Capital Project checks 48985 through 48986 totaling \$24,880.94. Electronic deposits to the Department of Revenue of \$2,497.17, \$83.48, and \$936.16. Payroll checks 48987 through 49026 including electronic deposits and payroll tax in the amount of \$1,106,491.46. Seconded by Laurie Stanton. Carried.

Audience Comments:

Gabrielle Gilbert thanked Dr. Lewis, for his work on policy 0510b. Gabrielle shared her hopes for this policy to move beyond the district to the state level.

Peter Knowles spoke regarding the resilience video that was shared with staff today, as well as the GLAD training. Peter commented that the training was wonderful and thanked the district staff involved in presenting this information to be implemented throughout all grade levels.

Reports:

- a) **White Salmon Valley Park District:** Lloyd Dekay spoke to the board regarding the updates on permitting and pool plans.
- b) **2019-2020 School Year:** Dr. Lewis invited the board to join the district staff for the Annual Breakfast. There was an update on building retreats, admin team training, and discipline updates for policy and procedure. Dr. Lewis shared that there are plans for restorative practice training next summer. The board was also updated regarding the bond projects.
- c) **Washington State Patrol Transportation Recognition:** Dr. Lewis shared a letter with the board congratulating the district on another successful inspection. The board congratulated and thanked the Transportation Department.
- d) **First Reading of Policies:**
 - a. Policy No. 6100: Revenues From Local, State and Federal Sources
 - b. Policy No. 3241: Student Discipline

Action Items:

- a) **Second Reading of Policy:**
 - a. **Policy No. 0510b: Positive Social and Emotional School and Classroom Culture**
Paul Mosbrucker moved to approve the policy. Seconded by Laurie Stanton. Carried.
- b) **Insitu Lease Renewal:** Laurie Stanton moved to approve the lease renewal. Seconded by Paul Mosbrucker. Carried.
- c) **Henkle Middle School Student ASB Card Increase:** The board chose to table this item for further information.
- d) **Resignations/Leaves/ Retirements:** Paul Mosbrucker moved to approve the resignation of Jennifer Tate, Whitson CLC Site Coordinator, Halley Morera, Henkle Middle School Para educator, and Lisa Vargas, Whitson Elementary Cub Club Para educator. Seconded by Laurie Stanton. Carried.
- e) **New Hires:** Paul Mosbrucker moved to approve the hiring of Rachel Suits, CLC Director and Christopher Cazares, Henkle Middle School ELL Para educator. Seconded by Laurie Stanton. Carried.
- f) **Approval to Replace Kitchen HVAC:** Paul Mosbrucker moved to approve the replacement of the kitchen HVAC. Seconded by Laurie Stanton. Carried.

At 8:52 p.m. Chairman Reitz announced the board would adjourn to executive session for 15 minutes to discuss bargaining RCW 42.30.140 (4)(b), and that no action will be taken upon their return. The board reconvened to open session at 9:06 p.m.

At 9:07 p.m. Chairman Reitz adjourned the meeting with a motion by Laurie Stanton, seconded by Paul Mosbrucker. Carried.

The next regular board meeting will be at 7:00 p.m., Thursday, September 26, 2019 at the Wallace and Priscilla Stevenson Intermediate School Library, located at 480 NW Loop Rd., White Salmon, WA 98672.

ATTEST:

Chairman

Secretary

State of Washington
 Superintendent of Public Instruction
 Summary of Full-Time Equivalent Enrollment as Reported on Form P223 for School Year Ending 2020

White Salmon Valley S.D. No. 405	Klickitat County No. 20				ESD-112
Grades	September	October	November	December	January
Half-DY.	88.00				
First	103.00				
Second	98.01				
Third	97.00				
Fourth	95.00				
Fifth	88.00				
Sixth	106.00				
Seventh	104.76				
Eighth	95.00				
Ninth	81.00				
Tenth	104.05				
Eleventh	81.71				
Twelfth	98.98				
Kindergarten	88.00				
Grades 1-3	298.01				
Grades 4	95.00				
Grades 5-6	194.00				
Grades 7-8	199.76				
Grades 9-12	365.74				

District Total 1240.51

The Vocational/Secondary and Skill Enrollment Below is Included in Grade 9-12 Enrollment:

Voc-Secndry 58.38

The College Enrollment is Reported Below and is not Included in Enrollment Reported Above

Nonvoc

	19-20 Budget	September	Year to Date	Over/Under
Whitson	387.00	386.01	-0.99	
Intermediate	290.00	289.00	-1.00	
Henkle	192.00	199.76	7.76	
Columbia	366.00	365.74	-0.26	
Total	1235.00	1240.51	5.51	
Running Start				
Total				

EMPLOYEE OF THE MONTH

August 2019

WHITSON

Whitson Elementary School's Employee of the Month for August is Jana Clark. Jana is an incredible 1st grade teacher at Whitson. She knows her students well academically, and social-emotionally. Her instruction is focused and targeted to the diverse learning needs of her class. This August she spent several days teaching at a Regional STEM conference in La Center. Her commitment and dedication to Whitson is evident and makes a real difference. We are very lucky to have her in our school.

WP STEVENSON

Trisha Eddy is a skilled and passionate educator, and a leader in our school. She continues to find ways to improve her practice and shares those with her colleagues for the good of all of our students. We are grateful to have her on our Title 1 team as well as in the classroom with her kids every day, her dedication shows in the extra hours she is willing to put in to create a system of interventions for our students and help teachers meet the needs of all our kids.

HENKLE

Henkle would like to nominate Mindy Rude as Employee of the Month. To kick start the year, front offices in every building across the district are under a deadline to help prepare and support staff, students, and families for a great start to the school year, which Mindy handled effortlessly. From juggling scheduling, organizing Open House, helping students, coaches, and parents navigate the online sports registration app, collecting forms and fees, and so much more face to face problem solving, she navigated the work with ease. Mindy's years of experience are evident in her multi-tasking skills. We are lucky to have her as part of our team!

COLUMBIA

Libby Childers is the CHS Employee of the Month for August. There are many nights I will leave school at 5:30 p.m., and Libby is still working. I will come in on Saturday and ask Libby what she is doing in the building, and she will tell me she is less stressed if she gets some things done. Her position at CHS is not just an eight hour a day job. For Libby, she truly cares enough about our staff and students that she wants to do her job right.

If you walk into the CHS office, you will see Libby, and she will smile at you and ask you what you need. She makes you feel welcomed and cared about. She is also very good at finding you what you need.

She is loved by parents, staff, and students. She makes CHS a better place.



CUB NEWS



September 2019

**Hulan Whitson Elementary School
Mr. Todd McCauley, Principal
509 493 1560**

Upcoming Events:

**NO SCHOOL—Labor Day
September 2**

**FIRE DRILL
September 18 @ 8:30**

**Whitson BBQ
September 19 @ 5:00–6:30**

**Cub Pride Assembly—
BE SAFE
September 25 @ 8:45
Spirit Theme—Cub Pride T-shirt or Red Day**

**Parent Teacher Conferences
Mon–Fri, Oct. 7 – 11
12:05 RELEASE**

**1:30 EARLY RELEASE
WEDNESDAY'S**

Sept. 11 Sept. 18 Sept. 25 Oct. 2

Principal Corner

Welcome, or welcome back to Whitson Elementary School. I am very excited for this year. It will be filled with learning, fun, and memories. One of the true joys of being a principal is watching the students make tremendous growth in so many different areas over the course of a school year.

The Whitson staff is incredibly dedicated, and have been working hard getting ready for the new school year. The building looks great, classrooms are ready, and we are all excited for the first day of school.

Here at Whitson, we have a variety of programs designed to educate the whole child, develop a love for learning, and give the students the skills they will need to be successful in the future. We work to create a safe learning environment where all students are encouraged, challenged, and respected.

Both the District and the Whitson Elementary websites are great places to find important information (calendar, programs, teacher contact, assignments, resources) about the District and Whitson. I would encourage you to visit both the District site (wsd.org) and the Whitson Elementary site (whitson.wsd.org) to keep up to date on what is happening in the district, and in your child's classroom.

Whitson is special place. It has fantastic students, an outstanding staff, and supportive families. It is an honor to be the principal of such a wonderful school.

If you have any questions, or if I can help in any way, please contact me at 509-493-1560.

Go Cubs,

Todd McCauley, Whitson Principal



CUB NEWS



School Improvement Focus: Whitson's School Improvement Plan has a continued focus on improving instruction and supports in Literacy, Math, and English Language Development. It also contains a focus on creating and maintaining our positive school culture, and improving communication.

Notes from PTO:

PTO:

PTO meeting – Sep. 10, **TUESDAY**
@ 6:00 pm at Whitson.



COFFEE with the PRINCIPAL and PTO – Sep. 11 WEDNESDAY @ 8:30 am – 9:30 am in the conference room.

