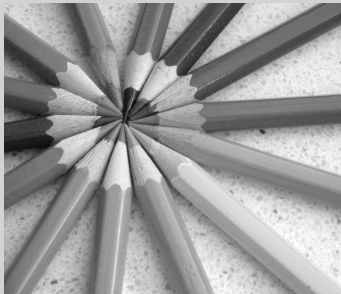


# Student/Parent Handbook

2024-2025



# Minnehaha Elementary

### **Nondiscrimination Statement**

*Vancouver Public Schools 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: Civil Rights Coordinator, Janell Ephraim, 360-313-1000, [janell.ephraim@vansd.org](mailto:janell.ephraim@vansd.org); and Title IX Coordinator, Jeff Fish, 360-313-1000, [jeff.fish@vansd.org](mailto:jeff.fish@vansd.org); and 504 Coordinator, Allison Abernathy, 360-313-1000, [allison.abernathy@vansd.org](mailto:allison.abernathy@vansd.org); or by mail to Vancouver Public Schools, PO Box 8937, Vancouver, Washington, 98668-8937.*



# Minnehaha Elementary

2800 NE 54<sup>th</sup> St  
Vancouver, WA 98663

**Phone:** 313-2500

**Fax:** 313-2501

**School website:**

<http://minnehaha.vansd.org>

**School email:**

[Minnehaha.office@vansd.org](mailto:Minnehaha.office@vansd.org)

**Principal:** Travis Boeh

**Associate Principal:** Marjorie McCluer

**Secretary:** Dee Lassiter

**Clerk:** Brooke Hammitt

**Counselor:** Siobhan McKeon

**Family Community Resource Coordinator:** Jennifer Beeks

**Student Support:** Kristi Hickey / Jenny Budde



## Minnehaha School Hours

Please check the website for school hours

## Attendance

**Attendance is a critical factor in your child's success at school.**

Please make sure your child is here on time; every minute of your child's educational day is important!

To encourage regular attendance, our office staff will attempt to contact you if your child is absent.

If tardies or attendance becomes a concern, school staff will contact you.

If your child is going to be absent, please call our **Absentee Line** at **313-1428** by 8:30 AM.



# Table of Contents

## Section 1

- Message from the School Board
- Mission of Vancouver Public Schools
- Mission of Minnehaha Elementary School

## Section 2

- School/Parent Compact
- General Responsibilities
- School Rules and Information
- Positive Behavioral Interventions and Supports (PBIS)
- Behavioral Matrix/VPS Bus Behavioral Matrix
- Parking Lot (Arrival and Dismissal)
- Help Your Child Succeed: Build the Habit of Good Attendance
- MTSS Framework
- ZONES of Regulation
- SEL Small Group opt-out form
- Personal Safety Guidelines
- Weather Related/Emergency Closure Information
- Technology Agreement
- Citizen Complaint
- Absence Information

## Section 3

- Student Conduct Rules
- Student Rights and VPS Management Practices
- Policies and Regulations

# Section

# 1



## Message from the School Board

To promote a safe, nurturing and beneficial learning environment for each of our students, and to maintain order and discipline in classrooms, playgrounds, hallways, school buses, and school sponsored activities off campus, the Vancouver Board of Directors adopts policies and regulations for administering discipline within each school. These policies and regulations are developed with participation from parents and community. The policies and regulations are designed to involve the parent and student early in the resolution of discipline problems. Annually, the principal and the certificated staff of each school review these disciplinary procedures to ensure uniform enforcement. For more information go to <https://vansd.org/strategic-plan/>

## Mission Statement

Our mission:

Inspiring Learning.

Growing Community.

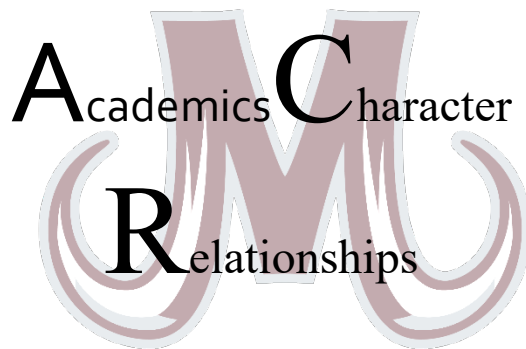
Each Student, Every Day.

## Mission/Vision of Minnehaha Elementary

Minnehaha Elementary is a community of learners devoted to academic success, relationship building, and the development of character.

In a nurturing, inclusive, and empowering learning environment, our students and staff will grow as responsible, respectful, and safe citizens and community members.

We will cultivate a love of learning, celebrate growth, and empower development as we partner with students and families.



Student success through growth &  
achievement.

# Section

## 2



# "The Big 3 for You and Me"

Minnehaha Elementary, 2024-25,

## School-Parent Compact

### **Student Responsibilities:**

- ◇ Come to school each day and do my best.
- ◇ Ask questions when I don't understand.
- ◇ Know and follow the *Big 3* at all times – *Be Safe, Be Respectful, Be Responsible* – all day.
- ◇ Practice *kindness* at all times.
- ◇ Tell a safe adult if I see a student making unsafe, harmful, or unkind choices, or any kind of bullying.

### **Parent/Guardian Responsibilities:**

- ◇ Emphasize the importance of school.
- ◇ Ensure my child attends school on time.
- ◇ Support my child with school work and reinforce what's being learned in school.
- ◇ Communicate regularly with my child's teacher and the school.
- ◇ As an active and valuable partner, advocate for my child.
- ◇ Review the rules and expectations of Minnehaha with your child.

### **School Responsibilities:**

- ◇ Establish a safe and supportive learning environment that meets students' needs.
- ◇ Provide high quality curriculum and instruction aligned to standards.
- ◇ Teach students to take responsibility for their choices and learn from their mistakes.
- ◇ Communicate regularly with families.
- ◇ Ensure teachers and staff are accessible.
- ◇ Provide opportunities to volunteer at school and participate in school activities and events.

---

**By signing this compact, all parties agree to the above responsibilities.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

# General Responsibilities

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Principal</b>              | <p>The school principal has the overall responsibility for student safety &amp; success at Minnehaha. This includes, but is not limited to</p> <ul style="list-style-type: none"> <li>- ensuring the school environment is safe, supportive, and welcoming</li> <li>- ensuring students receive high levels of academic rigor in the classroom</li> <li>- ensuring academic standards are in alignment with District/State expectations</li> <li>- ensuring teacher, student, parent/family, and community needs are met in relation to the overall success of students</li> <li>- ensuring all District policies and guidelines are followed</li> <li>- ensuring school discipline is handled fairly, timely, &amp; collaboratively</li> </ul>   |
| <b>Associate Principal</b>    | <p>The associate principal has much the same responsibilities as the principal (<i>outlined above</i>). The associate principal will work collaboratively with the principal, school staff, and parents/families in support of these responsibilities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Certificated Staff</b>     | <p>Certificated staff at Minnehaha have responsibilities including, but not limited to</p> <ul style="list-style-type: none"> <li>- providing a safe, supportive, and welcoming classroom environment</li> <li>- providing high levels of academic rigor and academic standards that align with District and State expectations in the classroom</li> <li>- providing for individual needs of students as related to student success</li> <li>- follow all District policies and guidelines</li> <li>- clarify classroom rules and management systems with students and families and apply these fairly to all students</li> <li>- work collaboratively with parents, families, and school staff to ensure the success of each student</li> </ul> |
| <b>Classified Staff</b>       | <p>Classified staff (para-educators &amp; other non-teaching support staff) have responsibilities to student success at Minnehaha. These include, but are not limited to</p> <ul style="list-style-type: none"> <li>- supporting with active supervision of students throughout the day</li> <li>- ensuring school rules are applied and followed by all students</li> <li>- working collaboratively with certificated staff, counselor, and/or principal(s) to address student concerns</li> <li>- providing a safe, supportive, and welcoming school environment</li> <li>- work collaboratively with certificated staff to support classroom instruction and student learning</li> </ul>                                                       |
| <b>Parents &amp; Families</b> | <p>Parent responsibilities are outlined in <i>The Big 3 for You &amp; Me</i> – which is in Section 2 of this Student/Parent Handbook. The Big 3 for You &amp; Me will also be reviewed with families during Fall conferences.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Students</b>               | <p>Student responsibilities at Minnehaha are also outlined in the <i>School-Parent Compact</i>, found on page one of Section 2 of this handbook. They include, but are not limited to</p> <ul style="list-style-type: none"> <li>- attend school daily and on time</li> <li>- follow the Big 3 (be safe, be responsible, and be respectful)</li> <li>- give your best effort toward all academic goals</li> <li>- be a positive, contributing member of the Minnehaha community – both to other students and to staff</li> <li>- communicate with teachers and staff when help or support is needed</li> </ul>                                                                                                                                    |

# Minnehaha School Rules and Information

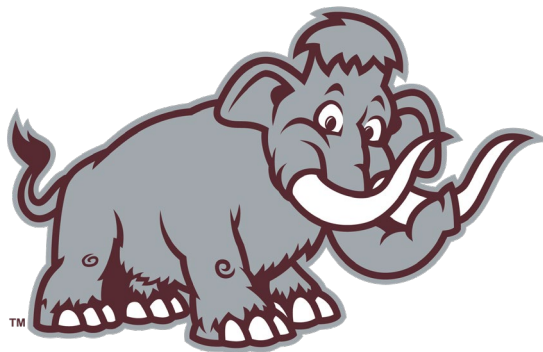
## (Guidelines for Success)

The following guidelines have been developed and reviewed by parents & staff. They are meant to help students know the expectations for behavior & how to be successful in school.

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cafeteria</b>                      | <p>Follow the <i>Big 3</i> at all times in the cafeteria.</p> <p>Stay in line with quiet voices and hands to self as you enter.</p> <p>Take care to clean your table and properly dispose/recycle food and garbage.</p> <p>Follow the directions of the kitchen and supervising staff.</p> <p>Wait until you are dismissed before leaving the cafeteria (<i>lunch only</i>).</p> <p>Breakfast begins at 7:45 am. Students eating school breakfast must come directly to the cafeteria in the morning to eat, before going to the playground area.</p> <p>Students not eating school breakfast are to go outside to the designated area(s).</p>                                                                                                                                   |
| <b>Recess &amp; Playground</b>        | <p>Follow the <i>Big 3</i> at all times on the playground, at recess, and during transitions.</p> <p>Remember to follow all Minnehaha playground rules and directions, as explained by school staff. These include specifics related to games and activities, off-limits areas, playground equipment, and proper transition expectations. Students are expected to treat adults &amp; peers with respect at all times on the playground.</p> <p>If you see a student who is acting unsafely, injured, exhibiting bullying/harassing behavior, or hurting another student, tell a recess supervisor immediately.</p> <p>Report issues to recess supervisors or classroom teachers right away, so that staff can take appropriate and timely steps to address the behavior(s).</p> |
| <b>Changes in Student Information</b> | <p>District policy states that any changes made to student information must be in written form (<i>email, written/signed note</i>). Verbal requests cannot be honored, due to safety concerns. Families are to notify the office of changes, and not just rely on letting the teacher know.</p> <p>Please regularly update home, work, and emergency contact information in case of illness, disciplinary actions, or unexpected events.</p> <p>Please speak with your child's teacher and/or office staff if you have questions or would like to update any student information, including parent/guardian status, emergency contact status, change in phone number(s), adults who may pick up status, and any court documents.</p>                                             |
| <b>Dress &amp; Appearance</b>         | <p>Minnehaha dress and appearance expectations are aligned with VPS expectations.</p> <p><u>If you have any questions or wonderings, ask school staff before wearing.</u></p> <p>Moderate and appropriate dress is an expectation for all students.</p> <p>Inappropriate dress or appearance which causes disruption of the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p>educational process, or presents health/safety concerns, <i>is not</i> permitted. This includes writing on self or others.</p> <p>Apparel and accessories depicting and including the following are <i>not</i> allowed at Minnehaha: weapons, violence, drug/alcohol/tobacco-related, vulgarities and profanities, gang-related, sexually-themed, or other inappropriate words/pictures that are disruptive to the educational process.</p> <p>Sunglasses are not to be worn indoors, unless special permission is given by school staff. Hats and hoodies <i>can</i> be worn in the building, as long as they do not become a disruption to the school/learning environment, and do not become a safety concern or present a disruption to the educational process.</p> <p>For safety reasons and concerns, students are not to wear flip flops at school.</p> <p>Students will be first asked to make clothing adjustments at school if it will allow for compliance (<i>ie put on a sweatshirt</i>). If that is not an option, loaner article(s) of clothing from the office may be provided. School staff may call home and attempt to notify families regarding instances of students out of compliance with dress and appearance guidelines. Parents may choose to bring a change of clothing to school.</p> <p><i>Student Dress (Policy 3224)</i></p> <p>Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the Board of Directors of Vancouver Public Schools.</p> <p>Students' choice in matters of dress should be made in consultation with their parents.</p> <p>Student dress will only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:</p> <ol style="list-style-type: none"> <li>A health or safety hazard will be presented by the student's dress or appearance including possible membership in a gang or hate group;</li> <li>Damage to school property will result from the student's dress; or</li> <li>A material and substantial disruption of the educational process will result from the student's dress or appearance.</li> </ol> <p>For the purposes of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited apparel includes the display of lewd, sexual, drug, tobacco or alcohol-related messages, or gang-related attire.</p> |
| <b>Lost Items</b>              | <p>The school or District will not be responsible for any lost or misplaced items. Misplaced or lost items will be placed in the school's designated Lost and Found area, or in the office.</p> <p>If you cannot find a lost item in the Lost and Found area, please speak with your child's teacher and/or school staff. Periodically throughout the year, unclaimed items in the Lost and Found area will be donated to local charities. Notice will be given prior to these instances.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Riding the Bus</b>          | <p>Riding the bus is a privilege that may be revoked for not following the bus rules. Students are to remain safe and seated, and to always follow the directions and expectations of the bus driver. With safety in mind, no large items (balloons, large school projects, skateboards, etc) are to be transported on the bus.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Getting to School &amp;</b> | <p><i>Students who ride a morning bus:</i> when arriving to school, students are to either walk straight to the cafeteria for breakfast through the main entry, or walk to their designated assembly area on the playground.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Riding a School Bus</b></p>                                           | <p>Students are not to “hang out” or play in front of the school, by the busing zone, or in the front entrance of the building.</p> <p>When you are exiting the bus, remember to walk at all times on your way to the playground or cafeteria.</p> <p><i>Students who ride an afternoon bus:</i> when leaving school, students are to stay in their classroom/bus line and follow the directions of the teacher/staff member. Keep hands and feet to yourself.</p> <p>Students are to follow the rules of the bus driver at all times. Bus drivers will communicate and explain rules to students throughout the year. Students who do not follow the bus rules will be subject to progressive discipline from the school principal, including denial of bus riding privileges. (<i>see <b>Bus Rules</b> R3610 in the back of this handbook</i>)</p> <p><i>*Students should not be on campus before 7:45 am, or after 2:45 pm. There is no adult supervision at this time; therefore, this is a safety and security issue.</i></p> |
| <p><b>Going Home</b></p>                                                    | <p>After school, students are to go directly home, according to school and parent plans. No unauthorized adult may pick up a child. Only adults on the students’ <i>emergency contact/may pickup</i> list will be allowed to pick up students, without prior written permission from parents/guardians. School staff will require ID in releasing students to adults who they do not know and/or recognize.</p> <p><i>*Students should not be on campus before 7:45 am, or after 2:40 pm. There is no adult supervision at this time; therefore, this is a safety and security issue.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>iPads &amp; Computers</b></p>                                         | <p>At Minnehaha, we follow the district’s <b>Technology Use, Ethics, and Internet Safety</b> expectations (<i>see R5162 in the back of this handbook</i>).</p> <p>Computers &amp; iPads are used to enhance and support academic learning. Students who do not follow the computer and technology expectations will be subject to discipline, including loss of computer/iPad /device/Internet access.</p> <p>Students are not to be on the school-issued devices of other students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Personal phones, tablets, tech watches, and other electronics</b></p> | <p>At Minnehaha, we recognize there are reasons why a parent may want his/her child to carry a cell/wrist phone or tablet. Phones/tablets are allowed, but we expect that they are to be out of sight, and are not to be worn or carried openly at school.</p> <p>Phones/tablets (<i>including ear buds/headphones</i>) are to remain off/silent during the school day and put away (including before and after school), unless special permission is granted by a teacher or school staff. Students are not to make phone calls from a personal device without direct permission from school staff – this includes smart watches. Using phone, text, camera, or video capabilities of any technology device during the school day is only allowed with permission from a staff member.</p> <p>Minnehaha is not responsible for any loss, damage, or theft of a phone, tablet, watch, device, or ear buds/headphones (<i>see R5162 in the back of this handbook for more information</i>)</p>                                      |
| <p><b>Pictures</b></p>                                                      | <p>Pictures should not be taken during the school day on any device, except for special circumstances when given permission from school staff. Taking pictures of others with any device – including cell phones &amp; tablets – is not allowed without the permission of school staff due to the need to provide for the privacy of all parties.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Assemblies &amp; Special Events</b></p>                               | <p>Throughout the year, students will participate in assemblies and special events. Students are expected to follow the <i>Big 3</i> during all assemblies and special events.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | <p>Students who are not following the <i>Big 3</i> may be moved to an alternative, supervised area (<i>ie the office or another classroom</i>) in order to ensure other students and guests are allowed to enjoy the assembly/event free from disruptive or distracting behavior(s).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Problem solving</b>                             | <p>If your child is experiencing a problem at school, they can speak with their teacher, the counselor, the principal, associate principal, paraeducator, or other school staff member. Students are not to solve problems with aggression or violence, or by using hurtful words or language.</p> <p>Students are encouraged to use the Second Step™ framework for problem solving: <i>Say the problem / Think of solutions / Explore the outcome / Pick a solution.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Items from Home (toys, balls, etc)</b>          | <p>Toys – including balls, action figures, Pokemon cards, stuffed animals, homemade slime &amp; putty, etc – are not to be brought to Minnehaha from home, unless given specific permission by school staff.</p> <p>If a teacher gives permission (<i>ie, a stuffed animal for a class celebration</i>) the item is to remain in a backpack when not in class. Minnehaha is not responsible for any loss, damage, or theft of any of these items.</p> <p>When these items from home are in use during the school day outside of class time, students will be asked to either put them away in a backpack, or give the item(s) to a school staff member to be returned at a later time.</p> <p>Energy drinks (Rockstar, Monster, etc) – are not to be consumed during school hours.</p> <p>Student fidgets can support with student learning, but can also become disruptive to the learning in the classroom. Teachers will partner with families around acceptable classroom/school fidgets for the classroom.</p> |
| <b>Student Medication &amp; Health Room visits</b> | <p>Medication can only be administered in the office by designated school personnel, and only with the required medical documentation on file. <u>This includes non-prescription items such as aspirin, cough drops, ibuprofen, etc.</u></p> <p>The policies and rules regarding what is and is not allowable can at times change; please speak with office staff or the school nurse if you have any questions. It is always our goal to partner with families in support of student needs.</p> <p>All efforts will be made to notify parents/guardians if a student comes to the health room for a significant injury. Emergency contacts will be utilized when parent contact cannot be made.</p> <div data-bbox="696 1499 1235 1848">  </div>                                                                                                                                                                               |