Reminder from Student Handbook:

Remember to keep the office updated with any changes, for example addresses, phone numbers and/or emergency contacts. In case of an Emergency we want to have current information on hand.

THURSDAY, September 12

We will be doing:



ing Screening and
tual Portraits &
Classroom Pictures.

Bring a SMILE!!!



BEFORE & AFTER SCHOOL CARE
starting Sept. 9.

Mornings: 6:30 am - 7:45 am and

After School: after school - 5:30 pm

Five day commitment at \$5.00/hr.

If you are interested please contact the office.

Nondiscrimination Statement

The White Salmon Valley 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-Name and or Title: Howard Kreps, Athletic Director

Address: P.O. Box 157; White Salmon, WA 98672

Telephone: 509-493-1970

Email: howard.kreps@whitesalmonschoools.org

Section 504/ADA Coordinator-Name and or Title: Haley Ortega, Principal

Address: P.O. Box 157; White Salmon, WA 98672

Telephone: 509-493-1502

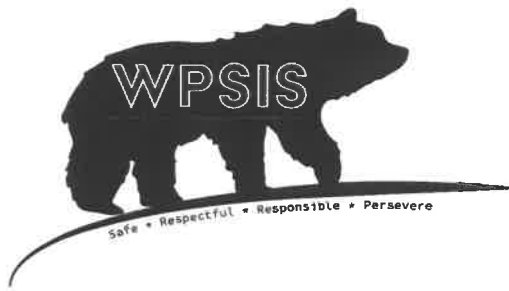
Email: haley.ortega@whitesalmonschoools.org

Civil Rights Compliance Coordinator-Name/Title: Jerry Lewis, White Salmon Valley Schools School Superintendent

Address: P.O. Box 157; White Salmon, WA 98672

Telephone: 509-493-1500

Email: jerry.lewis@whitesalmonschoools.org



BRIAN FRASER, PRINCIPAL

PO Box 2550

White Salmon, WA 98672

(509) 493-4028

brian.fraser@whitesalmonschools.org

Report to the School Board, September 2019
Wallace and Priscilla Stevenson Intermediate School

A new school year is upon us and we're off to a great start here at WPSIS. Our maintenance crew did an excellent job of preparing the building over the summer, kudos to them! Without too many procedural changes, our building retreat was focused on team building, looking at last year's data and trends, and building a culture of equity in our school. We did also cover the new discipline laws, which effect the upper levels more than us, and new lunchroom procedures to make the cafeteria more manageable. We held our Open House this year before school started to better align with what the other schools do and it was well received by the community. They enjoyed being able to come in and see the classrooms and meet their teachers before the year started. The event was well attended (especially with 4th grade families) with about 260 people visiting.

Having a full-time teacher to run the Title 1 Literacy program has had a major impact on our school already. With help from Sharon West, our whole Title 1 team is now able to administer the Fountas and Pinnell Benchmark Assessment. This is our universal screener for literacy and a major factor in who receives intervention services. Previously this test was administered by teachers, and at about 30 minutes per student it caused a major disruption in the first weeks of school as teachers spent so much time with individual readers. Having the Title 1 staff do the testing has allowed teachers to focus their time on building classroom culture and also allows those who will be delivering intervention services to better know the specific levels of each child. Our universal screener for math interventions is the iReady Diagnostic, and I am happy to report that it is available in Spanish this year.

The intervention schedule was built by a collaborative team with the needs of EL, Title 1 math and ELA, and Special Education in mind. This year the blocks are shortened to 30 minutes and designed so that each Title 1 student receives 30 minutes of intervention per day twice a week in math, ELA, or both. Any EL student then receives an extra two days of support, including our new English Language Development curriculum for high needs learners. While it is fewer minutes of intervention, we believe it is better coordinated to use our resources to meet our students' needs. Special thanks to Trisha Eddy for diligently working out the details and daily routines.

While the SBA data is only one measure of our school's performance, OSPI does place great importance on them. I am pleased to report that the hard work of our staff has led to an overall increase in students passing as proficient overall in ELA, Math and Science. The ELA scores came in as 50.3% proficient, up from 48.4% last year and 38.6% when the school opened. This is compared to 59.6% across WA State. In Math we came in at 41.2% compared to 36.6% last year and 38.6% in 2015. The State average was 48.9%. In Science we are up to 53% this year from 50% last year, just 1% below the state average. Clearly there is more to do, and we will be diligently working on the School Improvement Plan to continue those trends as we move into the 2019-20 school year.

Go Kodiaks!

Henkle Middle School September 2019 Board Report

Greetings WSVSD Board Members,

School Events

- ❖ **Open House** - Students were able to pick-up their schedules, open their lockers, and meet and greet their teachers the Monday before school started. Parents had the option of paying fees and signing up for Skyward. Overall, it provided students and families an introduction to our staff and our school.
- ❖ **Fall Sports** - Our fall sports are underway. We have 93 students participating in either cross country, volleyball, girls soccer or football. Check out our school calendar on the website for upcoming home games to cheer on the grizzlies!

SIP

- ❖ **Systems, Culture, and Learning Planning** - After discussing our SIP plan at the board meeting in June, you have an idea of our focus this year around systems, culture and learning aligned with the District Goals. We will continue our **PBIS** focus of "Take care of yourself, Take care of others, and Take care of this place." To show some staff appreciation and model for the students "Take Care of Others," I baked muffins, brewed coffee and had hot water and tea for staff the first week of school to show my appreciation for all of their work and stopped by each of their rooms.
- ❖ In the classroom, teachers are working on building relationships as well as incorporating specific language vergabe into their learning objectives.
- ❖ We are also incorporating a **Phantom Staff** activity every Friday before the 8:15 bell (Mr. Fraser gave us the idea!). One staff member a week is chosen as the Phantom. Students have to walk around in the morning and greet staff to find out who is the Phantom Staff member. The staff member has a number (let's say 15) and when the 15th student comes up and greets that staff member, they win and get to leave for lunch five minutes early with a friend of their choice.

PLCs

- ❖ **Content/Curriculum PLC** - Each PLC begins with contacting parents with positive emails/calls. This year, Amy Sacquety had postcards printed and labels printed with every student's address on it so every student's family will receive a positive postcard this school year. Staff then met as Content/Curriculum teams based on their needs.

Go Grizzlies,
Haley Ortega

Columbia High School



School Board Report 9/26/19
By Craig McKee & Brian Morris



FFA

This is Jose Garcia and Maddie Deo with Jose's goat Brownie. Jose raised this goat, with assistance from William Shute, and exhibited Brownie with assistance from Maddie, for the Klickitat County Fair. The goat sold at the market Stock Sale for \$30 a pound.

The White Salmon FFA Chapter was given the Lowell Murphy Memorial Senior Sportsmanship Award - Goat Department. This award is usually given to one senior FFA/4-H member. However the

selection committee couldn't decide on one of our FFA members, so they gave the award to the entire White Salmon FFA Goat, Sheep and Rabbit Departments.



ASB Assembly Sports Assembly

All CHS fall sports teams were honored at our pep assembly Friday, September 13. The captains of each team gave the student body a report on how their season was going. The ASB also had representatives compete in an obstacle course competition. We finished with the classes competing with a "GO BIG RED" shout out. Mr. Knowles and the ASB did a tremendous job of organizing and running the assembly.



Staff Meeting

The staff was at school on Thursday, September 12, at 7:30 a.m. working on the Student Assistance Team Website. The SAT website helps us to identify struggling students and make sure they have the support that they need to be successful at CHS. The staff will have more meeting time to update their students, but many use their own time to keep the website current.

Steve Larsen

Seven out of eleven of our CHS students passed the national AP US History Test, a pass rate of sixty-four percent which is significantly higher than both the statewide and the national average pass rates! Also, Steve had three students who each scored the highest rating of a "five," which is the most he has ever had in eleven years of teaching the class.

Jan Callow

Columbia High School has earned a 2019 CCI Learning Microsoft Certification per Capita, \$1,000 scholarship!

This scholarship is awarded based on the highest percentage of original Microsoft certifications divided by OSPI reported building population.

Student Financial Aid Night (Wednesday, October 2 from 6:00 p.m. to 7:00 p.m.)

Columbia Gorge Community College is coming to the Columbia High School library to help our seniors and their parents with the FAFSA process. After the half hour presentation Jenny Hallead, our counselor, will help students with their financial aid. Jose Maya will be there to help with translation.

CHS Parent-Teacher Conferences

The conference times are as follows:

Tuesday, October 8	12:45 p.m. - 3:15 p.m.	end at 3:30 p.m.
Wednesday, October 9	3:00 p.m. - 8:15 p.m.	end at 8:30 p.m.
Thursday, October 10	5:30 p.m. - 8:15 p.m.	end at 8:30 p.m.

ASB/Leadership

This year's "Sneak Peek" was held on Friday, August 24 and we had 64 students attend. Incoming freshmen and their parents were treated to activities, food, and a chance to get to know the campus. We hope the students left feeling not only comfortable about their transition to the high school but also excited about the upcoming school year.

Employee of the Month

Libby Childers is the CHS Employee of the Month for August. There are many nights I will leave school at 5:30 p.m., and Libby is still working. I will come in on Saturday and ask Libby what she is doing in the building, and she will tell me she is less stressed if she gets some things done. Her position at CHS is not just an eight hour a day job. For Libby, she truly cares enough about our staff and students that she wants to do her job right.

If you walk into the CHS office, you will see Libby, and she will smile at you and ask you what you need. She makes you feel welcomed and cared about. She is also very good at finding you what you need.

She is loved by parents, staff, and students. She makes CHS a better place.

Athletics

We have 134 students out for the fall sports season.

42-FOOTBALL

32-CROSS COUNTRY

24-GIRLS SOCCER

22-VOLLEYBALL

14-CHEER

The football team has won its first two games. They will face Montesano this Friday, September 20. Our boys' and girls' cross country team opened the season with a jamboree meet at La Center. Our volleyball team has one win and one loss. Our girls' soccer team traveled to Forks and picked up a victory in their first contest of the season. The score was seven to three.

CHS Staff Retreat

The staff retreat was held at the Baptist Church on Thursday, August 22.

We started the day with a game of Kahoot to cover staff expectations and some general trivia. Amie Ell was the winner.

We also covered: New Discipline Rules, State Testing Data, Google Calendars, Class Sponsors, Sources of Strength, ASB Activities, Advisory Planning, and Team Building Activities. During lunch, the ASB came and interviewed students for our opening day assembly.

September 2019
Board Technology Report

The Technology Department is having a smooth start to the new school year. In the last 15 days we have closed 133 help requests and we are continuing to work through our current requests.

The recent storms in our area caused a few issues with our backup server and our security cameras in c-court. Thankfully there were not down for long and everything is up and running again. New uninterrupted power supplies and enclosed server racks will be installed in all buildings in the coming months. We replaced several projectors and document cameras because they stopped working due to age.

I am currently working with Jerry on updating some of our board policies as they pertain to technology use by staff and students. We will also be updating our staff and student Acceptable Use Policy that you will be able to review next month.

Thank you for your continued support.

Rhonda Hardisty -Technology Director
White Salmon Valley School

Board Report for September 2019

Welcome to the 2019-2020 school year! I hope you had a wonderful summer. Things are off to a good start! Our special education numbers are a bit lower than normal (211 right now) but we are as busy as ever! We typically start the year at about 220, just for your information 🐼

We have a number of new staff to introduce to you including Eli Hernandez, new special education teacher who replaced Liz Simms at WPSIS, Liz Simms, special education teacher for Preschool (Replacing Jill Davis who retired), Molly Hamlin, special ed nurse at preschool (replacing a contract position we had last year), and we also one new para professional, Shauna LaDue (returning staff; replacing Eli Hernandez) at Whitson. We still have one para position open so if you know of anyone, please send them our way! We are so excited to welcome our new staff and provide excellent special education services to the district.

This month's PLC is focused on progress monitoring through goal setting. Although, this is a well-established practice, our data tracking system IEPOL, will now be requiring and storing all that info (think on-line grade book), which will allow us easier access to data, easier progress monitoring, and user-friendly handouts for parents.

I am excited for another wonderful year in White Salmon. Thank you for all your support and please don't hesitate to call with any questions.

Thank you,

Janelle Tuttle, Assistant Director Special Education
206-841-5811
Janelle.tuttle@esd112.org

Electoral System

It is the responsibility of the board of directors to establish the electoral system used for electing board members.

Authority under RCW 28A.343.040

The board of directors, with the assistance of the administration, the educational service district, the state redistricting commission, and consultants (e.g., attorneys, demographic experts, etc.) as appropriate, will prepare for the division or redivision of the district into director districts no later than eight months after any of the following:

1. Receipt of federal decennial census data from the redistricting commission;
2. Consolidation of the district with one or more other districts into one district;
3. Transfer of territory to or from the district or dissolution and annexation of the district; or
4. Approval by a majority of the district's registered voters of a proposition to divide the district into director districts pursuant to RCW 28A.343.030.

The districting or redistricting plan shall be adopted according to the procedure established under RCW 29A.76.010.

Authority under Washington Voting Rights Act

The district will ensure that its voting system does not impair the ability of a protected class or classes, as defined by the Washington Voting Rights Act, to have an equal opportunity to elect candidates of their choice as a result of the dilution or abridgment of the rights of voters who are members of a protected class or classes.

To remedy a potential violation of the Washington Voting Rights Act, the district may change its electoral system, which may include, but is not limited to, implementing director districts.

Legal References: RCW 28A.343.030 Certain school districts — Election to authorize division in school districts not already divided into directors' districts
 RCW 28A.343.040 Division or redivision of district into director districts
 RCW 28A.343.050 Dissolution of directors' districts
 [RCW 28A.343.670 First-class districts having city with population of 400,000 people or more—Initial director district boundaries—Appointments to fill vacancies for new director districts—Director district numbers.](#)
 RCW 28A.315.195 Transfer of territory by petition — Requirements — Rules
 RCW 28A.315.199 Transfer of territory or dissolution of financially insolvent school district by petition - Notification to affected districts - Mediation - Request for hearing - Notification to regional committee - Costs

RCW 28A.315.205 Transfer of territory or dissolution by petition -
Regional committee responsibilities - Rules - Appeals

RCW 28A.315.215 Transfer of territory or annexation of financially
insolvent district by agreement or order - Approval Order - Previously
approved and imposed excess tax levies

RCW 29A.76.010 Counties, municipal corporations, and special purpose
districts

[Chapter 29A.92 RCW Voting Rights Act](#)

Chapter 44.05 RCW Washington State Redistricting Act

Management
Resources:

[2019 – July Issue](#)

2018 - May Issue

2015 - December Issue

2011 - June Issue

Policy News, August 2008 Restructuring First Class Director Districts

Washington State Redistricting Commission –

<http://www.redistricting.wa.gov/>

Adoption Date:

Classification: **Encouraged**

Revised Dates: **02.00; 08.05; 08.08; 06.14; 12.15; 05.18; 07.19**

Educational Opportunities for Students with a Parent in the Military-Children

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

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

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

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

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

Legal References:

Chapter 28A.705 RCW Interstate compact on educational opportunity for military children

Chapter 28A.225 RCW Compulsory School Attendance and Admission

Adoption Date:

Classification: **Encouraged**

Revised Dates: → **06.11;07.19**

~~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 [or program](#) 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 or exceed state standard on the English language arts statewide student assessment are eligible for enrollment in English, social studies, humanities, and other related subjects.](#) Students who meet [or exceed](#) the state standard on ~~both end-of-course~~ [the](#) mathematics [statewide student](#) assessments are [eligible for enrollment considered to have met the state standard for high school mathematics and may be automatically enrolled in advanced mathematics course\(s\).](#)

Beginning in 2021-2022 school year, students who meet or exceed the state standard on the Washington comprehensive assessment of science are eligible for enrollment in advanced courses in science. 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.

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 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 and enroll in an alternative course or program that aligns with the student's high school and beyond plan goals.

Cross References: 2413 - Equivalency Credit for Career and Technical Education Courses
2000 - Student Learning Goals

Legal References:

- [RCW 28A.320 Provisions Applicable to all Districts](#)
- [RCW 28A.300 Superintendent of Public Instruction](#)
- [RCW 28A.300.560 Data on college credit through dual credit courses—Posting on website](#)
- [RCW 28A.320.195 Academic acceleration for high school students—Adoption of policy](#)
- [RCW 28A.320.196 Academic acceleration incentive program—Dual credit courses—Allocation of funds—Reports](#)

Management Resources: [2013 - September Issue](#)
[2019 - July Issue](#)

Adoption Date:

Classification: ~~Discretionary~~ Essential

Revised Dates: ~~09.13~~; 7.19

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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~~ demonstrate career and college readiness by completing a high school and beyond plan; and (3) ~~complete a high school and beyond plan~~ meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.

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 - Student Discipline
3110 - Qualification of Attendance and Placement

Legal References:

[Laws of 2019, ch. 252, § 201 Graduation pathway options for the graduating class of 2020 and subsequent classes](#)
[RCW 28A.155.045 Certificate of individual achievement](#)
RCW 28A.230.090 High school graduation requirements or equivalencies — [High school and beyond plans – Career and college ready graduation requirements and waivers](#) — Reevaluation of graduation requirements — [Review and authorization of proposed changes](#) [Language requirements](#) — Credit for courses taken before attending high school — Postsecondary credit equivalencies
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
RCW 28A.600.300-400 Running start program - Definition
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
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:

[2019 – July Issue](#)
2018 – May Issue
2017 - October Policy Issue
2015 - October Policy 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; 10.17; 05.18; [7.19](#)**

Equivalency Credit for Career and Technical Education Courses

I. Career and Technical Education Courses

Until September 1, 2021, the district will provide high school students with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by the office of the superintendent of public instruction under RCW 28A.700.070.