# School Management Plan

## PBIS (Positive Behavioral Interventions & Supports)

*Goal: working to ensure all students have a positive and successful school experience.*

Minnehaha supports the ideas and practices of **PBIS – Positive Behavioral Interventions & Supports**. This means that we teach and reteach expected *behaviors* as we do with any core curriculum subject. These expectations are defined for all locations of the school. We also actively recognize, reinforce, and celebrate when students are meeting these expectations.

At Minnehaha, we teach students interpersonal & intrapersonal problem-solving and conflict resolution skills through a variety of District-approved social/emotional learning curriculums in whole class and small group settings.

Through this PBIS approach, we celebrate students for positive behavior and for following Minnehaha's *Big 3*: Being safe, Being Respectful, and Being Responsible.

Students receive individualized, intentional recognitions and positive feedback for following the *Big 3* and for being positive, kind, contributing members to our school community. Students receive acknowledgements in the form of Mammoth tokens to contribute toward a classroom celebration. Classes are also recognized for ongoing accomplishments.

We celebrate positive behavior through schoolwide and grade-level specific recognitions and rewards.

Our PBIS approach includes providing grade level instruction on expectations, as well as reteaching opportunities and interventions for small group and individual students.

## School Wide Management Plan

At Minnehaha, we have three main rules, known as the *Big 3*.

- Be Safe
- Be Respectful
- Be Responsible

Students are expected to follow the *Big 3* at all times of the school day while on campus, and also to/from school on our buses.

At Minnehaha, we believe it is important to teach students accountability and ownership of their behavior, and to teach them that their choices have consequences. We want students to learn to make good/positive choices, and work collaboratively with students, parents, and staff through this process.

We will respond when students do not follow the *Big 3* by re-teaching expectations, active problem-solving, restorative conversations, and potential disciplinary consequences.

Minnehaha staff members will utilize the VPS Synergy referral system, when documenting student behavior referrals.

The Synergy referral system supports school staff and students in alignment with our PBIS approach, provides consistent language, and ensures consistent and accurate data collection which can then inform school and VPS systems and practices.

When student misbehavior first occurs, Minnehaha staff members first clarify & remind the student of expectations, and support with reteaching. Both classroom teachers, and non-classroom teachers support misbehavior at this level.

## School Wide Management Plan (continued)

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <p>When student misbehavior continues, certificated staff members may complete a “minor referral.” This means that the misbehavior is documented via the VPS Synergy management tool. School and staff responses to minors and majors can vary, but often include one or more of the following: parent contact, conference with school staff and/or principal, temporary loss of privilege (<i>ie alternative recess plan, alternate lunch location, loss of activity time, time in a buddy classroom or alternate location</i>), a problem-solving plan, restitution (“<i>making it right</i>” with other involved student(s) or staff), or some other form of consequence to match the behavior.</p> <p>Consequences for student misbehavior that is more significant/harmful/dangerous/disruptive to the learning environment – in addition to the consequences above – may be subject to exclusionary discipline measures such as in-school suspension and/or out of school suspension.</p> <p>Section 3 of the Student/Parent Handbook further outlines VPS disciplinary expectations and appeals processes.</p>                                                                                                                                 |
| <b>Restorative Practices</b> | <p>At Minnehaha, we embrace the concepts &amp; principles of <i>Restorative Practices</i>. <i>Restorative Practices</i> is an alternative discipline model, aimed at building a sense of community through inclusion &amp; equity. The focus is on growth and problem solving rather than punishment. <i>Restorative Practices</i> allow students to reflect on their actions, see other perspectives and work to make things right. <i>Restorative Practices</i> also give students the opportunity to communicate how they feel and what they need.</p> <p>Key features of the Restorative Practice model are</p> <ul style="list-style-type: none"> <li>- <i>focusing on the harm(s) of the incident instead of the broken rule(s)</i></li> <li>- <i>understanding that the harm has created a responsibility for the offender to remedy, make right, and repair relationships</i></li> <li>- <i>promoting individual accountability with high levels of community support</i></li> </ul> <p>At Minnehaha, we continually look for opportunities and ways to address conflict through the Restorative lens, and will continue to expand upon successes with our students, staff, and families through building &amp; community implementation.</p> |

## Minnehaha School Wide Behavioral Matrix 2024-25

| Big 3                          | Be Safe                                                                                              | Be Respectful                                                                                                                     | Be Responsible                                                                 |
|--------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|                                | I can keep myself and others from getting hurt!                                                      | I care about how my words and actions affect others!                                                                              | I can do what is expected of me!                                               |
| <b>Cafeteria</b>               | Stay seated<br>Eat your own food<br>Walking feet<br>Body and objects to self                         | Quiet voices<br>Wait in line patiently and respectfully<br>Follow directions the first time given<br>Use respectful table manners | Raise hand for help<br>Throw away trash correctly<br>Clean up your area        |
| <b>Arrival &amp; Departure</b> | Walking feet<br>Body and objects to self<br>Stay in designated areas<br>Use crosswalks and sidewalks | Quiet voices<br>Follow adult directions the first time given<br>Electronic devices off and put away                               | Stay in line<br>Wait in line patiently<br>Follow your go-home plan             |
| <b>Hallway and Co-op</b>       | Walking feet<br>Face forward<br>Straight line<br>Body and objects to self                            | Quiet voices<br>Follow adult directions the first time given                                                                      | Use materials appropriately<br>Clean up after yourself<br>Be mindful of others |
| <b>Bathroom</b>                | Wash hands<br>Body and objects to self<br>Put trash in garbage<br>Water stays in the sink            | Respect privacy<br>Quiet voices<br>Wait your turn                                                                                 | Use only what you need<br>Flush!<br>Return to class right away                 |
| <b>Playground</b>              | Stay within boundaries                                                                               | Line up quickly and quietly when the whistle sounds                                                                               | Play cooperatively                                                             |

|  |                                                                                              |                                                                                                                          |                                                                                  |
|--|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|  | <p>Body and objects to self</p> <p>Follow the rules for the play structure and equipment</p> | <p>Follow the rules of the games</p> <p>Demonstrate good sportsmanship</p> <p>Follow directions the first time given</p> | <p>Include everyone</p> <p>Use kind words</p> <p>Solve problems respectfully</p> |
|--|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|

## VPS Bus Behavioral Matrix 2024-25

|                                                                                        | <b>Bus Stop</b>                                                                                                                                      | <b>Entering the Bus</b>                                                                                                                        | <b>Bus Ride</b>                                                                                                                              | <b>Exiting the Bus</b>                                                                                                                          |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>R<br/>e<br/>s<br/>p<br/>e<br/>c<br/>t</b>                                           | <p>Use Buddy Voice</p> <p>Use kind words and actions</p> <p>Respect the property of others</p> <p>Keep hands, feet and other objects to yourself</p> | <p>Use Buddy Voice</p> <p>Wait your turn to get on the bus</p> <p>Keep hands, feet and other objects to yourself</p>                           | <p>Use Buddy Voice</p> <p>Respect others' property</p> <p>Use appropriate language</p> <p>Keep hands, feet and other objects to yourself</p> | <p>Use Buddy Voice</p> <p>Stay seated until released</p> <p>Take turns getting off the bus</p> <p>Allow student in front of you to go first</p> |
| <b>R<br/>e<br/>s<br/>p<br/>o<br/>n<br/>s<br/>i<br/>b<br/>i<br/>l<br/>i<br/>t<br/>y</b> | <p>Keep your bus stop clean</p> <p>Be at the bus stop 5 minutes before the bus arrives</p>                                                           | <p>Be seated as soon as you get on the bus</p> <p>Help others find a seat by moving over</p> <p>Keep aisle clear while other students load</p> | <p>Be responsible for your own items and actions</p> <p>Keep the bus clean</p> <p>Food, drink and personal items stay in your backpack</p>   | <p>Take all possessions/belongings with you, including trash</p>                                                                                |

|                                                                      |                                                                                                                                                                                |                                                                                                                   |                                                                                              |                                                                                                                                                                           |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>S<br/>a<br/>f<br/>e<br/>t<br/>y</b>                               | <p>Walk to the bus</p> <p>Cross the road when the driver signals it is safe</p> <p>Stay on the curb until the bus completely stops</p> <p>Watch for cars and other traffic</p> | <p>Walk slowly on the stairs</p> <p>Keep the windows up</p> <p>Keep hands, feet and other objects to yourself</p> | <p>Keep body parts inside of bus</p> <p>Keep aisles clear</p> <p>Stay seated in one seat</p> | <p>Wait for the bus to stop before standing up</p> <p>Stay seated until the bus driver releases you</p> <p>Watch your step while exiting the bus</p> <p>Hold handrail</p> |
| <b>C<br/>o<br/>o<br/>p<br/>e<br/>r<br/>a<br/>t<br/>i<br/>v<br/>e</b> | <p>Wait for the bus door to open</p> <p>Form one line- Kindergarten students first</p> <p>Provide identification if asked</p>                                                  | <p>Follow directions of the bus driver</p> <p>Load on to the bus when instructed</p>                              | <p>Follow the bus rules/driver instructions</p> <p>Stay facing forward</p>                   | <p>Allow Kindergarten students to exit bus first</p> <p>Follow the directions of the bus driver</p> <p>Exit quietly, slowly, and one at a time</p>                        |

# PARKING LOT

## Arrival (am) & Dismissal (pm)

Thank you for your support and understanding with our morning and afternoon drop-off routines!

AM: The cones in the morning are to designate two lanes: a **drop-off lane** and a **passing-through lane**. The **right hand lane** is for **drop-off only** (*adults & passengers are to stay in the car*); students are to exit from the passenger side of the vehicle.

In this lane please remember to **pull as far forward as possible** to keep the line moving. If you'd like to park and walk your child to the building, use the **left passing-through lane** to find a parking spot.

Please use the crosswalk when walking to and from the parking lot.

PM: The afternoon dismissal time works much the same way, with usually more vehicle traffic. Please follow the one-way traffic arrows & signs.

Remember to follow the guidance and direction of our Minnehaha staff who are monitoring and directing, drive SLOWLY, BE PATIENT, and please BE KIND OUT THERE! 😊

Thank you for your support as we work to ensure the safety of our students!



## Bus question, concern, or information to report?

You may certainly feel free to call the VPS Transportation directly at 313-4800, but... we also appreciate if you will call us directly at the school as well!

We want to be able to respond quickly as things occur, so that our school team can work to support our bus-riding students and our drivers.

The bus environment can be loud and active, and even though it is not physically on site, it is still an extension of the school and we are committed to working to provide great coming & going environments for our students!

# Help Your Child Succeed in School: Build the Habit of Good Attendance Early

School success goes hand in hand with good attendance!



## Did you Know?

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (about 18 days) can make it harder to learn to read
- Students can still fall behind missing a day or two days every few weeks.
- Being late to school may lead to poor attendance
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

## What can parents do?

- Set a regular bed time and morning routine
- Lay out clothes and pack backpacks the night before
- Learn when school starts and make sure your child has their required shots
- Avoid dropping your student off late or picking them up early
- Don't let your child stay home unless they are truly sick. Remember, complaints of a stomach ache or headache can come from anxiety and not a reason to stay home.
- Avoid medical appointments and extended trips during school hours

## What can students do?

- Go to bed on time and get a good night's sleep
- Eat healthy foods and practice good personal hygiene
- Follow morning routines and be ready for school on time

## What can Minnehaha do?

### Monitor Attendance Data and Practice

- Review monthly school-wide attendance reports
- Monitor weekly updates on students who are at risk for chronic absenteeism
- Attendance Team meet multiple times each year to review data and create ways to promote good attendance

### Engage Students and Parents

- Special events like Go Ready, Back to School Night, Family Nights, and Parent Information Events
- Monthly News Letters

### Recognize Good and Improved Attendance

- Celebrate classrooms on a weekly and monthly basis for good attendance
- Whole classroom rewards for good attendance

### Provide Personalized Early Outreach

- Automated telephone contact for each unexcused absence
- Telephone contact from school staff after two unexcused absences

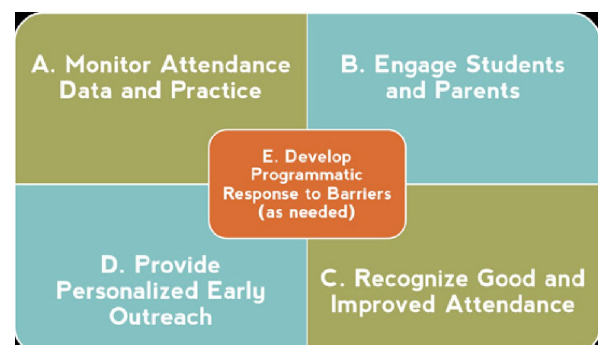
### Develop Programmatic Response to Barriers (as needed)

- Partnership with our Family Resource Center

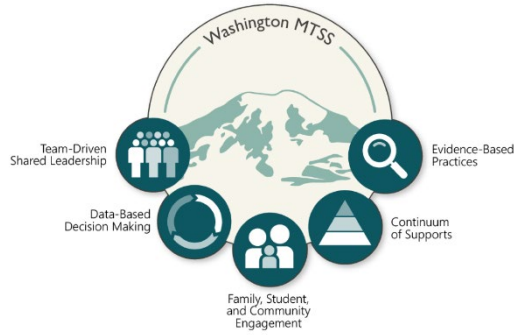
## When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.



# MTSS Framework



**Multi-Tiered System of Supports (MTSS)** is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. When MTSS is implemented with fidelity, this prevention-based framework ensures that schools create the necessary conditions to systematically integrate academic and nonacademic supports to meet the needs of the whole child. This integration involves coordination of tiered delivery systems, including **Academic Response to Intervention (RTI)** and **Positive Behavioral Interventions and Supports (PBIS)**, **Pyramid Model**, and **Social and Emotional Learning (SEL)**.

The MTSS framework helps to ensure students benefit from nurturing environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.

Equity, inclusion, and collaboration guide decision-making at all levels of the MTSS framework, to ensure every student has equitable access to the instruction and supports they need to thrive

At Minnehaha, we use universal screeners (*examples: iReady diagnostic, Panorama student survey*) to establish academic/SEL baselines, and create learning paths for our students, including core components intervention components, and enrichment components (both in academics & SEL). We use additional progress measuring measures (*examples: iReady, DIBELS DDS*) to monitor student growth, and have a school team of specialists who meet on an ongoing basis to monitor data regarding grade level and individual needs (*our building Core Team*).

Additionally, in VPS, our teachers collaborate and anchor together via grade level and job alike teams to the **Professional Learning Communities**, or **PLC**, model, which focuses on these central questions:

1. What do we want students to learn?
2. How do we know when they learn it?
3. What do we do if they don't learn it?
4. What do we do if they have already learned it?

Question? Connect with your child's teacher or the building principal for more information regarding your child's learning

## ZONES OF REGULATION

At Minnehaha, we utilize and anchor to the *Zones of Regulation*™ curriculum and way of thinking of emotions, which are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to support with skills in the area of self-regulation.

Self-regulation can go by many names, such as self-control, self management, and impulse control. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library. Lessons and learning activities are designed to help the students recognize when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in. In addition to addressing self-regulation, students gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behavior, calming and alerting strategies, and problem solving skills.

A critical aspect of this curriculum is that all team members know and understand The Zones language.

This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills. It also helps the student learn the skills more quickly and be more likely to apply them in many situations.

The **ZONES** of Regulation™ Reproducible E The Zones of Regulation Visual

## The **ZONES** of Regulation™

|                                                                                    |                                                                                    |                                                                                                |                                                                                              |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|  |  |             |          |
| <b>BLUE ZONE</b><br>Sad<br>Sick<br>Tired<br>Bored<br>Moving Slowly                 | <b>GREEN ZONE</b><br>Happy<br>Calm<br>Feeling Okay<br>Focused<br>Relaxed           | <b>YELLOW ZONE</b><br>Frustrated<br>Worried<br>Silly/Wiggly<br>Excited<br>Loss of Some Control | <b>RED ZONE</b><br>Mad/Angry<br>Terrified<br>Elated/Ecstatic<br>Devastated<br>Out of Control |

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From *The Zones of Regulation*™ by Leah M. Kuypers • Available at [www.socialthinking.com](http://www.socialthinking.com)

# SEL Small group Opt-Out form

(complete only if you do NOT want your child to be considered)  
2024-25

Dear Minnehaha Families,

Throughout the year, our school may offer social-emotional learning (SEL) in a small group format for students that need additional support with topics such as:

- **Interpersonal skills**
  - **Emotional regulation**
  - **Self-esteem**
  - **Conflict resolution**
  - **Responsible Decision-Making**
- If your child is being considered for an SEL small group, you will receive notification from your child's teacher. By and large, families welcome this opportunity for their children, but in some cases, families may wish to decline. If you know that you do not want your child to be a part of a small group SEL learning experience, you can sign this form to OPT-OUT ahead of time.

**By signing this opt-out letter, I am declining my child's participation in small group Social Emotional Learning,**

Student name: \_\_\_\_\_

Teacher name: \_\_\_\_\_ *Parent Signature*\_\_\_\_\_

# PERSONAL SAFETY GUIDELINES

## BACK AND FORTH TO SCHOOL

While you are walking, remember:

- Have your parents or guardians, walk your school route with you to make sure it is completely safe. Make up a secret code word with your mom and dad.
- A stranger is ANYONE you and your parents don't know well.
- Always travel with a friend. Two heads are better than one, especially if there is an emergency. Strangers usually pick on one person, not two.
- Always stick to the same safe route when walking to and from school, and never accept rides from strangers, never! Never pretend you are looking for a ride (hitchhiking). Walk directly to school and directly home from school.
- If you think you are in any danger, yell and run to the nearest store or back to school.
- If you are approached inappropriately, be sure to report it to an adult and/or call 911 immediately!
- You and your friends must never take candy, money, medicine, or anything else from a stranger.
- If a stranger in a car asks you questions, don't get close to the car (you could get pulled in), and never get in the car. Don't respond; keep walking.
- If a car follows you or signals you while you are walking, do not approach the car; instead, turn and quickly walk the other direction.
- Strangers can be very tricky; they can ask you to walk with them to "show" you something; they can offer to pay for your video game, or ask you to help them find a lost dog or cat. Don't be fooled. Remember; **DON'T STOP FOR STRANGERS ON THE STREET.**
- Don't tell anyone your name and address when you are out walking, and don't think that because someone knows your name that they know you.
- Avoid strangers who seem to be hanging around public rest rooms, playgrounds or school yards. Tell your teacher or another adult you trust about it. Immediately!

Some adults can tell you what to do, such as a teacher or a police officer. But no adult can tell you what to do just because he or she is bigger than you. If you are in a situation that makes you feel uncomfortable in any way, you have the right to say NO, loud and clear; and leave.

## **Weather-related closure information**

School closures, delays and early releases are decided as early as possible. A top priority in making the decision to close or delay schools is the safety of all students and employees. If schools are closed or dismissed early, after-school and evening activities will also be canceled. Community use of schools will be canceled only if schools are closed.

*If no information regarding school closures is reported, schools are open and on regular schedules.*

Winter weather conditions may lead to:

- Closure
- Late start/delayed start
- Early release

## **Making the decision**

There are many factors that are considered when we decide to close schools or change the schedule. Before a decision is made, we consult with a meteorologist and closely monitor weather conditions. Crews also drive on roads in different areas of the school district to assess road conditions.

The decision to close schools or delay opening them is taken seriously, with the safety of students and staff as the top priority.

## **There are several ways to get school closure information:**

- Go to the VPS homepage at [www.vansd.org](http://www.vansd.org)
- Go to FlashAlert at <http://flashalert.net/news.html?id=393> (from this link, anyone can subscribe to receive FlashAlert notifications via email)
- Download the free ParentSquare mobile app to your smartphone or tablet at <https://vansd.org/parentsquare>.
- Follow us on Facebook and Twitter to see our school closure post: [www.facebook.com/VancouverPublicSchools](https://www.facebook.com/VancouverPublicSchools) and @VancouverSD
- Call the district's snow/closure info line at 360-313-1401; General information at 360-313-1000
- Check radio, television and newspaper websites
- If schools are closed early during the school day, the district will send an automated phone call to families

## **Update your contact information**

Make sure we have your current phone number and email address so we can reach you quickly with an automated call, text, or email about a weather-related closure situation. Update your contact information with your school office.

# VPS 1:1 TECHNOLOGY RESPONSIBLE USE AND SAFETY AGREEMENT

**PURPOSE:** Vancouver Public Schools (VPS) may issue students a one-to-one (1:1) technology device, cords, charging brick, and stylus (for Chromebooks) that can be used both at school and at home as a means to promote achievement and provide flexible learning opportunities.

VPS expects that students will use district-issued equipment responsibly and only for school purposes. This agreement is required for students to be issued a device for school purposes and represents the student and parent's commitment to holding accountable the student to using the district technology resources as expected and to care for the equipment in order to keep it in good working order, avoid damage, loss, or theft.

## **The following are highlights of things to consider when using your school issued equipment:**

- Charge your device at home every night and bring it to school each day with a full charge.
- Remember the device, cords, charging brick, and stylus (for Chromebooks) are your responsibility so do not share these items. It is also recommended that you avoid leaving your technology in a vehicle or unattended to avoid it being stolen.
- Be a responsible Digital Citizen: Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and act and model in ways that are safe, legal, and ethical. Communication on district devices must be used for educational use only while maintaining appropriate language at all times.
- Back up important files regularly. VPS maintains 1:1 devices with periodic updates. Students should save files in online storage to avoid accidental loss of data. *VPS cannot guarantee data loss will not occur and is not liable for such loss.* Ask for assistance if you do not know how to back up your files.
- Follow copyright laws and fair use guidelines. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Only download/save music and related to specific assignments.
- Make your 1:1 device available for inspection by any administrator or teacher upon request.
- Keep the device in its school issued case (if applicable). Do not personalize your device with the addition of stickers or tape to any area of the device or case.
- Return the device to school promptly if you un-enroll from the district.

## **Expectations:**

1. Do not use devices near food or drink and if damaged return as soon as possible. Devices should be closed and secure during transport and used on a stationary surface unless directed by school staff.
2. Always remember that student-issued accounts (**Google for Education**) are to be used only with programs made available by the school or district. School Gmail or other accounts should only be used for applications and resources approved by the district. Use these accounts only for intended purposes.
3. Do not attempt to access systems beyond your authorized access or bypass district filters. This includes sharing your account password for any system with others or using another person's account and/or password.
4. Do not attempt to locate, view, share, or store materials that are unacceptable in an academic setting. This includes, but is not limited to, pornographic, obscene, racist, graphically violent, or vulgar images, sounds, music, language, video, or other materials. The criteria for acceptability is demonstrated in the types of material made available in the district provided learning materials & resources.
5. No taking pictures or videos of other students or staff without their permission.
6. No Hacking: "hacking" of any type, including the intentional introduction of malicious software (viruses), attempts to gain unauthorized network or system access, or attempts to disrupt normal network traffic, will result in district discipline and may lead to criminal charges.

**On-Line Safety:**

- ★ Students should not intentionally reveal or post identifying personal information, files, or communications to unknown persons through email or other means.
- ★ Bullying or harassment, including personal attacks or threats toward anyone using online resources, is strictly prohibited and could result in discipline or lead to criminal charges. *If you are aware of bullying or harassment, please report it to responsible school personnel.*

**Notice:**

All student 1:1 computing devices are configured to filter internet content and communications at school, at home, and on any other network. While internet filtering is intended to restrict access to inappropriate or non-educational content, the district cannot guarantee that students will not intentionally or unintentionally access content that may be deemed unacceptable. If you access inappropriate content on your device, report it to school staff immediately.

The electronic communications, activities, and files created and/or accessed on district technology are not private and are subject to being viewed, monitored, and/or archived by the district at any time.

**Parental/Guardian Monitoring Responsibility:**

Despite the filtering measures detailed above, parents and/or guardians assume responsibility for monitoring their student's activity on district-issued devices and accounts during non-school hours and on non-student attendance days. Users are responsible for the appropriate use of the device and all accounts, applications, and services.

If information is collected that indicates activity outside of the acceptable use, that information will be reviewed with the student and/or parent/guardian during normal school business hours.

**IMPORTANT SAFETY NOTE:** information obtained by school district officials, after school business hours, suggesting or indicating imminent danger to a person(s) will initiate a 911 report upon receiving that information. The Building administration will contact the parents/guardians on the next school business day regarding the matter.

**Fiscal Responsibility:** The district strives to limit the financial responsibility for families of students issued 1:1 devices. In cases of accidental damage, a 1:1 device will be repaired one time per year at no cost to the family. Other damages will be assessed and a fine assigned to support the repair or replacement of the device. If the device is lost or stolen, and the school determines that the student is not at fault, the replacement fine is a flat fee of \$99.00 iPads, Chromebooks, and \$199 for laptops. If a device is damaged, lost, or stolen due to willful negligence, the family will be responsible for the full cost to repair or replace the 1:1 device. A police report must be filed by the family for all devices stolen when off campus.

# Citizen Complaint Against a School District or Other School Service Provider

Here is an overview of the citizen complaint process described fully in Chapter 392-168 WAC, Special Service Programs—Citizen Complaint Procedure for Certain Categorical Federal Programs.

- Find this WAC online: <http://apps.leg.wa.gov/wac/default.aspx?cite=392-168>.

A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program.

- Anyone can file a citizen complaint.
- There is no special form.
- There is no need to know the law that governs a federal program to file a complaint.

## STEP 1 Use Your Local Process First

If you have followed the citizen complaint process of your school district, ESD or school service provider (subgrantee) **and are unable to reach a satisfactory solution**, use this citizen complaint process through OSPI.

## STEP 2 File a Citizen Complaint Through OSPI

A citizen complaint **must be in writing**, signed by the person filing the complaint, and include:

- **Contact Information of the Person Filing the Complaint.** Your name, address, telephone number and email, if you have one.
- **Optional:** If someone is helping you to file this citizen complaint, include **1)** their contact information, and **2)** your relationship to them — for example, family member, a relative, friend or advocate.
- **Information About the School District, ESD or School Service Provider You Believe Committed This Violation.** Name and address of the school district, ESD or school service provider (subgrantee) you think violated a federal rule, law or regulation or a state regulation that applies to a federal program.
- **The Facts — What, Who & When.** Include a description of the facts and dates, in general, of when you think the alleged violation happened.

1. What specific requirement has been violated?
  2. When did this violation occur?
  3. Who you believe is responsible: names of all the people, and the program or organization involved.
- **Optional:** Did you file a written citizen complaint first with the school district, ESD or school service provider? Although not required by Chapter 392-168 WAC, it is helpful if we can review a copy of your citizen complaint and the results, if any.

## Step 3 Mail or Fax Your Written Citizen Complaint to OSPI

Office of Superintendent of Public Instruction

Attn: Citizen Complaint-Title 1, Part A

PO box 47200

Olympia, WA 98504

Fax (360) 586-3305

## STEP 4 OSPI Staff Process Your Complaint

Once federal program staff at OSPI receive your written complaint, here is what follows:

1. OSPI sends a copy of your complaint to the school district, ESD or school service provider (subgrantee).
2. The school district, ESD or school service provider begins a formal investigation led by a designated employee.
3. The designated employee provides the written response of the investigation to OSPI — within **20 calendar days**.

4. OSPI staff will send you a copy of the results of the investigation conducted by the school district, ESD or school provider (subgrantee).

Their response must clearly state one of two results:

- Denial of the allegations in your complaint and the reason for denial.
- Proposal of reasonable actions that will correct the violation.

If you need to provide more information about the allegations in the complaint, send that information to OSPI within **5 calendar days** of the date of the response from the school district, ESD or school service provider (subgrantee).

## **STEP 5 Final Decision by OSPI**

OSPI will send you the final decision in writing within **60 calendar days** of the date federal program staff at OSPI received your written complaint — unless exceptional circumstances demand that this investigation take more time.

Here are the steps OSPI staff will follow to reach a final decision:

1. Review all the information gathered related to your complaint. The review could include the results of an independent, on-site investigation.
2. Decide independently whether or not the district, ESD or school service provider (subgrantee) violated a federal rule, law or regulation or a state regulation that applies to a federal program.
3. Provide you with the final decision: Findings of fact, conclusions, and reasonable measures necessary to correct any violation.
4. The district, ESD or school service provider (subgrantee) must take the corrective actions OSPI prescribes within **30 calendar days** of the final decision.
5. A citizen complaint is considered resolved when OSPI has issued a final written decision and corrective measures, if necessary, are complete.

**Extend or Waive Timelines** If you as the complainant, and the school district, ESD or school service provider (subgrantee) named in your citizen complaint **agree to extend the timelines**, this agreement must be in writing and sent to OSPI **within 10 calendar days** of the date the school district, ESD or school service provider (subgrantee) received notification from OSPI.

Office of Superintendent of Public Instruction **Attn: Citizen Complaint—Title I, Part A** P.O. Box 47200  
Olympia, WA 98504  
360) 586-3305

All students enrolled in Vancouver Public Schools are expected to be at school and in class on time.

### **Excusing an Absence**

1. Absences may be excused for the following reasons: (P3122)
  - a. Physical health Illness, health condition, or a medical appointment. A doctor's note is required if a student is ill for five (5) or more days in a month, unless the principal, for good cause, waives the requirement.
  - b. Mental health symptoms
  - c. Emergencies, including but not limited to a death or illness in the family
  - d. Religious or cultural activities, including observance of a religious or cultural holiday or participation in religious or cultural instruction
  - e. Participation in a district or school approved activity or instructional program as approved by the principal
  - f. Deployment activities of an active-duty military parent or guardian
  - g. Prearranged absences that the principal (or designee) and parent agree upon on approved activity. The school cannot excuse absences for trips taken by students unless these trips involve direct supervision by the school or the family.
2. Absences must be excused by a parent within three days after the student absence in one of the following ways:
  - a. Call the attendance line at **360-313-1428**
  - b. Send an e-mail to ***your school.attendance@vansd.org***
  - c. Enter the absence into ParentVue
  - d. Send a written note to the attendance office
3. If an elementary school student has five (5) or more excused absences in a single month or ten (10) during the current year, the district will schedule an in person or phone conference with the student and their parent(s).

It is the responsibility of the student or parent to arrange for any needed make-up work.

Unexcused absences will result in an automated phone call notifying the parents of the absence.