On or after September 1, 2021, any statewide equivalency course offered by the district or accessed at a skill center will be offered for academic credit.

The district may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the superintendent of public instruction under RCW 28A.700.070.

Commented [A1]: See SSHB 1424 § 2 and 3.

Each high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

The district team will include a school administrator, the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

1. Aligned with the state's essential academic learning requirements and grade level expectations; and
2. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.

II. Computer Science Courses

AP courses

The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science. The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

Competency-based credits

The district may award academic credit for computer science to students based on student completion of a competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI).

To receive competency-based credits for computer science, a student must take a competency examination that OSPI has found aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the competency examination.

The competency examination must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the examination is offered, which could include individual schools, district buildings, community colleges, universities, education service districts, or other community settings.

Commented [A2]: See SB 5088 § 2(b). This new section requires that each "school district board of directors in districts that award credit under this subsection shall develop a written policy for awarding such credit that includes" procedures for awarding competency-based credit for skills learned partially or wholly outside of a course.

A student may take the examination [insert number] of times. The district will award credit based on the highest examination score.

The student will be responsible for the cost of taking a competency examination. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced lunch. [The district could pay for the cost of taking the examination for all students if it chooses.]

The district will receive official test results for each student who takes a competency examination. The district will provide a letter to the student with a copy of the test results and an indication of how many credits the student will be awarded. Credits awarded will be recorded on the student's transcript with a grade of "Pass."

In awarding academic credit for computer science, the district will follow the course equivalency approval procedure described above for career and technical courses.

Courses taken before attending high school

The district will award high school credit for computer science courses taken before attending high school if either of following occurs:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the district determined by the board.

Students who have taken and successfully completed high school courses under the circumstances above shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

Cross References: 2170 - Career and Technical Education
2410 - High School Graduation Requirements

Legal References: [RCW 28A.230.010 Course content requirements—Access to career and technical course equivalencies—Duties of school boards of directors—Waivers](#)
RCW 28A.230.097 Career and technical high school course equivalencies
RCW 28A.230.120 High school diplomas – Issuance – Option to receive final transcripts – Notice
[Laws of 2019, ch. 180, § 2 High school computer science courses—Availability—Competency testing](#)
WAC 180-51 High School Graduation Requirements
WAC 392-410 Courses of Study and Equivalencies

Management Resources: [2019 – July Issue](#)
2018 - May Issue
2013 - September Issue
Policy News, August 2006 Legislature Codifies Course Equivalency for Career and Technical Courses

Commented [A3]: See SB 5088 § 2. This seems like the appropriate place to put this because we already have a procedure for CTE equivalency courses in this policy.

Commented [A4]: See SB 5088 § 2(a). This new section requires that each "school district board of directors in districts that award credit under this subsection shall develop a written policy for awarding such credit that includes" a course equivalency approval procedure.

Commented [A5]: See SB 5088 § 2(c). This new section requires that each "school district board of directors in districts that award credit under this subsection shall develop a written policy for awarding such credit that includes" an approval process for computer science courses taken before attending high school under RCW 28A.230.090(4) and (5).

We inserted the language from RCW 28A.230.090(4) and (5) into the policy.

Adoption Date:
Classification: **Essential**
Revised Dates: **08.06; 12.11; 09.13; 05.18; 7.19**

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Waiver of High School Graduation Credits

The board seeks to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. In so doing, the board acknowledges that ~~unusual~~ circumstances may ~~result in a student's inability to arise that prevent a student from earning~~ all twenty-four credits required for high school graduation. ~~Unusual circumstances~~Such circumstances may include, but are not limited to, ~~the following~~:

- Homelessness;
- A health condition resulting in an inability to attend class;
- Limited English proficiency;
- Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school;
- Transfer during the last two years of high school from a school with different graduation requirements; ~~and~~
- Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised a student's ability to learn.

Commented [A1]: These edits track ESSHB 1599 § 103(1)(e)(i).

The board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of two elective credits required for graduation. A student's parent/guardian or an adult student must file the district's *[insert district's form name, e.g., Application for Waiver of High School Graduation Credits (Form 2418F)]* with the superintendent's office no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, one Arts, one Career and Technical Education) which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

Cross References: 2410 - High School Graduation Requirements

Legal References: [RCW 28A.230.090 High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies](#)
[RCW 28A.345.080 Model policy and procedure for granting waivers of credit for high school graduation](#)
[WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015.](#)
[WAC 180-51-050 High school credit—Definition.](#)

Management Resources: 2019 – July Issue
2015 – April Issue

Adoption Date:
Classification: ~~Essential~~ **Discretionary**
Revised Dates: **04.15**; 7.19

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Students Experiencing Homelessness Students- Enrollment Rights and Services

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

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

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

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

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

~~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, t~~The principal of each elementary, middle, and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

Best interest determination

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

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

If there is an enrollment dispute, the student will be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reasons therefore, (or informed if the student does not qualify for McKinney-Vento, if applicable)

and their appeal rights in writing and in a language they can understand. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

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

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

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

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

The superintendent will:

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

Facilitating on-time grade level progression

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

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

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

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

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

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

[Informed consent for healthcare]

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

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

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

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

Upon the request by a health care facility or a health care provider, a [Bd](#)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 [Bd](#)district and [Bd](#)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 [Bd](#)district employee is exempt from administrative sanctions and civil liability resulting from the consent or non-consent for care or payment for care.]

Cross References:

3116 - Students in Foster Care

3120 - Enrollment

3231 - Student Records

3413 - Student Immunization And Life Threatening Health Conditions

4218 - Language Access Plan

Legal References:

RCW 28A.225.215 Enrollment of children without legal residences

[RCW 28A.320.142 Unaccompanied youth – Building point of contact – Duty of District](#)

RCW 28A.320.145 Support for homeless students.

20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]

42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act

Chapter 28A.320 RCW Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session)

Management Resources:

[2019 – July Issue](#)

2018 - May Issue

2017 - October Policy Issue

2017 - July Policy Issue

Posters and Other Materials for Community Outreach - OSPI

2016 - November Issue

2016 - July Issue

2014 - December Issue

2004 - October Issue

2002 - October Issue

Adoption Date:

Classification: **Essential**

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

Enrollment

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

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

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

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

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

Cross References:

[2100 – Educational Opportunities for Military Children](#)
[2255 - Alternative Learning Experience Programs](#)
[3115 – Students Experiencing Homelessness - Enrollment Rights and Services](#)

Legal References:

RCW 28A.225.215 Enrollment of children without legal residences

RCW 28A.225.330 Enrolling students from other districts —
Requests for information and permanent records — Withheld
transcripts — Immunity from liability — Notification to
teachers and security personnel — Rules
WAC 392-121-108 Definitions — Enrollment exclusions
WAC 392-121-122 Definitions — Full-time equivalent student
WAC 392-121-182 Alternative learning experience
requirements
WAC 392-169-022 Running start student — Definition

Management Resources: [2019 – July Issue](#)
2014 - June Issue

Adoption Date:

Classification: **Essential**

Revised Dates: **06.99; 08.11; 06.14; 07.19**

~~Transgender Students~~ Gender-Inclusive Schools

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

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure. The superintendent will appoint a primary contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI

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

Cross References:

2145 - Suicide Prevention
3207 - Prohibition of Harassment, Intimidation, or-and
Bullying
3210 - Nondiscrimination
3231 - Student Records

Legal References:

RCW 28A.642 Discrimination Prohibition
20 U.S.C. 1232g, 34 C.F.R., Part 99 - Family Education
Rights and Privacy Act

Management Resources:

2019 - July Issue
2014 - December Issue
2013 - December Issue
Prohibiting Discrimination in Washington Public Schools -
OSPI Guidelines for school districts to implement Chapters
28A.640 and 28A.642 RCW and Chapter 392-190 WAC
(February 2012)

Adoption Date:

Classification: Essential~~Discretionary~~

Revised Dates: **12.13; 12.14; 07.19**

Student Records

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

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

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

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

A grades report, transcript, or diploma will not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. If a student has transferred to another school district that has requested the student's records, but the student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, discipline actions, official juvenile court records, and history of violence will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible. The official transcript will not be released until the outstanding fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine. However, for students who meet the definition of homeless, the district will make all the student's records readily available to the enrolling school regardless of outstanding fees or fines.

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

Cross References:

2100 - Educational Opportunities for Military Children
[3115 - Students Experiencing Homelessness - Enrollment Rights and Services](#)
[3211 - Transgender Students Gender-Inclusive Schools](#)
3520 - Student Fees, Fines, or Charges
4020 - Confidential Communications
4040 - Public Access to District Records

Legal References:

20 U.S.C. 1232g Family Education Rights and Privacy Act
CFR 34 , Part 99 Family Education Rights and Privacy Act
Regulations

[42 U.S.C. 11431 et seq. McKinney-Vento Homeless
Assistance Act](#)

RCW 28A.150.510 Transmittal of education records to
DSHS—Disclosure of educational records—Data sharing
agreements—Comprehensive needs requirement document—
Report.