### **Truancy**

Children between the ages of 8 and 18 years of age are required to attend school. Truancy is when a student is not in school and the absence is unexcused.

After four (4) unexcused absences, the school will schedule an in person or phone conference with the student and parent.

Not later than the student's seventh (7th) unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements.

At some point before the seventh (7th) unexcused absence, the district will take data-informed steps to eliminate or reduce the student's absences.

Elementary Schools, the district will schedule a conference with the parent to identify barriers, supports and resources.

After seven (7) unexcused absences in a month, or fifteen (15) in a year, the student will be referred to the Office of Student Welfare and Attendance to file an initial petition with the court.

### **Departing Early**

Students are expected to remain on campus from the time of arrival until excused. Students who ride the bus are to remain on campus once they arrive.

Students who need to check out early for illness or appointments must report to the attendance office BEFORE leaving campus. Failure to do so will result in truancy, regardless of later returning to school with a note from a parent. Parents coming to pick students up from school must check in at the main office.

Students will not be released during the last hour of school unless prearranged and approved by the principal.

### **Attendance Codes:**

U-Unexcused Absence

T -Tardy

V-Student arrived more than 15 min late

D-Departed Early Student departs more than 15 min early

O-Discipline related absence

I-In-school suspension

S-School excused absence

E-Excused Absence

# Section

## 3



### **Nondiscrimination Statement**

*Vancouver Public Schools 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: Civil Rights Coordinator, Janell Ephraim, 360-313-1000, [janell.ephraim@vansd.org](mailto:janell.ephraim@vansd.org); and Title IX Coordinator, Jeff Fish, 360-313-1000, [jeff.fish@vansd.org](mailto:jeff.fish@vansd.org); and 504 Coordinator, Allison Abernathy, 360-313-1000, [allison.abernathy@vansd.org](mailto:allison.abernathy@vansd.org); or by mail to Vancouver Public Schools, PO Box 8937, Vancouver, Washington, 98668-8937.*

## **Vancouver Public Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)**

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

### **What is HIB?**

- A. HIB is any intentional electronic, written, verbal, or physical act of a student that:
  - 1. Physically harms another student or damages their property;
  - 2. Has the effect of greatly interfering with another student's education; or,
  - 3. Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.
- B. HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

### **How can I make a report or complaint about HIB?**

Talk to any school staff member (consider starting with whoever you are most comfortable with). You may use our District's reporting form to share concerns about HIB (<https://vansd.org/incident-report/> ) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Elizabeth Mikaele: [elizabeth.mikaele@vansd.org](mailto:elizabeth.mikaele@vansd.org)) that supports prevention and response to HIB.

### **What happens after I make a report about HIB?**

- A. If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.
- B. Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

### **What is the investigation process?**

- A. When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.
- B. When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:
  - 1. A summary of the results of the investigation;
  - 2. A determination of whether the HIB is substantiated;
  - 3. Any corrective measures or remedies needed; and
  - 4. Clear information about how you can appeal the decision.

### **What are the next steps if I disagree with the outcome?**

- A. For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.
- B. For the student designated as the "aggressor" in a complaint:

A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.
- B. For more information about the HIB complaint process, including important timelines, please see the district's <https://vansd.org/incident-report/> or the district's HIB Policy 3207 and Procedure 3207, included in this handbook.

### **Our School Stands Against Discrimination**

Discrimination can happen when someone is treated differently or unfairly because they are part of a protected class, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

**What is discriminatory harassment?**

- A. Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A hostile environment is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.
- B. The District's Nondiscrimination Policy and Procedure 3210 is included in this handbook or visit <https://vansd.org/nondiscrimination/>

**What is sexual harassment?**

- A. Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.
- B. Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.
- C. Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.
- D. The District's Sexual Harassment Policy and Procedure 3205 is included in this handbook.

**What should my school do about discriminatory and sexual harassment?**

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

**What can I do if I'm concerned about discrimination or harassment?**

- A. Talk to a District Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination please contact the District's civil rights coordinator:

Janell Ephraim  
Civil Rights Coordinator  
Vancouver Public Schools  
2901 Falk Rd.  
Vancouver, WA 98661  
360-313-1000  
[Janell.ephraim@vansd.org](mailto:Janell.ephraim@vansd.org)

Concerns about sex discrimination, including sexual harassment contact the District's Title IX Coordinator:

Jeff Fish  
Title IX Coordinator  
Vancouver Public Schools  
2901 Falk Rd.  
Vancouver, WA 98661  
360-313-1000  
[Jeff.fish@vansd.org](mailto:Jeff.fish@vansd.org)

Concerns about disability discrimination contact the District's Section 504 Coordinator:

Allison Abernathy  
Section 504 Coordinator  
Vancouver Public Schools  
2901 Falk Rd.  
Vancouver, WA 98661  
360-313-1000  
[Allison.abernathy@vansd.org](mailto:Allison.abernathy@vansd.org)

Concerns about discrimination based on gender identity contact the District's Gender Inclusive Schools Coordinator:  
Andre Hargunani  
Gender-Inclusive Schools Coordinator  
Vancouver Public Schools  
2901 Falk Rd.  
Vancouver, WA 98661  
360-313-1000  
[Andre.hargunani@vansd.org](mailto:Andre.hargunani@vansd.org)

- B. To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, District Superintendent, or Civil Rights Coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

### **What happens after I file a discrimination complaint?**

- A. The Civil Rights Coordinator will give you a copy of the District's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within thirty (30) calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.
- B. When the investigation is complete, the District Superintendent or the staff member leading the investigation will send you a written response. This response will include:
1. A summary of the results of the investigation;
  2. A determination of whether the school district failed to comply with civil rights laws;
  3. Any corrective measures or remedies needed; and
  4. Notice about how you can appeal the decision.

### **What are the next steps if I disagree with the outcome?**

If you do not agree with the outcome of your complaint, you may appeal the decision. More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure 3210 and Sexual Harassment Procedure 3205, which are included in this handbook.

### **I already submitted an HIB complaint – what will my school do?**

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The District will investigate the complaint using both the Nondiscrimination Procedure 3210 and the HIB Procedure 3207 to fully resolve your complaint.

### **Who else can help with HIB or Discrimination Concerns?**

- A. Office of the Superintendent of Public Instruction (OSPI)
1. All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.
  2. OSPI School Safety Center (For questions about harassment, intimidation, and bullying)  
Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](http://ospi.k12.wa.us/student-success/health-safety/school-safety-center)  
Email: [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us)  
Phone: 360-725-6068
  3. OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)  
Website: [ospi.k12.wa.us/policy-funding/equity-and-civil-rights](http://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)  
Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)  
Phone: 360-725-6162
- B. Washington State Governor's Office of the Education Ombuds (OEO)  
The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

Website: [www.oeo.wa.gov](http://www.oeo.wa.gov)  
Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)  
Phone: 1-866-297-2597

- C. U.S. Department of Education, Office for Civil Rights (OCR)  
The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>

Email: [ocr@ed.gov](mailto:ocr@ed.gov)

Phone: 800-421-3481

### **Our School is Gender-Inclusive**

- A. In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:
1. Address students by their requested name and pronouns, with or without a legal name change.
  2. Change a student's gender designation and have their gender accurately reflected in school records.
  3. Allow students to use restrooms and locker rooms that align with their gender identity.
  4. Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity.
  5. Keep health and education information confidential and private.
  6. Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender.
  7. Protect students from teasing, bullying, or harassment based on their gender or gender identity.
- B. Review the District's Gender-Inclusive Schools Policy and Procedure 3211, included in this handbook. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Andre Hargunani  
Gender-Inclusive Schools Coordinator  
Vancouver Public Schools  
2901 Falk Rd.  
Vancouver, WA 98661  
360-313-1000  
[Andre.hargunani@vansd.org](mailto:Andre.hargunani@vansd.org)

- C. For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

## **STUDENT CONDUCT RULES - ELEMENTARY SCHOOLS**

The following is a summary of misconduct for which a student may be disciplined, suspended or expelled. The number of the policy or procedure follows the heading for each. You may view the full text of the policies and procedures on the district's website at [www.vansd.org](http://www.vansd.org). During the year, the school board may revise or repeal existing policies and procedures, or adopt new policies and procedures. The current version of the policies and procedures will be on the district's website.

Following this section, you will find certain policies and procedures printed in full because of state or federal requirements, or the determination that they are particularly important to our students and parents.

### **ALCOHOL OR ILLEGAL DRUGS (Proc. 3241)**

See Procedure 3241- Student Discipline, following this section.

### **ATTENDANCE (Proc. 3122)**

See summary of Compulsory School Attendance Law following this section.

### **BOMB THREAT CONSEQUENCES (Proc. 3241)**

See Procedure 3241 Student Discipline

### **BULLYING (Pol./Proc. 3207)**

Bullying is strictly prohibited. See Policy and Procedure 3207 – Prohibition of Harassment, Intimidation, and Bullying, following this section.

### **BUS RULES (Proc. 6605)**

See Proc. 6605, Student Safety – Walking, Biking and Riding Buses to School

### **CELL PHONES AND OTHER PERSONAL COMPUTING DEVICES (Proc. 2022)**

See Procedure 2022 Electronic Resources and Internet Safety, following this section.

### **CLOSED CAMPUS (Pol. 3242, Closed Campus)**

All Vancouver Public Schools have closed campuses. Any student who leaves the school grounds without authorization shall be considered truant and subject to discipline.

### **COOPERATION WITH SCHOOL PERSONNEL (Proc. 3241)**

Students are expected to cooperate with school personnel. If the child refuses to comply, appropriate disciplinary action will be taken by the principal.

### **CRIMINAL ACTS (Proc. 3241)**

Any act, which would constitute a felony or misdemeanor under Washington law, is prohibited in schools, on school district property or at school-sponsored events. See Proc. 3241, Student Discipline.

### **DAMAGE AND DESTRUCTION TO DISTRICT PROPERTY (Proc. 3241 and Proc. 3520)**

If a student loses, damages or destroys district property or causes the interruption of electronic services, the school administrator will investigate, notify the parents and seek appropriate restitution for the loss or damage. A student's grades, transcripts, and diploma may be withheld until restitution is made, or the student satisfactorily completes approved volunteer work. In cases of willful destruction, vandalism or theft, authorities will be notified and the student may be subject to disciplinary action and payment or restitution. When amounts are beyond the earning capacity of the student, the parent/guardian/custodian will be asked to assume the student's obligation.

### **DISCIPLINE, SUSPENSION AND EXPULSION (Proc. 3241)**

See Proc. 3241, Student Discipline.

### **DISRUPTIVE CONDUCT (Proc. 3241)**

Conduct, which interferes with the educational process, is prohibited. Students who disrupt the educational process will be subject to discipline.

### **DRESS AND APPEARANCE (Proc. 3224, Student Dress)**

The dress and appearance of students is the direct responsibility of their parents/guardians/custodians. Dress or appearance, however, cannot disrupt the educational process, or present health or safety problems. Certain classes, activities, or athletics may require certain dress and grooming. Shoes must be worn at all times.

**FIREARMS/DANGEROUS WEAPONS – POSSESSION OF (Pol. 4210, Proc. 3241 Student Discipline)**

See Policy 4210 – Procedure of Dangerous Weapons on School Premises and Proc. 3241, Student Discipline, following this section.

**MALICIOUS HARASSMENT (Proc. 3241)**

See Proc. 3241, Student Discipline.

**MEDICATION IN THE SCHOOL (Proc. 3416)**

See Proc. 3416, Medication in the School, following this section.

**OFF-CAMPUS EVENTS (Proc. 3241)**

Students at school-sponsored off-campus events shall be governed by school district rules and procedures and are subject to the authority of school district officials.

**PROHIBITED ACTIVITIES (Proc. 3241)**

See Proc. 3241, Student Discipline, following this section.

**PROFANITY AND VULGARITY (Proc. 3241)**

Profane, lewd or obscene speech, or vulgar behavior is not allowed in school or on school grounds. Students using such language or gestures will confer with the principal and appropriate disciplinary action will be taken.

**REFUSAL TO IDENTIFY SELF (Proc. 3241)**

All persons must, upon request, identify themselves to proper school authorities in the school building, on school grounds or at school-sponsored events.

**SEXUAL HARASSMENT (Pol./Proc. 3205)**

See Pol./Proc. 3205, Sexual Harassment of Students Prohibited, following this section.

**SMOKING (Pol. 4215 and Proc. 3241)**

See Policy 4215, Use of Tobacco, Nicotine Products and Delivery Devices and Proc. 3241, Student Discipline, following this section.

**STOLEN PERSONAL PROPERTY**

The school is not responsible for the student's or parent's personal property that has been stolen from school district property. This includes musical instruments that have been left overnight or weekend at the school. The school will do what it can to protect students' personal property, but it cannot purchase insurance to cover stolen items. The only way stolen instruments/property can be covered is through parents' homeowners' insurance policies.

**TECHNOLOGY USE, ETHICS, AND INTERNET SAFETY (Proc. 2022)**

See Proc. 2020 – Electronic Resources and Internet Safety, following this section.

**THREATS OF VIOLENCE AND REPORTING OF THREATS (Proc. 3241)**

Staff, students, volunteers, and others involved in school activities have the responsibility to report to the administrator or designee any threats of violence or harm. Depending on the significance and credibility of the threat, it shall be reported to law enforcement. Persons found to have made threats of violence or harm against district property, students, employees or others will be subject to relevant district discipline policies and, if necessary and appropriate, will be referred to relevant community agencies including law enforcement and mental health services.

**TRESPASSING (Proc. 3241)**

See Proc. 3241, Student Discipline, following this section.

**TRUANCY (Proc. 3122 and RCW 28A.225, Compulsory School Attendance Law)**

The parent/guardian/custodian must provide an excuse for a student's absence within three (3) days of the student's return to school. A student who is truant (absent without an excuse) will confer with the principal. The principal will contact the parent/guardian/custodian with regard to preventing future trancies. Habitual truancy will be dealt with according to state law and Vancouver Public Schools' Policies and Procedures. See Proc. 3122, Excused and Unexcused Absences and a summary of the Compulsory School Attendance Law (RCW 28A225), following this section.

## **STUDENT / PARENT RIGHTS - ELEMENTARY SCHOOLS**

### **BASIC RIGHTS (Pol./Proc. 3220, Freedom of Expression)**

Students shall have the right to freedom of speech and of the press and the right to peaceably assemble and petition the district regarding school issues.

### **CHILD ABUSE OR NEGLECT (Pol./Proc. 3421, Child Abuse, Neglect and Exploitation Prevention)**

All Vancouver Public Schools' personnel are required by state law and board policy to report suspected cases of child abuse or neglect to the child protective division of the Department of Social and Health Services or law enforcement within 48 hours of becoming aware of the suspected abuse or neglect.

### **CHILDREN WITH DISABILITIES (Proc. 2161, Special Education and Services for Eligible Students and Proc. 2162, Education of Students under Section 504 of the Rehabilitation Act of 1973)**

Vancouver Public Schools will identify, evaluate and provide a free, appropriate public education to students who are disabled within the meaning of all state and federal statutes, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. In the event that a student's health, academic or social/emotional circumstances change, the parent or student should inform the school counselor or principal so that we can work together to provide appropriate instruction and supports for the student. *For questions about IDEA, or to refer a student for evaluation, you may contact the school principal or psychologist. For questions about Section 504, contact the Section 504 representative at 313-1000.*

### **DUE PROCESS (Pol./Proc. 3241)**

See Proc. 3241, Student Discipline, following this section.

### **EQUAL EDUCATIONAL OPPORTUNITY (Pol./Proc. 3210, Pol./Proc. 3211, Pol./Proc. 2161)**

No student shall be unlawfully denied equal educational opportunity or be discriminated against because of national origin, race, religion, disability, economic status, sex, or sexual orientation. Also, no student shall be denied equal educational opportunity solely because of pregnancy, marital status, previous arrest, or incarceration. *If a student or parent believes a student has been discriminated against, he/she should contact the principal or executive director of teaching & learning for secondary education at 313-1011. See Proc. 3210, Nondiscrimination, for the complaint resolution process.*

### **GRADES/REPORTING TO PARENTS (Proc. 2420)**

See Proc. 2420, Homework, Grading and Progress Reports, following this section.

### **MAINTAINING EMPLOYEE-STUDENT BOUNDARIES (Pol./Proc. 5253, Maintaining Professional Staff-Student Boundaries)**

Staff, students, volunteers and others involved in school activities must understand their role in protecting children from inappropriate conduct by adults; and assist in ensuring that all contact and communication between students and school staff is conducted in a professional manner. Interactions and relationships between school staff and students must be based upon mutual respect and trust, and understanding of the appropriate boundaries in and outside of the educational setting. If a student, parent or community member believes that inappropriate interactions occurred between school staff and students they should contact the principal or the executive director of elementary or secondary education, as appropriate. See Policy and Procedure 5253, Maintaining Professional Staff-Student Boundaries for guidelines on acceptable conduct and the process for reporting suspected violations.