RCW 28A.195.070 Official transcript withholding –
Transmittal of information

RCW 28A.225.151 Reports.

RCW 28A.225.330 Enrolling students from other districts –
Requests for information and permanent records – Withheld
transcripts – Immunity from liability – Notification to
teachers and security personnel – Rules

RCW 28A.230.120 High school diplomas – Issuance –
Option to receive final transcripts –Notice

RCW 28A.230.180 Educational and career opportunities in
the military, student access to information on, when

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

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

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

RCW 40.24.030 Address Confidentiality Program –
Application – Certification

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

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

Chapter 392-182 WAC Student Health Records

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

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

WAC 392-121-182 Alternative learning experience
requirements

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

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

| Management Resources: [2019- July Issue](#)
2018 - December 2018 - December Policy Issue
Records Retention Schedule for School Districts and ESDs
(updated 2014)
2014 - December Issue
2013 - February Issue
2010 - February Issue
2003 - December Issue
2001 - April Issue

Adoption Date:

Classification: **Essential**

| Revised Dates: **02.00; 12.03; 12.06; 02.10; 12.11; 02.13; 12.13; 12.14; 12.18; [07.19](#)**

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Medication at School

General Statement

Under normal circumstances, all student medications, both prescription and non-prescription, over-the-counter (OTC) medications, should be administered before and/or after school hours under supervision of the parent/ guardian. When it is necessary for a student must receive prescription or OTC oral medication, or topical medication, eye drops, ear drops, or nasal spray at school or at school-sponsored events from an authorized staff member, the parent/guardian must submit a written parental request and accompanied by a written authorization form from a licensed healthcare practitioner (LHP), prescribing within the scope of his or her prescriptive authority. If the medication will be administered for more than fifteen consecutive days, the LHP must also provide written, current, and unexpired instructions for the administration of the medication.

The superintendent will establish procedures for required and proper:

- A. Designating staff members who may administer medication to students;
- B. Training, delegation, and supervision of staff members in the administration of oral medication to students by a registered nurse (RN), including oral medication, topical medication, eye drops, ear drops, and/or nasal spray;
- C. Obtaining signed and dated parent/guardian and LHP request and authorization for the administration of medications, including instructions from the LHP if the medication is to be given for more than fifteen (15) days;
- ~~C-D.~~ Transporting medications to and from school;
- E. Storing medication in a locked or limited access area;
- F. Labeling medication;
- G. Administering of medication, including identification of student and medication;
- H. Documenting administration of medication, including errors, reactions, or side effects;
- ~~D-I.~~ Disposing of medications;
- J. Maintaining records pertaining to the administration of medication;
- ~~E-K.~~ Maintaining student confidentiality;
- ~~F-L.~~ Permitting, as appropriate under limited circumstances, students to possession carry and self-administer erration of medications necessary to their for student school attendance at school; and
- M. Permitting possession and self-administration of over-the-counter topical sunscreen products; (See Sunscreen Section below); and
- G-N. Reviewing and evaluating of medication practices and documentation

School District Policy and Procedure 3419 - Self-Administration of Asthma and Anaphylaxis Medication and School District Policy and Procedure 3420 - Anaphylaxis Prevention and Response govern ~~the use of injectable medication for the treatment of anaphylaxis is covered in School District Policy and Procedure 3419 Self-Administration of Asthma and Anaphylaxis Medication and School District Policy and Procedure 3420, Anaphylaxis Prevention and Response.~~

Except for limited situations, no school staff other than a RN or licensed practical nurse (LPN) may administer Medications including suppositories, rectal gels, or injections (except for emergency injections for students with anaphylaxis, that is covered as stated in School District Policy and Procedure 3419 - Self-Administration of Asthma and Anaphylaxis Medication and School District Policy and Procedure 3420, - Anaphylaxis Prevention and Response). may not be administered by school staff other than by a RN, licensed practical nurse (LPN), or i In some situations, by a parent designated adult (PDA) may administer certain injections.

If the school decides to discontinue administering a student's medication, the superintendent or designee must provide notice to the student's parent/ guardian orally and in writing prior to the discontinuance. There must be a valid reason for the discontinuance that does not compromise the health of the student or violate legal protections for the disabled.

Sunscreen

Over-the-counter topical sunscreen products may be possessed and used by students, parent/guardians, and school staff without a written prescription or note from a licensed health care provider if the following conditions are met:

- A. The product is regulated by the US Food and Drug administration as an over-the-counter sunscreen product; and
- B. If possessed by a student, the product is provided to the student by a parent/guardian.

Medical Marijuana:

Washington State law (RCW 69.51A.060) permits the use of medical marijuana, however, federal law (Title IV-Part A—Safe and Drug Free Schools and Communities and the Controlled Substances Act (CSA) (21 U.S.C. § 811) prohibits the possession and use of marijuana on the premises of recipients of federal funds including educational institutions. [School nurses may not administer medical marijuana. See 3423 – Parental Administration of Marijuana for Medical Purposes.](#) ~~Therefore, there will be no regarding accommodation of any parental administration of medical marijuana use on any school grounds, school bus, or and at any other school-sponsored related activities.~~

Cross References: 3420 - Anaphylaxis Prevention and Response
3419 - Self-Administration of Asthma and Anaphylaxis Medications
[3423 – Parental Administration of Marijuana for Medical Purposes](#)

Legal References: RCW 28A.210.260 Public and private schools - Administration of medication — Conditions
RCW 28A.210.270 Public and private schools —Administration of medication — Immunity from liability — Discontinuance, procedure

Management Resources: [2019 – July Issue](#)
2018 - August 2018
2017 - July Policy Issue
2014 - February Issue
2012 - August Issue
Policy News, February 2001 Oral Medication Definition Expanded

Adoption Date:

Classification: **Essential**

Revised Dates: **02.01; 12.11; 08.12; 02.14; 07.17; 08.18; [07.19](#)**

Student Fees, Fines, or Charges

The district will provide an educational program for the students as free of costs as possible.

The superintendent may approve the use of supplementary supplies or materials for which a charge is made to the student so long as the charge does not exceed the cost of the supplies or materials, students are free to purchase them elsewhere, or provide reasonable alternatives, and a proper accounting is made of all moneys received by staff for supplies and materials.

The board delegates authority to the superintendent to establish appropriate fees and procedures governing the collection of such fees and to make annual reports to the board regarding fee schedules. Arrangements will be made for the waiver or reduction of fees for students whose families, by reason of their low income, would have difficulty paying the full fee. For programs governed by the National School Lunch Act, the USDA Child Nutrition Program guidelines will be used to determine qualification for waiver. The superintendent will establish a procedure for annually notifying parents of the availability of fee waivers and reductions, including eligibility information for free or reduce-price meals.

A student will be responsible for the cost of replacing materials or property which are lost or damaged due to negligence. A student's grades, transcripts, or diploma may be withheld until restitution is made by payment or the equivalency through voluntary work. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors.

The student and his/her parents will be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an informal conference with the principal. As is the case for appealing a short-term suspension, the principal's decision may be appealed to the superintendent and to the board of directors. When damages are in excess of \$100, the appeal process for long-term suspension will apply.

If a student has transferred to another school district that has requested the student's records, but that student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, attendance, history of violent behavior, violent offenses, sex offenses, inhaling toxic fumes, drug offenses, liquor violations, assault, kidnapping, harassment, stalking or arson, and discipline actions will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible. The official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine. [However, for students who meet the definition of homeless, the district will make all the student's records readily available to the enrolling school regardless of outstanding fees or fines.](#)

Cross References:

[3115 – Students Experiencing Homelessness – Enrollment Rights and Services](#)

[3231 – Student Records](#)

[3241 - Student Discipline](#)

[2020 - Course Design, Selection and Adoption of Instructional Materials](#)

Legal References:

[42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act](#)

RCW 28A.220.040 Fiscal support — Reimbursement to school districts — Enrollment fees — Deposit

RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules

RCW 28A.320.230(f) Instructional materials — Instructional materials committee

RCW 28A.330.100 Additional powers of board

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

AGO 1965-66, #113 Districts - Schools - Fees — Tuition - Supplies — Authority of school districts to charge tuition fees or textbook fees

AGO 1973, No. 11 Districts - Schools - Tuition & Fees — Authority of school districts to charge various fees

Management Resources:

[2019 – July Issue](#)

2018 - May Issue

Policy News, June 1999 School Safety Bills Impact Policy

Adoption Date:

Classification: **Encouraged**

Revised Dates: **06.99; 08.06; 12.11; 05.18; 07.17**

Drug-Free Schools, Community, and Workplace

The board has an obligation to staff, students, and citizens to take reasonable steps to provide a reasonably safe workplace and to provide safety and high quality performance for the students who the staff serve.