### **PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

See Parents/Students Rights Notice, following this section.

### **RECORDS - (1) PARENT ACCESS TO, (2) RIGHT TO AMEND, (3) RELEASE OF DIRECTORY INFORMATION (Proc. 3231)** See Education Rights for Parents and Students Under FERPA and Proc. 3231, Student Records, following this section.

### **SEARCH AND SEIZURE (Proc. 3230, Student Privacy and Searches)**

Students or their property may be searched when there is reasonable cause to believe that some item(s) in the student's possession is illegal, stolen, is a threat to the safety, security or welfare of other students, or the possession of the item(s) would violate a school rule. No student may ever be strip searched by school officials. Note: Student or parent permission is not required before a search of a student's person or belongings, including a vehicle (bicycle, car, scooter, etc.) on school grounds.

### **SERVICE ANIMALS FOR STUDENTS (Pol. 2030, Service Animals in Schools)**

The district recognizes that some students with disabilities may need service animals in order to access district facilities and educational opportunities. A service animal means any animal that is individually trained to do work or perform tasks for the benefit of a qualified individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. No student will be discriminated against based on the use of a service animal. School personnel may verify that the animal is a service animal unless the disability is immediately apparent and may inquire what task or function the animal performs for the student. More information is available in Policy 2030, Service Animals in Schools.

**VISITATIONS BY PARENTS AND PATRONS (Proc. 4200, Safe and Orderly Learning Environment)** Vancouver Public Schools are open to parents and citizens to observe and discuss the instructional program. To maximize the visit and minimize the classroom disruption, classroom visit times are to be arranged through the principal, who will confer with the teacher. The teacher will have the opportunity to talk with the visitor before and after the visitation. *All visitors must check in at the main office and receive a visitor's pass before leaving the office area.*

**\*\*\*NOTICE\*\*\***

**RIGHTS UNDER PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

The Protection of Pupil Rights Amendment (PPRA) gives parents and students who are 18 or older or emancipated minors ("eligible students") certain rights regarding the school district's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These include the right to:

**1. Consent to federally funded surveys concerning "protected information."** If the U.S. Department of Education funds a survey in whole or in part, a student's parents or an eligible student must consent in writing before the student may provide information relating to the following categories:

- Political affiliations;
- Mental or psychological problems of the student or student's family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of student's family members;
- Privileged or similar relations recognized by law, such as with attorneys, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parents; or
- Income other than that required by law to determine program eligibility.

A survey that concerns any of these points is called a "protected information survey."

**2. Opt out of certain surveys and exams.** Parents and eligible students will receive notice of any of the following activities and will have the right to opt out of them:

- Activities involving collection, disclosure, or use of personal information obtained from students for purposes of marketing or selling or otherwise distributing the information to others;
- Any protected information survey, regardless of funding; and
- Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

**3. Inspect certain material.** Parents and eligible students have the right to inspect the following, upon request, before district administrators use them:

- Protected information surveys of students (including any instructional materials used in connection with the survey);
- Documents used to collect personal information from students for any of the above marketing sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

**4. Receive notification of district policy.** Parents and eligible students will be notified of the district policy at least annually.

**5. Report violations.** Parents and eligible students who believe their rights have been violated may file a complaint with:

U.S. Department of Education  
Student Privacy Policy Office  
400 Maryland Ave, SW  
Washington, DC 20202-8520  
[Ppra.complaints@ed.gov](mailto:Ppra.complaints@ed.gov)  
<https://studentprivacy.ed.gov/file-a-complaint>

**EDUCATION RECORDS RIGHTS FOR PARENTS AND STUDENTS UNDER FERPA**  
**(SEE PROCEDURE 3231 FOR MORE DETAILED INFORMATION)**

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

1. **The right to inspect and review the student's education records** within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal or designee a written request that identifies the records they wish to inspect. The principal or designee will notify the parent of the time and place the records may be inspected, and provide appropriate school personnel to interpret and discuss the records. If the student is no longer enrolled in the district, the request should be made to the Student Records Department @ 360-313-1000.
2. **The right to request the amendment of their student's education records** that the parent or eligible student believes is inaccurate or misleading. To request amendment of the record, the parent or eligible student should make the request in writing to the principal or designee and clearly identify the record or part of the record they want changed and explain why they believe it is inaccurate or misleading. A school or district is not required to consider requests that seek to 1) change a grade or disciplinary decision; 2) change opinions or reflections of a school official or other person reflected in an education record; or 3) change a child's status under special education programs. If the principal or designee decides not to amend the record as requested, the school will notify the parent or eligible student of the decision and advise the parent or eligible student of their right to a hearing. The parent or eligible student may place a statement to be kept and disclosed with the record if, as a result of the hearing, the school still decides not to amend the record.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records**, except to the extent that FERPA authorizes disclosure without consent. One exception is to disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member, including medical and law enforcement personnel; a school board director; a person or company with whom the school has contracted to perform a special task (such as therapist, medical consultant, technology services or auditor) or a parent or student serving on an official school committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Another exception is that the school district, upon request, will forward the student's records to another district in which the student is enrolled or intends to enroll.
4. **Schools may release Directory Information about your student without your consent unless you have notified the school in writing within 10 days of receipt of this notice that you do not want Directory Information released.** Directory Information will be released for use in school publications such as the yearbook and school newspaper, honor roll and athletic programs. It also will be released, upon request, to outside organizations such as the media, colleges, and military recruiters. Directory information is defined as a student's name, name(s) of parent(s), the parent(s) electronic mail address, home address, telephone listing, date of birth, grade level, photographs (including for yearbooks), dates of attendance, current school and most recent school and school district attended, awards received, participation in official activities and sports, height and weight for members of athletic teams, and the student's major field of study.
5. **The right to file a complaint with the US Department of Education concerning alleged failure of the district to comply with the requirements of FERPA.** The address for such complaint is:

U.S. Department of Education  
Student Privacy Policy Office  
400 Maryland Ave, SW  
Washington, DC 20202-8520  
[Ferpa.complaints@ed.gov](mailto:Ferpa.complaints@ed.gov)  
<https://studentprivacy.ed.gov/file-a-complaint>

**EQUITY**  
(Policy 0010)

**I. Equity Definition:**

The Board of Directors of Vancouver Public Schools defines "equity" as a condition that balances two dimensions: fairness and inclusion. As a function of fairness, equity implies ensuring people have what they need to participate in school life and to reach their full potential (flourish). As a function of inclusion, equity ensures that essential educational programs, services, activities, and technologies are accessible to all. The board acknowledges that equity is evolving and as the term evolves the district will adjust its practices.

**II. District Commitments:**

- A. Vancouver Public Schools is committed to educational equity and providing all students an educational experience that prepares them for college, career and life. This includes preparing all students to thrive in a racially and culturally diverse local, national and global community.
- B. The district's commitment to educational equity means striving to cultivate a school district where educational outcomes are not predetermined by race, ethnicity, family economics, mobility, language, family status, gender, sexual orientation, gender identity, disability, religion, or initial proficiencies. This commitment also means that the diversity of our students and community is acknowledged, affirmed and integrated into learning and school culture.
- C. The board recognizes that complex societal and historical facts contribute to inequity within society and in education. The board commits to addressing factors within the district's control that contribute to educational inequity and disparate educational outcomes for students.
- D. We believe that it is the right of every student to have an equitable educational experience within Vancouver Public Schools. We further believe that the responsibility for supporting student success and educational equity is broadly shared by our school community, including by the board, district administrators, district employees, our families and the community-at-large. The district is guided by the belief that educational equity benefits every student, which, in turn, benefits our entire community. We embrace a concept of educational equity that goes beyond formal equality, where every student is treated the same, to fostering an educational environment where every student is supported and has an opportunity to benefit equally. Therefore, Vancouver Public Schools will strive to provide a learning environment for all students that is enriching, equitable, and affirming of diversity.
- E. In order to achieve and maintain educational equity, the Board of Directors of Vancouver Public Schools commits to:
  - 1. Equitable student-centered district programs;
  - 2. Application of an equity lens focus for all future policy adoptions;
  - 3. Implementation of curriculum and evidenced-based instructional practices that advance cultural connections;
  - 4. Ambitious goals for increasing work-force diversity and investing resources to increase, retain and promote workforce diversity;
  - 5. Prioritization of resources to achieve equitable outcomes across student populations, including differentiating resources for schools with underserved populations, concentrations of students living in poverty and concentrations of students who need additional supports to succeed academically;
  - 6. Review and monitor district operations to improve levels of inclusion and equitable access;
  - 7. Equitable representation in programs of choice;
  - 8. Implementation of additional processes to improve school culture and climate, including reducing discipline disparities;
  - 9. Increased family/community voice and perspective for underserved and marginalized populations;

10. Progress monitoring on all equity initiatives through quarterly reporting requirements and biannual achievement and discipline data reviews; and

11. Diversity in student voice by collecting input regarding student issues related to educational equity.

### **III. Action Plans**

The board directs the superintendent to develop action plans which will result in measurable progress towards achieving the following goals:

- A. Student Learning: Enhance academic supports and processes to increase student learning.
- B. Culture & Climate: Increase student and staff sense of belonging.
- C. Deploy Resources: Achieve equitable outcomes for students in alignment with student equity action plans.
- D. Curriculum and Evidence-Based Instructional Practices: Advance student learning through cultural connections.
- E. Equity Lens: Application of an equity lens for policy amendments and adoption.
- F. Professional Staff: Hire and retain professional staff whose practices align with the district's equity policy and goals.

### **IV. Progress Monitoring**

The superintendent and/or designee will provide quarterly progress monitoring reports and annually report to the board regarding the implementation of this policy. The board will review the quarterly monitoring reports and relevant data points to assess implementation progress and make recommendations. Additionally, the board will annually review this policy and revise as needed.

## **CHOICE SCHOOLS AND PROGRAMS**

(Procedure 2265)

### **I. Definitions**

- A. The term "parent" as used in this procedure means a parent, guardian or a person having legal custody of a child. If the student is eighteen (18) years or older, or is legally emancipated, the procedures for the parent in this regulation may be exercised by the student.
- B. The term "student transfer" is synonymous with "boundary exception."
- C. The term "weighted lottery" means the use of school-level demographic information, such as socioeconomics of the school, percentage of multilingual learners, and total enrollment, to allocate a number of slots in a choice school for each neighborhood elementary school boundary.

### **II. Choice Schools and Programs Advisory Committee**

Each choice school and program will establish an advisory committee to enhance its goals and visions. The committee will include parents, students, staff, community members, and administrators. The committee will provide input, links to the relevant professional community, and other information and opinions as requested by the principal or designee.

### **III. Current list of Choice Schools and Programs**

#### **Choice Schools**

Vancouver School of Innovation, Technology and Art (VITA)  
Ruth Bader Ginsburg (RBG)  
Vancouver School of Arts and Academics (VSAA)  
iTech Preparatory – STEM  
Flex Academy  
Heights Campus Programs (Virtual Learning Academy, Vancouver Home Connection, Open Doors)

#### **Choice Programs**

Columbia River  
International Baccalaureate (IB)  
Fort Vancouver  
Medical Arts (Half-Day Morning)  
Culinary Arts (Half-Day Morning)  
Advanced Manufacturing (Half-Day Morning)  
Careers in Education (Half-Day Morning)  
Hudson's Bay  
Construction Trades (Half-Day Morning)  
Skyview  
Science, Math, Technology (SMT)

### **IV. Admission Process**

- A. The district will establish an enrollment cap for each choice school or program based on staffing and facility capacity.
- B. The district will admit students to each choice school or program up to the established enrollment cap. If the number of applicants for a choice school or program exceeds the number of spaces available, a centralized lottery determines admissions and generates waitlists.
- C. The application and lottery process is open to all students. Prior to the application and lottery process, the district will distribute to students and parents/guardians information regarding:
  - 1. The offerings of each choice school or program along with an invitation to apply;
  - 2. The deadline for application; and
  - 3. The enrollment cap for each choice school or program.
- D. Applications submitted by the published deadline will be subject to the following process:
  - 1. A common application will be used for all choice schools and programs. Each choice school and program may include additional, optional questions on the application regarding the applicant's relevant experiences, interests, and program preferences; however, these additional questions shall have no effect on admissions to the choice school or program.
  - 2. All students who submit a completed application are eligible for admission. The district will admit students to each choice school or program up to the established enrollment cap. If the number of applicants exceeds the number of spaces available in a choice school or program, all applicants will be entered into the centralized lottery.
  - 3. The lottery will determine admissions and generate waitlists as follows:
    - a) The lottery for sixth (6th) grade admission to iTech Preparatory (iTech) will randomly select students for

admission using the weighted lottery allocation for each neighborhood elementary school. The lottery for seventh (7th) through twelfth (12th) grade admission will randomly select students from the applicant pool. Ten percent (10%) of the enrollment slots at iTech are reserved for students who reside in Battle Ground Public Schools.

- b) The lottery for sixth (6th) grade admission to Vancouver School of Arts and Academics (VSAA) will randomly select students for admission using the weighted lottery allocation for each neighborhood elementary school. The lottery for seventh (7th) through twelfth (12th) grade admission will randomly select students from the applicant pool.
  - c) The lottery for Ruth Bader Ginsberg (RBG) will prioritize students whose primary home language is Spanish (up to 60% of the total spaces per class). The lottery will randomly select other students for admission using the weighted lottery allocation for each neighborhood elementary school.
  - d) The lottery for all other choice schools and programs will randomly select students for admission using the weighted lottery allocation for each neighborhood elementary school.
  - e) Students not admitted to the choice school or program will be placed on a waiting list and remain in the lottery pool. If space becomes available students will be selected from the pool based on the lottery process described above for the respective school or program. The waiting list and lottery pool will be in effect until the end of the school year. To reapply, the student must submit a new application each year.
- 4. If there are more applicants than spaces available, in-district students will be given priority. Once a student, whether in-district or nonresident, is accepted, the student is automatically accepted for the remaining years of the school or program; and
  - 5. Nonresident students must submit a boundary exception to attend a choice school or program. The boundary exception shall be granted so long as the student remains in the school or program and meets the other requirements of Procedure 3141, Nonresident Students.
- E. Students who enroll in a choice school or program are expected to make a minimum one-year commitment to the school or program and maintain regular attendance. Five (5) or more unexcused absences may be a basis for revoking an in-district student transfer and placing the student in the school served by the student's attendance area. If the student is a nonresident, the student transfer may be immediately revoked.
  - F. Students at VSAA, Skyview SMT, iTech, Flex Academy, VITA, RBG, and Columbia River IB must be enrolled as full-time students in their respective programs. Participation in a dual enrollment program, such as Running Start, does not preclude enrollment in a choice school or program.
  - G. If the student is a child of a full-time certificated or classified school employee, the student shall be permitted to enroll at the choice school to which the employee is assigned.

## **V. Appeal**

A student who has not been selected may request in writing a reconsideration of his or her application. The request for reconsideration shall be directed to the appropriate executive director and then appealed to the superintendent/designee.

## **VI. Choice Schools and Programs Transportation**

The district will provide transportation for in-district students only.

Elementary School: Transportation will be provided from the student's bus stop to the student's choice school.

Middle and High School: Transportation will be provided from the student's bus stop to the student's home school and then to the site, so long as it is economically feasible or unless extraordinary situations develop. At the end of the school day, the district will transport the student from the site to the student's home school, but not to the student's bus stop, except for students of VSAA and iTech.

Transportation is provided for students enrolled in half-day choice school or programs.

## **VII. New Choice Schools and Programs**

- A. Vancouver Public Schools' staff members may make a recommendation for a new choice school or program to the superintendent or designee. The final decision of adding or removing a choice school or program rests with the board of directors. The following information about the choice school or program shall be submitted:
  - 1. The educational vision;
  - 2. Connection to the overall district or school vision;

3. Alignment with approved district curriculum;
4. How the district initiatives, priorities, and mission and vision statements will be promoted;
5. Application of the district's equity lens;
6. How district and Washington state academic content standards will be addressed;
7. Assurance of conformity to state and federal law;
8. Data indicating the need and how the school or program will improve student learning;
9. Similar school/programs that have been researched;
10. Proposed sequence of identified courses;
11. Proposed enrollment capacity;
12. Expected student outcomes;
13. Staff and advisory committee members;
14. Choice schools and programs coordinator and central office liaison;
15. Proposed timeline for development and implementation;
16. Estimated ongoing costs; and
17. Impact on other schools, courses, or programs, i.e., would the adoption of the proposed choice school or program replace other courses or affect them negatively?

## **I. Contents of this Procedure**

- II. Definitions
- III. Engaging with Families and Language Assistance
- IV. Staff Authority and Discipline
- V. Supporting Students with Classroom and Building Interventions
- VI. Classroom Exclusions
- VII. Grievance Procedures for Classroom and Building Interventions and Classroom Exclusions
- VIII. Suspension and Expulsion – General Information
- IX. In-School and Short-Term Suspension
- X. Long-Term Suspension and Expulsion
- XI. Petition to Extend an Expulsion
- XII. Emergency Expulsion
- XIII. Alternative Resolution Options, Behavior Agreements, and Reengagement Plans
- XIV. Exceptions for Protecting Victims
- XV. Formal Appeal and Reconsideration
- XVI. Educational Services During Exclusion

## **II. Definitions**

For purposes of all disciplinary policies and procedures, the following definitions will apply:

- A. **"Behavioral violation"**<sup>1</sup> means student behavior that violates the district's discipline policies.
- B. **"Classroom exclusion"** means the exclusion of a student from a classroom and instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
  - 1. A teacher or other school personnel attempts "other forms of discipline" or interventions to support the student in meeting behavioral expectations; and
  - 2. The student remains under the supervision of the teacher or other school personnel during such brief duration.
- C. **"Culturally responsive"** has the same meaning as "cultural competency" in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- D. **"Discipline"** means any classroom exclusion, suspension, expulsion, or emergency removal taken in response to behavioral violations.
- E. **"Disciplinary Appeal Council"** means three (3) current board members appointed by the board president to preside over student disciplinary hearings for the school year.
- F. **"Disruption of the educational process"** means the interruption of classwork or other school activities, the creation of disorder, or the invasion of the rights of a student or group of students.
- G. **"Emergency removal"** means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.

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<sup>1</sup> Spanish translation: The terms "behavioral violation" and "violation" should be translated as "inappropriate behavior that does not comply with school policies."

- H. **"Expulsion"** means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480.
- I. **"Initial hearing"** means a meeting, to obtain the student's perspective, conducted by the school administrator prior to imposing an in-school suspension, short-term suspension, suspension or expulsion.
- J. **"Length of an academic term"** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- K. **"Classroom and Building Interventions,"** has the same meaning as "Other forms of discipline" in WAC 392-400-025, which states "other forms of discipline" means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- L. **"Parent"** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A-05130.
- M. **"Readmission"** means the process of a student returning to school after a long-term suspension or expulsion, and may include selecting a temporary or long-term school or program placement for the student and formal or informal planning for the student's successful transition back to school. Readmission is distinct from enrollment. Unless a student withdraws from the District, the student remains enrolled in the district while subject to suspension or expulsion. A student is immediately readmitted to their original school at the conclusion of a long-term suspension or expulsion, unless a decision has been made in accordance with these procedures to place the student in another school or program in the district.
- N. **"Reengagement meeting"** means a meeting held between the district, the student and parent to discuss how to return a long-term suspended or expelled student to an educational setting as soon as appropriate in light of the circumstances.
- O. **"Reengagement plan"** means a culturally responsive written plan developed between the district, a student, and a parent in taking the necessary steps to remedy the situation that led to the student's suspension or expulsion and to return the student to the educational setting as soon as appropriate in light of the circumstances. Parents of students must have access to, provide meaningful input on, and have the opportunity to participate in the student's reengagement plan.
- P. **"Restorative Practices"** means establishing a sense of meaningful accountability that is intended to focus on the harm done to either an individual or the school community, and for the student to have an opportunity to repair the harm by making things right for the person or persons harmed.
- Q. **"School business day"** means any calendar day except Saturdays, Sundays, and any federal and school holidays that the office of the superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the superintendent's office for the calendar day.
- R. **"School day"** means any day or partial day that students are in attendance at school for instructional purposes.
- S. **"Suspension"** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removals. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
  - 1. **"In-school suspension"** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten (10) consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
  - 2. **"Short-term suspension"** means a suspension in which a student is excluded from school for up to ten (10) consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
  - 3. **"Long-term suspension"** means a suspension in which a student is excluded from school for more than ten (10) consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

### III. Engaging with Families and Language Assistance

- A. The district will involve parents in responding to behavior concerns and efforts to support students in meeting behavioral expectations. Additionally, the district will make every reasonable attempt to involve the student and

parent in the resolution of inappropriate behavior and resolving patterns of behavioral violations. Staff will strive for effective communication with parents, including culturally responsive and respectful engagement of parents.

- B. The district will provide all discipline related communications required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Language assistance includes oral and written communication and further includes assistance to understand written communication. If the parent cannot read any language sufficient to understand a notice provided under this policy and procedure, the district will provide language assistance. The district will provide accommodations for parents and students with communication disabilities, including providing information orally, if necessary.

#### **IV. Staff Authority and Discipline**

- A. District staff have the responsibility to provide a safe and supportive learning environment for all students at school and during school-related activities.
- B. The district has authority to administer student discipline for conduct immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus. In accordance with the Board's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent appropriate under the circumstances.
- C. The superintendent has general authority to administer and to authorize the administration of discipline, including all exclusionary discipline.
  - 1. The superintendent authorizes school administrators, executive directors, and the director of student welfare and attendance to administer discipline, including all exclusionary discipline, classroom exclusions, classroom and building interventions, and discipline related to transportation services and extracurricular activities.
  - 2. The superintendent authorizes teachers to administer classroom and building interventions and classroom exclusions.
  - 3. The superintendent authorizes transportation supervisors and directors to administer discipline related to transportation services.
- D. The district will not suspend the provision of educational services to a student in response to behavioral violations or administer discipline in a manner that prevents a student from accomplishing a specific academic grade, subject, or graduation requirement.
- E. The district will not administer discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

#### **V. Supporting Students with Classroom and Building Interventions**

- A. The district will implement culturally responsive discipline that provides every student the opportunity to achieve personal and academic success. The administration of classroom and building interventions may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>.
- B. The District will provide schools with adequate support to effectively implement a continuum of identified best practices and strategies that:
  - 1. Focus on prevention to reduce the use of exclusionary discipline practices;
  - 2. Allow the exercise of professional judgment and skill sets; and
  - 3. May be adapted to individual student needs in a culturally responsive manner.
- C. The district has identified the following classroom and building interventions that staff may use, as appropriate:

| Examples of Classroom Interventions Prior to Exclusion                                                                     | Examples of Building Interventions Prior to Exclusion                                                                |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Specific Praise</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• School-wide behavior expectations that are taught and retaught</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Reinforcement plans</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Building-wide lessons taught to the expectations</li> </ul>                 |
| <ul style="list-style-type: none"> <li>• Ongoing teaching/re-teaching of behavioral expectations</li> </ul>                | <ul style="list-style-type: none"> <li>• Video modeling</li> </ul>                                                   |
| <ul style="list-style-type: none"> <li>• Social-emotional curriculum taught consistently</li> </ul>                        | <ul style="list-style-type: none"> <li>• Visual expectations</li> </ul>                                              |
| <ul style="list-style-type: none"> <li>• Specialized schedule</li> </ul>                                                   | <ul style="list-style-type: none"> <li>• Expectation expos</li> </ul>                                                |
| <ul style="list-style-type: none"> <li>• Visual break schedule</li> </ul>                                                  | <ul style="list-style-type: none"> <li>• Re-teaching expectation</li> </ul>                                          |
| <ul style="list-style-type: none"> <li>• Visual expectations</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Positive behavior intervention strategies</li> </ul>                        |
| <ul style="list-style-type: none"> <li>• Sensory space in the classroom</li> </ul>                                         | <ul style="list-style-type: none"> <li>• Community circles</li> </ul>                                                |
| <ul style="list-style-type: none"> <li>• Prompt entire class about expectations</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Give verbal and/or visual warning about expectations</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Give verbal and/or visual warning about expectation</li> </ul>                    | <ul style="list-style-type: none"> <li>• Meet with prevention / intervention specialist</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• Provide choices</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• Work with an advocate or counselor</li> </ul>                               |
| <ul style="list-style-type: none"> <li>• Re-teaching behavior expectations</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Check in/check out process</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>• Behavior support plan</li> </ul>                                                  | <ul style="list-style-type: none"> <li>• Behavior plan</li> </ul>                                                    |
| <ul style="list-style-type: none"> <li>• Behavioral progress monitoring record</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Anger management skills</li> </ul>                                          |
| <ul style="list-style-type: none"> <li>• Trauma-informed practices</li> </ul>                                              | <ul style="list-style-type: none"> <li>• Freshman academy (teachers provide extra support)</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Check-in / check-out process</li> </ul>                                           | <ul style="list-style-type: none"> <li>• AVID (teacher/peers provide extra support)</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• Move seat</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Alter passing time to limit time in hallways with other students</li> </ul> |
| <ul style="list-style-type: none"> <li>• Discipline by proximity</li> </ul>                                                | <ul style="list-style-type: none"> <li>• Restorative practices</li> </ul>                                            |
| <ul style="list-style-type: none"> <li>• "Caught you being cool"</li> </ul>                                                | <ul style="list-style-type: none"> <li>• Buddy Rooms</li> </ul>                                                      |
| <ul style="list-style-type: none"> <li>• Behavior and classroom management techniques for healthy relationships</li> </ul> | <ul style="list-style-type: none"> <li>• Brain breaks – de-escalation strategies</li> </ul>                          |
| <ul style="list-style-type: none"> <li>• Mentor advocates for students</li> </ul>                                          | <ul style="list-style-type: none"> <li>• Whole group incentives</li> </ul>                                           |
| <ul style="list-style-type: none"> <li>• De-escalation strategies</li> </ul>                                               | <ul style="list-style-type: none"> <li>• Work with PBIS coach/MTSS team</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>• Brain/physical break/calming walk</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Peer mediation</li> </ul>                                                   |

- D. Staff members may choose to use the interventions above, but may also use any classroom and building interventions compliant with WAC 392-400-025(9).
- E. Additionally, teachers may issue after-school detention, but for not more than thirty (30) minutes for kindergarten through fifth (5<sup>th</sup>) grades or more than sixty (60) minutes for sixth (6<sup>th</sup>) through twelfth (12<sup>th</sup>) grades on any given day, and only if the student has transportation available after the after-school detention is served. Before assigning after-school detention, the teacher will inform the student of the specific behavior of concern and provide the student an opportunity to adjust their behavior or explain their actions. At least one professional staff member will directly supervise students in after-school detention.
- F. At least annually, the district will review the identified classroom and building interventions. The district will provide training for newly hired school personnel on implementation of the identified classroom and building interventions.
- G. Unless a student's presence poses an immediate and continuing danger to others, or an immediate and continuing threat of material and substantial disruption to the educational process, school personnel will first attempt one or more classroom or building interventions before imposing classroom exclusion, in-school suspension, or short-term suspension. Before imposing a long-term suspension or expulsion, the district must first consider implementing appropriate classroom and building interventions.

## VI. Classroom Exclusions

- A. After attempting at least one classroom or building intervention, including using a culturally responsive approach, teachers may exclude a student from the teacher's classroom and instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision. Classroom exclusion may be for all or any portion of the balance of the school day, though should be as limited in duration as appropriate under the circumstances to resolve the behavioral violation. Classroom exclusion does not encompass sending a student home early or telling a parent to keep a student at home. Such actions constitute a suspension, expulsion, or emergency removal and must include the notification and due process described in these procedures.
- B. Following a classroom exclusion, the teacher or other district personnel as identified will report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the school administrator or designee as soon as reasonably possible. The school administrator or designee will report all classroom exclusions, including the behavioral violation that led to the classroom exclusion, to the superintendent or designee. The behavioral violation may not be reported as "other."
- C. The teacher, school administrator, or designee will notify the student's parents regarding the classroom exclusion as soon as reasonably possible.

- D. When a classroom exclusion is administered because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:
  - 1. The teacher or other school personnel is not required to first attempt a classroom or building intervention before administering the classroom exclusion;
  - 2. The teacher or other school personnel must immediately notify the school administrator or designee; and
  - 3. The school administrator or designee must meet with the student as soon as reasonably possible to resolve the situation, which may include the administration of additional discipline in accordance with these procedures.
- E. The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

## **VII. Grievance Procedures for Classroom and Building Interventions and Classroom Exclusion**

- A. Any parent or student has the right to an informal conference with the school administrator to grieve the administration of after-school detention, removal or suspension from athletic activity or participation, removal or suspension from school-provided transportation, or a classroom exclusion, or the use of classroom and building interventions administered in response to a behavioral violation.
- B. At this conference, the student and parent will have the opportunity to explain issues and concerns related to the grievance and ask questions of staff members involved in the behavioral incident. Staff members will have opportunity to respond. Additionally, the school administrator will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.
- C. If this grievance process does not resolve the parent and student's concern, the parent and student have the right to present a written and/or oral grievance to the superintendent or designee. The superintendent or designee will hear oral grievances within two (2) school business days from when requested, unless there is good reason for additional time. The superintendent or designee will provide a written response to the grievance within ten (10) school business days from when the written grievance is received or the oral grievance is presented.
- D. The district will continue to administer the disciplinary action at issue during the grievance process, unless the school administrator or superintendent elects not to administer the disciplinary action pending the outcome of the grievance process.
- E. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible or in accordance with the terms of any applicable collective bargaining agreement.

## **VIII. Suspension and Expulsion – General Information**

- A. The use of suspension and expulsion must have a real and substantial relationship to the lawful maintenance and operation of the district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not administer discipline in any manner related to a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process.
- B. The district will provide the parent(s) opportunity to be involved in supporting the student in meeting behavioral expectations and resolving behavioral violations before administering a suspension or expulsion. The superintendent or designee will consider the student's individual circumstances and the nature of the behavioral violation before administering any suspension or expulsion to determine whether the discipline, and length of the exclusion, is warranted.
- C. The school administrator or designee at each school will report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the superintendent or designee within twenty-four (24) hours. Suspension or expulsion may not be for an indefinite period and will have an end date. The behavioral violation that led to the classroom exclusion may not be reported as "other."
- D. All suspensions of more than three (3) consecutive school days, emergency removals, and expulsions must be reviewed by an executive director or the director of student welfare and attendance within twenty-four (24) hours. In consultation with the school administrator, the executive director or the director of student welfare and attendance will consider the student's individual circumstances and the nature of the violation to determine whether the discipline, and length of the exclusion, is warranted. The executive director or the director of student welfare and attendance may approve, revoke, or revise the original suspension, emergency removal, or expulsion, including the length of the exclusion. This review process is intended to be collaborative, to support consistency in the use of

exclusionary discipline across the district, and to promote the use of and allocation of resources for alternatives to exclusionary discipline, when appropriate to the circumstances.

- E. When administering a suspension or expulsion, the district may deny a student admission to or entry upon real and personal property that the district owns, leases, rents, or controls. The district will provide an opportunity for students to receive educational services during a suspension or expulsion in accordance with WAC 392-400-610.
- F. When a long-term suspension or expulsion expires, or if the student has completed the Impact Program or another temporary program in the district, the student is automatically readmitted to the student's regular educational setting, unless the parents and district determine that it is in the student's best interest to attend another school or program in the district. If, during a suspension or expulsion, the district admits the student to another program, course of study, or school, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:
  - 1. The superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480;
  - 2. The change of setting is to protect victims under WAC 392-400-810;
  - 3. Other law precludes the student from returning to the student's regular educational setting; or
  - 4. The district and parents agree that it is not in the best interest of the student to return to the student's regular educational setting.