For purposes of this policy, the "workplace" is defined to mean the site for the performance of work done, which includes work done in connection with a federal grant. The "workplace" includes any district building or any district property; any district-owned vehicle or any other district-approved vehicle used to transport students to and from school or school activities; and off district property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the district which could also include work on a federal grant.

Prohibited Behavior

To help maintain a drug-free school, community, and workplace, the following behaviors will not be tolerated:

- A. Reporting to work or the workplace under the influence of alcohol, illegal and/or controlled substances including marijuana (cannabis) and anabolic steroids.
- B. Using, possessing, transmitting alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids, in any amount, in any manner, and at any time in the workplace.
- C. Any staff member convicted of a crime attributable to the use, possession, or sale of illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids, will be subject to disciplinary action, including termination.
- D. Using district property or the staff member's position within the district to make or traffic alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids.
- E. Using, possessing or transmitting illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids.

Notification Requirements

Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job. If the use of a medication could compromise the safety of the staff member, other staff members, students or the public, it is the staff member's responsibility to use appropriate personnel procedures (e.g., use leave, request change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with the district [insert district department/office (e.g. human resources)], then will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

As a condition of employment, each employee will notify his or her supervisor of a conviction under any criminal drug statute violation occurring in the workplace. Such notification will be provided no later than 5 days after such conviction. The district will inform the federal granting agency within 10 days of such conviction, regardless of the source of the information.

Disciplinary Action

Each employee will be notified of the district's policy and procedures regarding employee drug activity at work. Any staff member who violates any aspect of this policy will be subject to disciplinary action, which may include termination. As a condition of eligibility for reinstatement, an employee may be required to satisfactorily complete a drug rehabilitation or treatment program approved by the district, at the

employee's expense. Nothing in this policy will be construed to guarantee reinstatement of any employee who violates this policy, nor does the district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

The district may notify law enforcement agencies regarding a staff member's violation of this policy at the district's discretion or take other actions as it the district deems appropriate.

Cross References:

[3423 – Parental Administration of Marijuana for Medical Purposes](#)

4215 - Use of Tobacco, Nicotine Products, and Delivery Devices

5280 - Separation from Employment

Legal References:

RCW 69.50.435 Violations committed in or on certain public places or facilities —Additional penalty — Defenses — Construction — Definitions

41 U.S.C. 8103 Drug Free Workplace Requirements for Federal Grant Recipients

21 U.S.C. 812 Controlled Substance Act

20 U.S.C 7101-71187 Safe and Drug-Free Schools and Communities Act [as amended by Title IV – 21st Century Schools]

Management Resources:

[2019 – July Issue](#)

2015 - December Issue

2013 - February Issue

2011 - December Issue

Policy News, February 1999 Bus drivers still tested for marijuana

Adoption Date:

Classification: **Essential**

Revised Dates: **04.98; 12.11; 02.13; 12.15; 07.19**

MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

Purpose

~~The purpose of T~~his policy ~~is to~~ provides all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults. This policy applies to all district staff and volunteers. For purposes of this policy and its procedure, the terms "district staff," "staff member(s)," and "staff" also include volunteers.

General Standards

The White Salmon Valley School board of directors expects all staff ~~members~~ to maintain the highest professional, moral and ethical standards in their interaction with students. District's ~~s~~Staff ~~members~~ are required to maintain an atmosphere conducive to learning, through consistently ~~and fairly applied discipline and established and~~ maintaining professional boundaries.

Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

The interactions and relationships between district staff ~~members~~ and students should be based upon mutual respect, ~~and~~ trust, and commitment to the professional boundaries between staff and students in and outside of the educational setting, and consistent with the educational mission of the district. ~~an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the schools.~~

Staff members will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve an educational ~~or physical, mental and/or emotional health~~ purpose. An educational purpose is one that relates to the staff member's duties in the district. Inappropriate boundary invasions can take various forms. Any type of sexual conduct with a student is an inappropriate boundary invasion.

Additionally, staff members are expected to be aware of the ~~sensitive to the~~ appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will notify and discuss issues with their building administrator or supervisor whenever they suspect or question ~~are unsure~~ whether their own or another staff member's conduct is inappropriate or constitutes a violation of this policy.

The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. All staff should use appropriate professional judgment when they have a dual relationship with students to avoid the appearance of favoritism, the appearance of impropriety, and to avoid violating this policy. All staff shall pro-actively discuss these circumstances with their building administrator or supervisor.

Use of Technology

The White Salmon Valley School board of directors supports the use of technology to communicate for educational purposes. However, when the communication is unrelated to school work or other legitimate school business district staff are prohibited from communicating with students by phone, email, text, instant messenger, or other forms of electronic or written communication. District staff are prohibited from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards. This includes prohibiting staff from "friending" and/or "following" students on social media. ~~district employees are prohibited from inappropriate online socializing or from engaging in any conduct on social networking Web-sites that violates the law, district policies or other generally recognized professional standards.~~

Employees whose conduct violates this policy may face discipline and/or termination, consistent with the district's policies, acceptable use agreement and collective bargaining agreements, as applicable.

The superintendent or designee will develop staff protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

Legal References: RCW 28A.400

RCW28A.405.470

RCW 28A.405.475

RCW 28A.410.090

RCW28A.410.095

Crimes against children

Crimes against children - Mandatory

termination of certificated employees -
Appeal - Recovery of salary or
compensation by district.

Termination of certificated employee based
on guilty plea or conviction of certain
felonies - Notice to superintendent of
public instruction - Record of notices.

Revocation or suspension of certificate or
permit to teach - Criminal basis -
Complaints - Investigation - Process.

Violation or noncompliance - Investigatory
powers of superintenenent of public

instruction - Requirements for
investigation of alleged sexual
misconduct towards a child - Court
orders - Contempt - Written findings
required.

RCW 28A.410.100

Revocation of authority to teach - Hearings.

WAC 181-87

Professional Certification - Acts of
Unprofessional Conduct

WAC 181-88

Sexual Misconduct, Verbal and Physical
Abuse - Mandatory Disclosure -
Prohibited Agreements

Adoption Date: April 27, 2010
School District Name: White Salmon Valley Schools
Revised: 02.10
Classification: Priority

Students and ~~Telecommunication~~ Electronic Devices

While on school property or while attending school-sponsored or school-related activities students shall not use personal ~~telecommunication~~ electronic devices ~~including but not limited to pagers, beepers and cellular phones~~ in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others.

Students in possession of ~~telecommunications~~ electronic ~~devices and other related electronic~~ devices shall observe the following conditions:

- A. ~~Telecommunication~~ Electronic devices shall be turned on and operated only according to each school buildings guidelines ~~listed below~~ or if an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to do otherwise.

~~Building Guidelines~~

- ~~(1) Whitson Elementary: cell phones must remain off and in backpacks during school hours.~~
- ~~(2) Henkle Middle School: students may not use electronic communication devices upon their arrival on campus and until the end of the school day, unless they have obtained specific permission to use the phone under the guidance of an instructor or in the school office.~~
- ~~(3) Columbia High School: telecommunication devices shall be turned on and operated only before and after the regular school day, during the student's lunch break, and passing periods.~~

- B. School administration will retain the final authority in deciding when and how students may use personal electronic devices on school grounds or during the school day. Use of personally-owned electronic devices on the school network may be monitored and or subject to the policies of the White Salmon Valley District Responsible Use Policy.
- C. Students shall not send, share, view or possess pictures, text messages, emails or other material of a sexually explicit nature in electronic or any other form, ~~on a cell phone or other electronic device~~, while the student is on school grounds at school sponsored events, or on school buses or vehicles provided by the district.
- D. Students who violate this policy will be subject to disciplinary action, including suspension ~~or expulsion; and~~ or losing the privilege of bringing the device onto school property. In addition, an administrator may confiscate or with reasonable cause search the device, which ~~shall only~~ may be returned to the student's ~~or~~ or parent/guardian. Content or images that violate criminal laws will be forwarded to law enforcement.
- E. ~~By bringing a cell phone and other electronic devices to school or school sponsored events, the student and parents' consent to the search of the device when school officials have a reasonable suspicion that such a search will reveal a violation of school rules.~~
- F. Students are responsible for devices they bring to school. The district shall not be responsible for loss, theft or destruction of devices brought onto school property.
- G. Students shall comply with any additional rules developed ed by the school concerning the appropriate use of ~~telecommunication or other~~ electronic devices.