## **IX. In-School and Short-Term Suspension**

- A. The district strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is necessary for the preservation of the health and safety of students and employees or the preservation of an educational process that is conducive to learning.
- B. In-school or short-term suspension may be administered for behavior violations consistent with the district's student discipline guide.
- C. The district must attempt at least one (1) or more classroom and building interventions to support the student in meeting behavioral expectations before administering an in-school or short-term suspension. If the district has not attempted a classroom or building intervention, the district may not administer an in-school or short-term suspension for a behavioral violation.
- D. Initial Hearing for In-School and Short-Term Suspension
  - 1. The school administrator must hold an initial hearing before making a decision about administering an in-school or short-term suspension for a behavioral violation.
  - 2. Before commencing the initial hearing, the school administrator must provide an opportunity for the student to contact their parents.
  - 3. The district will hold the initial hearing in a language the parent and student understand. At the initial hearing, the school administrator or designee will provide:
    - a) Notice of the student's violation of this policy;
    - b) An explanation of the evidence regarding the behavioral violation;
    - c) An explanation of the discipline that may be administered; and
    - d) An opportunity for the student to share the student's perspective and provide an explanation regarding the behavioral violation.
- E. Notice for In-School and Short-Term Suspension
  - 1. Following the initial hearing, the school administrator or designee will inform the student of the disciplinary decision regarding the behavioral violation, including the dates when any in-school or short-term suspension will begin and end;
  - 2. No later than one (1) school business day following the initial hearing, the district will provide written notice of the in-school or short-term suspension to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice will include:
    - a) A description of the student's behavior and how the behavior violated this policy;

- b) The duration and conditions of the in-school or short-term suspension, including the dates on which the suspension will begin and end;
  - c) The classroom and building interventions that the district attempted, and an explanation of the district's decision to administer the in-school or short-term suspension;
  - d) How the student can access educational services during the suspension;
  - e) The right of the student and parent(s) to an informal conference with the school administrator or designee; and
  - f) The right of the student and parent(s) to appeal the in-school or short-term suspension.
- F. For students in kindergarten through fourth (4<sup>th</sup>) grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in fifth (5<sup>th</sup>) through twelfth (12<sup>th</sup>) grade, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.
- G. When administering an in-school suspension, school personnel will ensure they are physically in the same location as the student to provide direct supervision during the in-school suspension. Additionally, school personnel must be accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.

#### **X. Long-Term Suspensions and Expulsions**

- A. The district strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that long-term suspension or expulsion is necessary for the preservation of the health and safety of students and employees or the preservation of an educational process that is conducive to learning.
- B. Long-term suspension and expulsion may be administered only for behavioral violations that meet the definitions provided under RCW 28A.600.015 (6)(a) through (d); after a determination that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should the student return to school before an imposed length of exclusion; and as consistent with the district's student discipline guide. Except for a firearm violation under WAC 392-400-820, the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.
- C. The district must consider one (1) or more classroom and building interventions to support the student in meeting behavioral expectations, and are strongly encouraged to attempt one (1) or more classroom and building interventions, before administering a long-term suspension or expulsion. If the district has not at least considered attempting a classroom or building intervention, the district may not administer a long-term suspension or an expulsion for a behavioral violation.
- D. Limitations on Length of Long-Term Suspensions and Expulsion:
1. A long-term suspension may not exceed the length of an academic term or extend beyond the school year in which the behavioral violation occurred.
  2. An expulsion may not exceed the length of an academic term, unless the superintendent grants a petition to extend the expulsion under WAC 392-400-480, or extend beyond the school year in which the behavioral violation occurred.
  3. In accordance with RCW 28A.600.420, the district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The superintendent may modify the expulsion on a case-by-case basis.
  4. The district may also suspend or expel a student for up to one (1) year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.
  5. The district will make reasonable efforts to return the student to the student's regular educational setting as soon as is appropriate in light of the circumstances, unless the parents and district agree that it is in the best interest of the student to attend another school or program in the district.

- E. If the student receiving the long term suspension or expulsion is currently eligible for special education services or a Section 504 plan, or the district has reason to suspect that the student might have a disability, the principal will notify relevant special services staff so that the district can follow policy and procedure 2161 (Special Education and Related Services for Eligible Students) or policy and procedure 2162 (Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973), as appropriate.
- F. Initial Hearing for Long-Term Suspension and Expulsion
  - 1. The school administrator must hold an initial hearing before making a decision about administering a long-term suspension or an expulsion for a behavioral violation.
  - 2. Before commencing the initial hearing, the school administrator or designee must attempt to notify the student's parent(s) as soon as reasonably possible.
  - 3. The school administrator or designee will make a reasonable attempt to contact the student's parents and provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district will hold the initial hearing in a language the parent and student understand. At the initial hearing, the school administrator or designee will provide the student:
    - a) Notice of the student's violation of this policy;
    - b) An explanation of the evidence regarding the behavioral violation;
    - c) An explanation of the discipline that may be administered; and
    - d) An opportunity for the student to share the student's perspective and provide an explanation regarding the behavioral violation.
- G. Notice for Long-Term Suspension and Expulsion
  - 1. Following the initial hearing, the school administrator or designee will inform the student of the disciplinary decision regarding the behavioral violation, including the dates when any long-term suspension or expulsion will begin and end.
  - 2. No later than one (1) school business day following the initial hearing, the district will provide written notice of the long-term suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the students and parents will understand. The written notice will include:
    - a) A description of the student's behavior and how the behavior violated this policy;
    - b) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
    - c) The classroom and building interventions that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
    - d) How the student can access educational services during the suspension or expulsion;
    - e) The right of the student and parent(s) to an informal conference with the school administrator or designee;
    - f) The right of the student and parent(s) to appeal the suspension or expulsion; and
    - g) The opportunity for the student and parents to participate in a re-engagement meeting.

## **XI. Petition to Extend an Expulsion**

- A. When risk to public health or safety warrants extending a student's expulsion, the school administrator or designee may petition the superintendent or designee for authorization to exceed the academic term limitation on an expulsion.
- B. The school administrator or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC 392-400-710 and before the end of the expulsion, except that, for violations of WAC 392-400-820(1) involving a firearm, the school administrator or designee may petition to extend an expulsion at any time.
- C. The petition to extend an expulsion will inform the superintendent or designee of:
  - 1. The behavioral violation that resulted in the expulsion and the public health or safety concerns;

2. The student's academic, attendance, and discipline history;
  3. Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
  4. The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
  5. The proposed extended length of the expulsion; and
  6. The student's reengagement plan.
- D. Notice of Petition to Extend an Expulsion
1. The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the superintendent or designee received the petition. The written notice will include:
    - a) A copy of the petition;
    - b) The right of the student and parent(s) to an informal conference with the superintendent or designee to be held within five (5) school business days from the date of the written notice; and
    - c) The right of the student and parent(s) to respond to the petition orally or in writing to the superintendent or designee within five (5) school business days from the date of the written notice.
- E. The superintendent or designee will deliver a written decision to the school administrator, the student, and the parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.
1. The superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's original school after the length of an academic term, the student would pose a risk to public health or safety.
  2. If the superintendent or designee grants the petition, the written decision will include:
    1. The date on which the extended expulsion will end;
    2. The reason that, if the student were to return at the initial expulsion end date, the student would pose a risk to public health or safety; and
    3. Notice of the right of the student and parent(s) to request reconsideration of the decision to extend the expulsion. The notice will include where and to whom to make such a request.
  3. If the superintendent or designee does not grant the petition, the written decision will identify the date when the expulsion will end, which will be no later than the initial end date of the expulsion.
- F. Reconsideration of extension of an expulsion
1. The student or parent(s) may request that the disciplinary appeal council reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the superintendent or designee provides the written decision.
  2. The disciplinary appeal council may request to meet with the student or parent(s) or the school administrator to hear further arguments and gather additional information.
  3. The disciplinary appeal council will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision will identify:
    - a) Whether the disciplinary appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
    - b) The date when the expulsion will end.
  4. Any extension of an expulsion may not exceed the length of an academic term.
  5. The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction (OSPI).

## **XII. Emergency removals**

- A. The district may immediately remove a student from the student's current school placement only when the district has sufficient cause to believe that the student's statements or observable behaviors pose:
  - 1. An immediate and continuing danger to other students or school personnel; or
  - 2. An immediate and continuing threat of material and substantial disruption of the educational process, which means that (i) the student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day and (ii) school personnel have exhausted reasonable attempts at administering classroom and building interventions to support the student in meeting behavioral expectations.
- B. The district may not impose an emergency removal solely for investigating student conduct.
- C. An emergency removal may not exceed ten (10) consecutive school days. An emergency removal will end or be converted to another form of discipline within ten (10) school days from its start. However, the district strives to make this determination as expediently as appropriate under the circumstances.
- D. If the district converts an emergency removal to a suspension or expulsion, the district will:
  - 1. Apply any days that the student was emergency expelled to the total length of the suspension or expulsion; and
  - 2. Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.
- F. All emergency removals, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the education process, will be reported to the superintendent or designee within twenty-four (24) hours.
- H. Notice for Emergency removal
  - 1. As soon as reasonably possible after an emergency removal, the district will attempt to notify the student's parents of the reason the district believes the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the education process.
  - 2. Within twenty-four (24) hours after an emergency removal, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice will include:
    - a) The reason the student's presence poses an immediate and continuing danger to students or school personnel or poses an immediate and continuing threat of material and substantial disruption of the educational process;
    - b) The duration and conditions of the emergency removal, including the date on which the emergency removal will begin and end;
    - c) The opportunity to receive educational services during the emergency removal;
    - d) The right of the student and parent(s) to an informal conference with the school administrator or designee; and
    - e) The right of the student and parent(s) to appeal the emergency removal, including where and to whom the appeal will be requested.

## **XIII. Alternative Resolution Options, Behavior Agreements, and Reengagement Plans**

- A. The district offers informal resolution options, behavior agreements, and a reengagement process to encourage prompt and collaborative resolution of behavioral violations. Participation in these processes do not in any way limit the due process rights of the student or parent(s), including the right to formally appeal the suspension or expulsion in accordance with this procedure. The student, parent(s), and district may agree to postpone the formal appeal hearing while participating in the informal resolution options.

B. Informal resolution options

1. Informal conference with school administrator.

- a) If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency expel the student, the student or parent(s) may request an informal conference with the school administrator or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.
- b) The school administrator or designee will hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).
- c) During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective, provide an explanation of the behavioral violation and the events that led to the exclusion, confer with the school administrator or designee and school personnel involved in the incident, and discuss classroom and building interventions that the district could administer. The student must attend the informal conference.

2. Informal hearing with the director of student welfare and attendance.

- a. An informal hearing with the director of student welfare and attendance may be held at any time. The purpose of this hearing is to discuss educational options and placement and/or to consider whether the student may return to school before the original suspension or expulsion has expired. If the informal hearing is requested within (5) school business days of receiving the notice of disciplinary action, the informal hearing may also address any dispute about the facts of the disciplinary incident. A reengagement plan is created as part of this hearing.
- b. Student/Parent initiated informal hearing.
  - i. A student is immediately readmitted to their original school at the conclusion of a long-term suspension or expulsion, unless a decision has been made in accordance with these procedures to place the student in another school or program in the district.
  - ii. Students may make a written request for readmission to their original school or another program or school in the district at any time before the conclusion of their long-term suspension or expulsion.
    1. Request to return to original school. If a student desires to be readmitted to the school from which the student was suspended or expelled, the student must submit a written request for readmission to the school administrator. The school administrator, in consultation with the director of student welfare and attendance, will convene a readmission hearing within three (3) school days and make a determination regarding the request. Written notice of the decision will be provided within one (1) school day of the hearing.
    2. Request for admission to a new school. If a student desires admission to another school or program in the district, the student will submit a written request to the director of student welfare and attendance. The request will include: the reasons the student wants to return and why the request should be considered; any evidence that supports the request; and a supporting statement from the parent or others who may have assisted the student. The director of student welfare and attendance will convene a readmission hearing within three (3) school days and, in consultation with a school administrator of the requested school or program, make a determination regarding the request. Written notice of the decision will be provided within one (1) school day of the hearing.
- c. District initiated informal hearing.
  - i. At any time before the conclusion of a long-term suspension or expulsion, the director of student welfare and attendance, or designee, may convene an informal hearing.
  - ii. The district must attempt to notify the student and parents of the meeting time and location. If the director of student welfare and attendance is unable to locate the student or parents or if the student and parents refuse to participate in the meeting, the director of student welfare and attendance may choose whether or not to proceed with the informal hearing process.
  - iii. In the absence of the student and parents, the director of welfare and attendance, in consultation with the appropriate school administrators, may decide not to readmit the student until the conclusion of the long-term suspension or expulsion, to readmit the student to their original school, or to temporarily place the student in another school or program in the district. Written notice of the decision will be provided within one (1) school day of the hearing. If the student and parents do not agree with the decision, they may request a student/parent initiated informal hearing under these procedures.

- iv. If the student and parents participate in the readmission hearing, the student and parents will have the opportunity to share their perspective on readmission and educational options and placement for the student, to ask questions, and to receive information about educational options and placement available in the district. At the conclusion of the readmission meeting, the director of student welfare and attendance, or designee, in consultation with the appropriate school administrators, will make a determination regarding readmission and placement of the student. Written notice of the decision will be provided within one (1) school day of the hearing.
3. Process for informal hearings.
    - a) The student and parents may invite anyone to attend the informal hearing to support the student and parents (e.g., mentors, counselors, extended family). If the student and parents bring legal representation, the district's legal counsel will also attend the meeting. The student must attend the informal hearing.
    - b) The informal hearing process includes the director of student welfare and attendance in the role of hearing officer, the school administrator responsible for administering the discipline or a designee, the student and parents, and additional district staff as needed (e.g., student success coordinator, restorative practices specialist, or interpreters).
    - c) The informal hearing process begins with the school administrator explaining how the behavioral violation affected the school community. Next, the student has a chance to share their explanation of the incident, how the incident affected them, and provide any additional context helpful to resolution of the situation. The parents, staff, and any other persons attending the meeting can also share their perspective and information.
    - d) If the student, parents, and district reach an agreement about next steps, a hearing agreement is signed and a reengagement plan is created.
    - e) At any point during the informal hearing process, the student and parents or the district may end the informal hearing process and initiate a formal appeal, as provided in this procedure, if the student is still within their due process period.

C. Behavior Agreements.

1. The district authorizes school administrators and the director of student welfare and attendance to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance.
2. Behavior agreements will also describe district actions planned to support the student in meeting behavioral expectations. The district will collaborate with the student and parents to develop a culturally sensitive and culturally responsive behavior agreement.
3. Behavioral agreements may be supplemental to but will not replace practices and strategies implemented at the classroom and building levels to support students in meeting behavioral expectations.
4. Behavior agreements may not replace or negate provisions of a student's Individualized Education Plan, Section 504 Plan, or Behavioral Intervention Plan.
5. The district will provide any behavior agreement in a language and form the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.
6. The duration of a behavior agreement will not exceed the length of an academic term.

D. Reengagement process for long-term suspensions and expulsions.

1. The purpose of the reengagement meeting is to create a plan to support the student in successfully returning to school. Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location.
2. The district must convene a reengagement meeting for each long-term suspension and expulsion:
  1. Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
  2. As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

3. The reengagement meeting and reengagement plan will be in a language the student and parents understand. The district will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive reengagement plan tailored to the student's individual circumstances. The district will provide a copy of the written plan to the student and parents.
4. In developing a reengagement plan, the district will consider:
  1. The nature and circumstances of the incident that led to the student's suspension or expulsion;
  2. As appropriate, the student's cultural history and contexts, family cultural norms and values, community resources, and community and parent outreach;
  3. The appropriateness of shortening the length of time that the student is suspended or expelled;
  4. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
  5. Supporting the student, parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

#### **XIV. Exceptions for Protecting Victims**

- A. The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:
  1. A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned; and
  2. A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

#### **XV. Formal Appeal and Reconsideration**

- A. Formal Appeal
  1. Formal appeal of an in-school or short-term suspension
    - a) A student or parent(s) may formally appeal an in-school or short-term suspension to the superintendent or designee, orally or in writing. The formal appeal must be submitted within five (5) school business days from when the district provided the student and parent with written notice of the suspension.
    - b) The superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation, orally or in writing.
    - c) The superintendent or designee will deliver a written decision on the formal appeal to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the formal appeal. The written decision will include:
      - i. The decision to affirm, reverse, or modify the suspension;
      - ii. The duration and conditions of the suspension, including the beginning and ending dates;
      - iii. The educational services the district will offer to the student during the suspension and how to access these services; and
      - iv. Notice of the student and parent(s)' right to request reconsideration of the formal appeal decision, including where and to whom to make such a request.
  2. Formal appeal of a long-term suspension, expulsion, or emergency removal
    - a) A student or the parent(s) may formally appeal a long-term suspension, expulsion, or emergency removal to the superintendent or designee orally or in writing.
      - i. For a long-term suspension or expulsion, the formal appeal must be submitted within five (5) school business days from when the district provided the student and parent with written notice of the suspension or expulsion.