Cross References: 2022 Electronic Resources
3207 Prohibition of Harassment, Intimidation and Bullying 3241
Classroom Management, Corrective Actions or Punishment 3241P
Classroom Management, Corrective Actions or Punishment 4310
Relations with Law Enforcement Agencies, Child Protective Agencies
and County Health

Management Resources: *Policy News*, June 2010 Students and Sexting
Policy News, February 2004 Evolution of Cell Phone Use

DRAFT: September 2019

Adoption Date: August 18, 2010

School District Name: White Salmon Valley Schools

Revised: 2.04; 06.10

Classification: Priority

Rights and Responsibilities

Each year, the superintendent will develop handbooks pertaining to student rights, conduct, and discipline and make the handbooks available to all students, their parents, and staff handbooks pertaining to student rights, conduct, corrective actions and discipline. The superintendent will develop Such handbooks statements will be developed with the participation of parents and the community.

The school principal and certificated building staff will confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards as related to the established student handbooks. They will seek to develop precise definitions for common problem behaviors and build consensus on what constitutes manifestation of those problem behaviors. The definitions will also address differences between major and minor manifestations of problem behaviors to identify those problem behaviors that teachers and other classroom staff can generally address and those problem behaviors that are so severe that an administrator needs to be involved. This work will also help district staff identify and address differences in the perception of subjective misbehaviors and reduce the effect of implicit bias.

They will also confer annually to establish criteria for determining when certificated employees must complete classes to improve classroom management skills.

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

Cross References	3241 – Student Discipline
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Legal References:

RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty

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

RCW 28A.405.060 Course of study and regulations - Enforcement — Withholding salary warrant for failure

RCW 28A.600.010 Enforcement of rules of conduct — Due process guarantees — Computation of days for short-term and long-term suspensions

RCW 28A.600.020 Exclusion of student from classrooms — Written disciplinary procedures —long term suspension or expulsion

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

Chapter 392-168 WAC Special service programs - Citizen complaint procedure for certain categorical federal programs

392-400-215 Student rights

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

Adoption Date:

Classification: **Encouraged**

Revised Dates: **10.07; 12.11; 04.19**

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Sexual Harassment of Students Prohibited

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

Definitions

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

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

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

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

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or 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. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

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

Retaliation and False Allegations

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

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

Staff Responsibilities

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

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

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

District-/school staff, including employees, contractors, and agents shall not provide a recommendation of employment for an employee, contractor, or agent that the district-/school, or the individual acting on behalf of the district-/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

Notice and Training

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

Policy Review

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

Cross References:

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

5281 – Disciplinary Action and Discharge

Legal References: [20 U.S.C. § 7926](#)
20 U.S.C. 1681-1688
WAC 392-190-058 Sexual harassment
RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies

Management Resources: [2019 – March Issue](#)
2015 - July Policy Alert
2014 - December Issue
2010 - October Issue

Adoption Date:

Classification: **Essential**

Revised Dates: **10.11; 12.14; 07.15; [03.19](#)**

System of Funds and Accounts

Funds

The district will maintain a system of funds with the county treasurer in accordance with state law and the accounting manual approved by the State Superintendent of Public Instruction. [Below is a description of the funds are district's system of funds.](#)

General Fund

The General Fund (GF) is financed primarily from local taxes, state support funds, federal grants, and local receipts. These revenues are used specifically for financing the ordinary and legally authorized operations of the district for all grades. The GF includes money [which that](#) has been segregated for the purpose of carrying on specific activities including, but not limited to, the basic and special education programs. The GF is managed in accordance with special regulations, restrictions, and limitations. ~~and~~ [The GF](#) constitutes an independent fiscal and accounting entity.

[As a part of its GF, the district has a local revenue subfund to account for the district's operations that are paid for with local revenues.](#)

[The following local revenues will be deposited in the district's local revenue subfund:](#)

- [Enrichment levies and transportation levies collected under RCW 82.52.053;](#)
- [Local assistance funding received under chapter RCW 28A.500 RCW; and](#)
- [Other local revenues such as, but not limited to, grants, donations, and state and federal payment in lieu of taxes, or local revenues that operate as an offset to the district's basic education allocation under RCW 28A.150.250.](#)

[The district will track expenditures from the subfund to account for the expenditures based on each of the streams of revenue described above.](#)

Capital Projects Fund

The Capital Projects Fund (CPF) contains:

- Proceeds from the sale of voted bonds (unlimited tax general obligation bonds) and non-voted bonds (limited general obligation bonds);
- State of Washington financing assistance (state matching money);
- ~~Transfers from the district's basic education allotment;~~
- [The proceeds of special levies earmarked for building purposes;](#)
- Earnings from capital projects fund investments, growth management impact fees, state environmental protection act mitigation payments; [and](#)
- Rental or lease proceeds and proceeds from the sale of property.

~~Permissible expenditures from the proceeds derived from the sale of voted bonds, including the investment earnings thereon, is governed expressly by state law and, may include the acquisition of land or existing buildings, improvements to buildings and/or grounds, design and construction and/or remodeling of buildings, or initial equipment; provided that, the bond election resolution and ballot proposition approved by the voters authorizing the bonds includes these items. The Washington Constitution prohibits the use of voted bond proceeds to replace equipment. The district may use proceeds from the sale of voted bonds, including the interest earnings thereof, for capital purposes including, but not limited to, the following purposes:~~

- [Funding outstanding indebtedness or bonds already issued;](#)
- [Purchasing sites for buildings, playgrounds, physical education, and athletic facilities;](#)
- [Erecting buildings and furnishing those buildings with the necessary furniture, apparatuses, and equipment;](#)

- Improving the energy efficiency of the district's buildings and/or installing systems and components to utilize renewable and/or inexhaustible energy resources; and
- Making major or minor structural changes and structural additions to buildings, structures, facilities, and sites.

Proceeds from other sources are also governed by state law and may be used for major renovation and replacement including but not limited to roofing, heating and ventilating systems, floor covering and electrical systems; renovation of play fields and other district real property; energy audits, capital improvements and major items of equipment, furniture and implementing technology systems, facilities and projects, including acquiring hardware, licensing software and on-line applications that are an integral part of the district's technology systems. All other money deposited into the CPF may be used for the following purposes:

- Making major renovations to and replacing facilities and systems where periodical repairs are no longer economical or to extend the useful life of the facility or system beyond its original planned useful life, including but not limited to replacing or refurbishing roofs, exterior walls, windows, heating and ventilating systems, floor covering in classrooms and public common areas, and electrical and plumbing systems;
- Renovating and rehabilitating playfields, athletic fields, and other district real property;
- Conducting preliminary energy audits and energy audits of district buildings and making energy capital improvements that are identified as being cost-effective in the audits;
- Purchasing or installing additional major items of equipment and furniture;
- Paying the costs associated with implementing technology systems, facilities, and projects—including acquiring hardware licenses, licensing software, and online applications—and paying the costs associated with training related to the installation of such systems, facilities, and projects;
- Paying the costs associated with the application and modernization of technology systems for operations and instruction—including, but not limited to, the ongoing fees for online applications, subscriptions, or software licenses, including upgrades and incidental services—and paying for ongoing training related to the installation and integration of such products and services (to the extent funds are used for this purpose, the district will transfer the portion of the capital project funds used to the district's GF); and
- Repairing major equipment, painting facilities, and performing other preventative maintenance (to the extent funds are used for this purpose, the district will transfer the portion of the capital project funds used to the district's GF).

After holding a public hearing, the board may determine by resolution to use any money from the sale of voted bonds and investment earnings thereon remaining after the authorized capital improvements have been completed ~~may be used to:~~ (a) acquire, construct, install, equip and make other capital improvements to the district's facilities; or (b) to retire and/or defease a portion of voted bonds, ~~all as the school board may determine by resolution after holding a public hearing pursuant to RCW 28A.530.020.~~

Investment earnings derived from other sources in the CPF should be retained in the CPF and used for statutorily authorized purposes. The district may transfer investment earnings in the CPF, ~~which that~~ have not been derived from voted bond proceeds, to a different fund; ~~provided that, if such investment the~~ earnings ~~may are only be expended used only~~ for instructional supplies, equipment, or capital outlay purposes. The superintendent should consult the board and appropriate district staff prior to altering the use of voted bond proceeds and transferring investment earnings out of the CPF.

Debt Service Fund

The money in the Debt Service Fund (DSF) is ~~for the payment of~~ used to pay for the principal of and interest on outstanding voted and non-voted bonds. Disbursements are made by the county treasurer by means of treasurer's checks. Provision will be made annually for the making of a levy sufficient to meet the annual payments of principal and semiannual payments of interest. The district may transfer surplus investment earnings from the DSF to any other school district fund; ~~provided that, such investment as long as such~~ earnings are spent only for instructional supplies, equipment, or capital outlay purposes. The district may transfer such investment earnings to other school district funds unless the resolution authorizing the voted bonds requires investment earnings to remain in the DSF to secure payment of voted bonds, thereby reducing future tax collections and the corresponding tax levy rate. The superintendent should consult with the board and appropriate staff prior to transferring interest earnings out of the DSF.

Non-voted bonds are required to be repaid from the school district's DSF, rather than the fund that actually received the non-voted bond proceeds. As a result, to pay the principal of and interest on the non-voted

bond, an operating transfer must be used from the CPF (or other fund) to the DSF. The school district should create a separate account within the DSF to repay the non-voted bond. The district should internally segregate the money pledged to repay the non-voted bond from any excess property taxes deposited in the DSF for the repayment of voted bonds.

Prior to the issuance of a non-voted bond, the superintendent or a designee will review the repayment process with the board and the county treasurer. The proceeds from the sale of real property may be placed in the DSF or CPF, except for the amount required to be expended for the costs associated with the sale of such property.

Associated Student Body Program Fund

The board is responsible for the protection and control of student body financial resources just as it is for other public funds placed in its custody. The financial resources of the Associated Student Body Program Fund (ASB Fund) are for the benefit of students. Student involvement in the decision-making processes related to the use of this money is an integral part of the associated student body, except that the board may delegate the authority to a staff member to act as the associated student body for any school ~~which~~that ~~contains~~does not ~~no~~ a grade higher than grade six.

Money in the ASB Fund is public money and may not be used to support or oppose any political candidate or ballot measure. Money raised by students through recognized student body organizations will be deposited in and disbursed from the fund ~~which is~~ maintained by the county treasurer. The ASB Fund is subject to management and accounting procedures ~~that~~which are similar to those required for all other district moneys. ASB constitutions will provide for participation by ASB representatives in the decisions to budget for and disburse ASB Fund money. Private non-associated student body fund moneys raised for scholarships, student exchanges, and charitable purposes will be held in trust by the district.

Transportation Vehicle Fund

The transportation vehicle fund (TVF) includes:

- The proceeds from the sale of transportation vehicles;
- Lease, rental, or occasional use of surplus buses;
- Depreciation reimbursement for district-owned buses;
- Proceeds of TVF levies;
- Optional transfers from the GF; and
- Investment funds coming from the TVF.

The TVF may be used to purchase ~~and/or rebuild buses on a contract or cash basis~~school buses or to pay for major repairs to school buses. Money may be transferred from the TVF to the DSF exclusively for the payment of ~~principal of and interest on non-voted debt incurred by the TVF. Such a transfer does not constitute a transfer of money from the TVF within the meaning of RCW 28A.160.130~~debt and interest associated with purchase agreements for school buses, including lease purchase agreements.

Skill Center Minor Repair and Maintenance Capital Account

A host district of a cooperative skill center must maintain a separate minor repair and maintenance capital account for facilities constructed or renovated with state funding. Participating districts must make annual deposits into the account to pay for future minor repair and maintenance costs of those facilities. The host district has authority to collect those deposits by charging participating districts an annual per-pupil facility fee.

Bank Accounts

The district will maintain a system of bank accounts as follows:

- A district depository and/or transmittal bank account;

- An associated student body imprest bank account for each school having an associated student body organization approved by the board; and
- Petty cash accounts in such numbers as are necessary to meet the petty cash needs of the schools and divisions of the district.

The board may authorize the establishment of such accounts. Each petty cash account will be approved by the board. A custodian will be appointed for these accounts who will be independent of invoice processing, check signing, general accounting and cash receipts functions. If this separation of functions is not feasible, another employee who is independent of those functions will be responsible for reviewing the management of each account.

Cross References:

6030 - Financial Reports
 3510 - Associated Student Bodies
[6100 - Revenues from Local, State and Federal Sources](#)

Legal References:

~~Wash. Const., Article VII, 2 Voted bond proceeds and capital levy proceeds—Uses~~
[RCW 28A.160.130 Transportation vehicle fund—Deposits in—Use—Rules for establishment and use](#)
[RCW 28A.245.100 Minor repair and maintenance capital accounts](#)
 RCW 28A.320.320 Investment of funds of district—Service fee
 RCW 28A.320.330 School funds enumerated—Deposits—Uses
 RCW 28A.325.010 Fees for optional noncredit extracurricular events—Disposition
 RCW 28A.325.020 Associated student bodies—Powers and responsibilities affecting
 RCW 28A.325.030 Associated student body program fund—Fund—raising activities—Nonassociated student body program fund moneys
 RCW 28A.335.060 Surplus school property—Rental, lease or use of—disposition of moneys received from
 RCW 28A.505.140 Rules for budgetary procedures—Review by superintendent—[Separate accounting of state and local revenues—](#)
 Notice of irregularity—Budget revisions
 RCW 28A.530.010 Directors may borrow money, issue bonds
 RCW 28A.530.020 Bond issuance—Election—Resolution to specify purposes
 RCW 28A.530.080 Additional authority to contract indebtedness—Notice
 RCW 42.17A.555 Use of public office or agency facilities in campaigns—Prohibition—Exceptions
 RCW 43.09.200 Local government accounting—Uniform system of accounting
 RCW 43.09.210 Local government accounting — Separate accounts for each fund or activity—Exemptions ~~for agency surplus personal property~~
 RCW 84.52.053 Levies by school districts authorized—When—Procedure
 RCW 84.52.056 Excess levies for capital purposes authorized
[WAC Chapter 392-123 WAC Finance—School District Budgeting](#)
[WAC Chapter 392-138 WAC Finance—Associated Student Body Moneys](#)
[WAC 392-142-255 Deposit of payments in the transportation vehicle fund](#)
[WAC 392-142-260 Allowable use of the transportation vehicle fund](#)
 State Auditor Bulletin #301, III(E), Petty Cash, (PT 3, Ch 3, Pg 8)

Management Resources: [2019 – March Issue](#)
2017 - July Issue

Adoption Date:

Classification: **Encouraged**

Revised Dates: **04.00; 04.01; 12.05; 02.06; 12.06; 02.07; 12.11; 07.17; 03.19**

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Prohibition of Harassment, Intimidation, or Bullying

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

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

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

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

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

Behaviors/Expressions

~~This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however, this differentiation should not be considered part of the legal definition of these behaviors. Harassment refers to any malicious act, which causes harm to any person's physical or mental well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment.~~

~~Intimidation refers to implied or overt threats of physical violence.~~

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

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

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

Training

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

Prevention

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

Interventions

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

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

Students with Individual Education Plans or Section 504 Plans

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

Retaliation/False Allegations

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

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

Compliance Officer

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

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

Cross References:

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

Legal References:

RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures — Model policy and procedure — Training materials — Posting on web site — Rules — Advisory committee

WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure – School districts.

Management Resources:

Office for Civil Rights Dear Colleague Letter: Responding to Bullying of Students with Disabilities (OCR 10/21/2014)

[2019 – August Policy Alert](#)

2019 – July Issue

2014 - December Issue

2010 - December Issue

2008 - April Issue

2002 - April Issue

Adoption Date:

Classification: **Essential**

Revised Dates: **04.02; 10.07; 04.08; 12.10; 12.11; 12.13; 12.14; 01.15; 07.19; 08.19**

**WHITE SALMON SCHOOL DISTRICT NO. 405-17
BOARD OF DIRECTORS RESOLUTION NO. 19/20-01
DECLARATION OF SURPLUS PROPERTY AND POTENTIAL LEASE FOR SWIMMING
POOL DEVELOPMENT BY POOL METROPOLITAN PARK DISTRICT**

Whereas, White Salmon Valley District No. 405-17 is the owner of certain undeveloped real property consisting of 1.4 acres located adjacent to the District's transportation facility, in the vicinity of the District's high school and middle school facilities located on NW Bruin County Road, Whites Salmon, Washington, which is currently not used for school district purposes [hereafter, the "Property"];

Whereas, the Board of Directors has received the recommendation of the administration to declare the Property surplus to District needs and to enter into negotiations with the White Salmon Valley Pool Metropolitan Park District [hereafter "Park District"] regarding a potential long term ground lease of the Property to the Park District for development of a swimming pool facility by the Park District for community and District use under the authority of RCW 39.33.010 following advance public notice and a public hearing on the advisability of such a lease under RCW 39.33.020;

Now, therefore, the Board of Directors resolves as follows:

1. The Board of Directors hereby declares the undeveloped real property described in Exhibit A surplus to the current needs of the District.
2. Pursuant to chapter 39.33 RCW, the Board of Directors hereby authorizes the Superintendent to provide public notice of a public hearing as required under RCW 39.33.020 on the advisability of the District executing a long term ground lease with the Park District to allow the Park District to develop a swimming pool complex on the leased premises, and further

authorizes the Superintendent to commence negotiations with the Park District regarding the terms of such a potential lease for the Board of Directors' consideration following the public hearing.

Dated this ____ day of September, 2019.

WHITE SALMON VALLEY SCHOOL DISTRICT

Board of Directors

Attest:

Secretary to the Board

PRODUCED NEW DEVELOPMENT	
Reese, American steel	16,000 S.F.
Reese, Arthur (iron) steel	910 S.F.
Shawmut, American steel	3,000 S.F.
Reese, Landings	450-5 S.F.
Arthur, Landing (iron)	127