- ii. For emergency removal, the formal appeal must be submitted within three (3) school business days from when the district provided the student and parent with written notice of the suspension or expulsion.
- b) The district may continue to administer a long-term suspension or expulsion during the formal appeal process, subject to the following requirements:
  - i. The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the formal appeal is decided, whichever is earlier.
  - ii. The district will apply any days of suspension or expulsion occurring before the formal appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
  - iii. If the student returns to school before the formal appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.
- c) For all formal appeals, the superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email within one (1) school business day after receiving the formal appeal request, unless the parties agree to a different timeline. Written notice will include:
  - i. The time, date, and location of the formal appeal hearing;
  - ii. The name(s) of the official(s) presiding over the hearing;
  - iii. The right of the student and parent(s) to inspect the student's education records;
  - iv. The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
  - v. The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
  - vi. Whether the district will offer a reengagement meeting before the hearing.
- d) For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the formal appeal hearing. The student, parent(s), and district may agree to postpone the formal appeal hearing while participating in the reengagement process.

### 3. Hearings for formal appeals of long-term suspension, expulsion, or emergency removal

- a) A hearing for a formal appeal of a long-term suspension, expulsion, or emergency removal is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearings without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.
- b) The superintendent, or designee, will designate a hearing officer to hear and decide a formal appeal under this policy and procedure. The hearing officer will not have been involved in the student's behavioral violation or the decision to suspend or expel the student. The hearing officer will be provided with the rules in Chapter 392-400 WAC and this policy and procedure.
- c) The hearing officer will conduct hearings in a culturally responsive manner.
- d) The student is strongly encouraged to attend and participate in formal appeal hearing.
- e) When several students are charged with violating the same rule and acting in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer determines that the following conditions exist:
  - i. A single hearing will not likely result in confusion; and
  - ii. No student's interests will be substantially prejudiced by a group hearing.

- f) If the hearing officer determines that a student's interests will be substantially prejudiced by a group hearing, the hearing officer must order a separate hearing for that student. In all other cases, the parent and student have the right to petition for an individual hearing.
- g) For long-term suspension or expulsion, the district will hold a formal appeal hearing within three (3) school business days after the superintendent or designee received the formal appeal request, unless the student and parent(s) agree to different timeline.
- h) For emergency removal, the district will hold an appeal hearing within two (2) school business days after the superintendent or designee received the appeal request, unless the student and parent(s) agree to a different timeline.
- i) Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district will make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. Upon request, the district may inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) or their legal representative will make this information available as soon as reasonably possible, but no later than the end of the school business day before the formal appeal hearing.
- j) Upon request, the student and parent(s) or their legal representative may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the formal appeal hearing.
- k) If a witness for the district cannot or does not appear at the formal appeal hearing, the hearing officer may excuse the witness' nonappearance if the district establishes that:
  - i. The district made a reasonable effort to produce the witness; and
  - ii. The witness' failure to appear is excused by fear of reprisal or another compelling reason.
- l) The district will audio record the formal appeal hearing and provide a copy upon request of the student or parent(s).
- m) For long-term suspension or expulsion, the hearing officer will base the decision solely on the evidence presented at the hearing. The hearing officer will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the hearing. The written decision will include:
  - i. The findings of fact;
  - ii. A determination whether (a) the student's behavior violated this policy; (b) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (c) the suspension or expulsion is affirmed, reversed, or modified;
  - iii. The duration and conditions of the suspension or expulsion, including the beginning and ending dates;
  - iv. Notice of the right of the student and parent(s) to request reconsideration of the formal appeal decision. The notice will include where and to whom to make such a request; and
  - v. Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.
- n) For emergency removal, the hearing officer will base the decision solely on the evidence presented at the hearing. The hearing officer will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the hearing. The written decision will include:
  - i. The findings of fact;
  - ii. A determination whether the student's presence continues to pose an immediate and continuing danger to students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process;
  - iii. Whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency removal was converted; and

- iv. Notice of the right of the student and parent(s) to request reconsideration of the formal appeal decision. The notice will include where and to whom to make such a request.

D. Reconsideration of formal appeal

1. The student or parent(s) may request that the disciplinary appeal council review and reconsider the formal appeal decision. This request may be either oral or in writing.
2. In reviewing the formal appeal decision, the disciplinary appeal council, will consider (a) all documentary and physical evidence from the formal appeal hearing related to the behavioral violation; (b) any records from the formal appeal hearing; (c) relevant state law; and (d) the district's policy and procedure.
3. The disciplinary appeal council may request to meet with the student and parent(s), the school administrator, witnesses, and/or other school personnel to hear further arguments and gather additional information.
4. Reconsideration of an in-school, short-term, or long-term suspension or expulsion.
  - a. The student or parent(s) may request reconsideration within ten (10) school business days from when the hearing officer provided the student and parent(s) with the written formal appeal decision.
  - b. The disciplinary appeal council will provide a written decision on the request for reconsideration to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request. The written decision will identify:
    - i. Whether the disciplinary appeal council affirms, reverses, or modifies the suspension or expulsion;
    - ii. The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
    - iii. Notice of the opportunity to participate in a reengagement meeting, if applicable.
5. Reconsideration of an emergency removal.
  - a. The student or parent(s) may request reconsideration of an emergency removal within five (5) school business days from when the hearing officer provided the student and parent(s) with the written formal appeal decision.
  - b. The disciplinary appeal council will provide a written decision on the request for reconsideration to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request. The written decision will identify:
    - i. Whether the disciplinary appeal council affirms or reverses the determination that the student's presence posed an immediate and continuing danger to students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process; and
    - ii. If the emergency removal has not yet ended or been converted, whether the disciplinary appeal council will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the disciplinary appeals counsel converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-430 through 392-400-480 consistent with the disciplinary action to which the emergency removal was converted.

**XVI. Educational Services During Exclusion**

- A. The district will offer educational services to enable a student who is suspended or expelled to:
  1. Continue to participate in the general education curriculum;
  2. Meet the educational standards established within the district; and
  3. Complete subject, grade-level, and graduation requirements.
- B. When providing a student the opportunity to receive educational services during exclusionary discipline, the school will consider:
  1. Meaningful input from the student, parents, and the student's teachers;
  2. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's access to educational services; and

3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.
- C. After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include, but are not limited to:
1. Classwork assigned and returned through email;
  2. On-line class materials with a staff contact person who can offer support to the student;
  3. A certificated teacher as a tutor for each day a student is excluded, or a para educator if a certificated teacher is not available;
  4. An assigned staff person to work with the student/parent(s) to provide support;
  5. Access to online courses;
  6. Alternative schools or an alternative classroom;
  7. Daily check-ins, conferences, progress checks with the student regarding coursework/ assignments; and
  8. Opportunities to complete coursework/assignments in-school with adult assistance and supervision.
- D. Any educational services provided in an alternative setting will be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.
- E. In accordance with the respective timelines set forth above, the district will provide written notice to the student and parents about the educational services the district will provide to a student who have been suspended or expelled. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.
- F. For students subject to suspension or emergency removal up to five (5) days, a school will provide at least the following:
1. Course work, including any assigned homework, from all of the student's regular subjects or classes;
  2. Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
  3. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.
- G. For students subject to suspension or emergency removal for six (6) to ten (10) consecutive school days, a school will provide at least the following:
1. Course work, including any assigned homework, from all of the student's regular subjects or classes;
  2. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal; and
  3. Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within two (2) school business days following the start of the suspension or emergency removal and periodically thereafter until the suspension or emergency removal ends to:
    - a) Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
    - b) Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC 392-121-107.

## **USE OF TOBACCO, NICOTINE PRODUCTS AND DELIVERY DEVICES**

(Policy 4215)

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, pipes, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, and vapor products, non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances, and any other smoking equipment, device, material or innovation.

Any use of such products and delivery devices by employees, students, volunteers, outside contractors, visitors, and community members will be prohibited on all school district property, including all district buildings, grounds, and district-owned vehicles. Possession by or distribution of tobacco products to any person under twenty-one (21) years of age is prohibited.

The use of Federal Drug Administration (FDA) approved nicotine replacement therapy in the form of a nicotine patch, gum, or lozenge is permitted. However, students and employees must follow applicable policies regarding use of medication at school.

## **REGULATION OF DANGEROUS WEAPONS ON SCHOOL PREMISES**

(Policy 4210)

Vancouver Public Schools is committed to providing a safe, secure environment throughout the schools, other district facilities and grounds, and at school sponsored activities or events.

It is a violation of district policy for any person to knowingly carry a firearm, or dangerous weapon on school premises, school-provided transportation, areas of other facilities being used exclusively for school activities, or areas of facilities being used for official meetings of the school board. The term "school premises", includes property, or portions of property owned, rented or leased by the district when the property, or portion(s) of the property, is being used exclusively for school district activities.

The district superintendent is directed to see that all school facilities post "Gun-Free Zone" signs, and that all violations of this policy and [RCW 9.41.280](#) are reported annually to the Office of the Superintendent of Public Instruction (OSPI). The district superintendent will post signs providing notice of the restrictions on possessing dangerous weapons at each facility being used for official meetings of the board.

### **I. Dangerous Weapons**

A. The term "dangerous weapons" under state law includes:

1. Any firearm as defined in RCW 9.41;
2. Any device commonly known as "nun-chu-ka sticks," consisting of two or more lengths of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
3. Any device, commonly known as "throwing stars," which are multi-pointed, metal objects designed to embed upon impact from any aspect;
4. Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
5. Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
6. Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
7. The following instruments:
  - a) Any knife, dirk or dagger;
  - b) Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
  - c) Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement;

- d) Any razor with an unguarded blade;
  - 8. Any sling shot, sandbag, or sand club;
  - 9. Metal knuckles;
  - 10. A sling shot;
  - 11. Any metal pipe or bar used or intended to be used as a club;
  - 12. Any explosive;
  - 13. Any weapon containing poisonous or injurious gas; and
  - 14. Any implement or instrument which has the capacity to inflict death or serious injury and from the manner in which it is used, is likely to produce or may easily and readily produce death.
- B. In addition, the district considers the following weapons in violation of this policy:
- 1. Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
  - 2. Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury;
  - 3. Any laser or laser system classified as level II, III, or IV in accordance with the Federal Laser Product Performance Standards (21 CFR 1040.10), except when such a device is essential for instruction and is used under direct supervision of a teacher; and
  - 4. Any device that appears to be a dangerous weapon or firearm, sometimes referred to as a "look alike" weapon.

## **II. Reporting Dangerous Weapons and Discipline**

- A. Students
- 1. A school administrator will promptly notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility, or in areas of facilities while being used for official school board meetings shall be expelled for not less than one year pursuant to RCW 28A.600.420. The superintendent may modify the one-year expulsion for a firearm on a case-by-case basis.
  - 2. The district also may suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm.
  - 3. All expulsion and/or suspension and all other discipline of students who violate this policy will be subject to district Policy 3241, Student Discipline.
- B. Staff
- If a district employee believes that another district employee has violated this policy, the employee will report his or her concerns to an appropriate school or district authority for further inquiry. Any disciplinary action of an employee who willfully violates this policy will be subject to district Policy 5281 – Disciplinary Action and Discharge.

## **III. Exceptions**

- A. The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:
- 1. Persons engaged in military, law enforcement, or school district security activities;
  - 2. Persons involved in an authorized convention, showing, demonstration, lecture, or firearm safety course, authorized by the superintendent or designee;
  - 3. Persons competing in school authorized firearm or air gun competitions; and
  - 4. Any federal, state or local law enforcement officer.

- B. The following persons who are over eighteen (18) years of age, not employed by the district, and not enrolled as students may have firearms in their possession on school property outside of school buildings only under the following limited circumstances:
1. Persons with concealed weapons permits issued pursuant to [RCW 9.41.070](#) who are picking up or dropping off students;
  2. Persons attending official meetings of the school board held off district-owned or leased property; and
  2. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, and is unloaded, or is concealed from view in a locked, unattended vehicle. Under RCW 9.41.050, no one may lawfully possess a loaded handgun in a vehicle unless the person has a valid concealed pistol permit.
- C. Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized martial arts class.

### Student Discipline Code Guide

| Category                  | Code | Description              | Definition                                                                                                                                                                                                                               | Non-exclusionary interventions | Through end of day OSS <sup>2</sup> | Up to 3 days OSS <sup>1</sup> | Up to 10 days OSS <sup>3</sup> | 10+ days OSS / Expulsion |
|---------------------------|------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------|-------------------------------|--------------------------------|--------------------------|
| <b>Classroom Referral</b> | *TV  | Electronic Device Misuse | Using school-issued or personal technology devices, including cell phones, tablets, and computers, in a way that contravenes written school or district rules. Behavior addressed through classroom interventions.                       | ✓                              |                                     |                               |                                |                          |
|                           | *PM  | Misuse of Property       | Using personal, school, or other's property in a manner that it was not intended to be used and that causes only minor harm to person or object. Behavior addressed through classroom interventions.                                     | ✓                              |                                     |                               |                                |                          |
|                           | *OT  | Other                    | Behavior that interferes with classroom or school activities but is distinct from other referral codes. Behavior addressed through classroom interventions.<br><br><b>(SIS note: Specific behavior(s) must be described in comments)</b> | ✓                              |                                     |                               |                                |                          |
|                           | *IL  | Inappropriate Language   | Using language that causes offense, disruption, or harm to others, regardless of intent, including use of profanity. Behavior addressed through classroom interventions.                                                                 | ✓                              |                                     |                               |                                |                          |
|                           | *DR  | Disruptive Conduct       | Behavior causing a disruption of the educational process or environment. Behavior addressed through classroom interventions.                                                                                                             | ✓                              |                                     |                               |                                |                          |
|                           | *DE  | Failure to Cooperate     | Repeated or severe failure to follow the reasonable direction of school personnel. Behavior addressed through classroom interventions.                                                                                                   | ✓                              |                                     |                               |                                |                          |
|                           | *PC  | Physical Contact         | Conduct that results in unwanted physical contact with another person, either directly or indirectly through an object, but that does not result in physical injury. Behavior addressed through classroom interventions.                 | ✓                              |                                     |                               |                                |                          |
|                           | *CR  | Admin Review Requested   | Request for administrative assistance to address student behavior. Administrator must convert this to a named referral or violation code.                                                                                                | N/A                            |                                     |                               |                                |                          |

**General Note:** This chart is a guide for evaluating the appropriateness of disciplinary consequences in accordance with VPS policies and procedures. Circumstances may warrant deviation from this guide on a case-by-case basis. *Consultation with an executive director and the director of student welfare and attendance is required before an exclusion that exceeds the maximum length indicated in this guide may be issued.*

<sup>2</sup> ISS should be considered as an alternative to out-of-school exclusion.

<sup>3</sup> **Central Incident Review:** All out-of-school exclusions of more than 3 days MUST be submitted through the central incident review process.

|                |     |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                              |     |   |   |   |   |
|----------------|-----|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|---|
|                | BUS | Bus Referral                      | Request for administrative assistance to address student behavior on bus. Administrator must convert to a named referral or violation code.                                                                                                                                                                                                                                                                                  | N/A |   |   |   |   |
|                |     |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                              |     |   |   |   |   |
| <b>Drugs</b>   | TOB | Use/Possession of Tobacco         | Possession or use of tobacco or vaping products, including paraphernalia.                                                                                                                                                                                                                                                                                                                                                    | ✓   |   |   |   |   |
|                | 1A  | Use/Possession of Alcohol         | Possession or use, including being under the influence, of intoxicating alcoholic beverages or substances represented as alcohol.                                                                                                                                                                                                                                                                                            | ✓   | ✓ |   |   |   |
|                | MJ1 | Use/Possession of Marijuana       | Possession or use, including being under the influence, of cannabis, derivatives, or vaping products, including paraphernalia.                                                                                                                                                                                                                                                                                               | ✓   | ✓ |   |   |   |
|                | 1D  | Use/Possession of Other Drugs     | Unlawful possession or use, including being under the influence, of any controlled drug or narcotic substance, including prescription medication.                                                                                                                                                                                                                                                                            | ✓   | ✓ |   |   |   |
|                | 2A  | Sale/Distribution of Alcohol      | Manufacture, sale, purchase, or distribution of intoxicating alcoholic beverages or substances represented as alcohol. Includes possession of quantities or packaging indicating an intent to sell or distribute.                                                                                                                                                                                                            | ✓   | ✓ | ✓ |   |   |
|                | MJ2 | Sale/Distribution of Marijuana    | Cultivation, sale, purchase, distribution or transportation of cannabis or derivative products. Includes possession of quantities or packaging indicating an intent to sell or distribute.                                                                                                                                                                                                                                   | ✓   | ✓ | ✓ |   |   |
|                | 2D  | Sale/Distribution of Other Drugs  | Manufacture, sale, purchase, or distribution of any controlled drug or narcotic substance, including prescription medication. Includes possession of quantities or packaging indicating an intent to sell or distribute.                                                                                                                                                                                                     | ✓   | ✓ | ✓ | ✓ | ✓ |
|                |     |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                              |     |   |   |   |   |
| <b>Threats</b> | INT | Intimidation / Harassment—General | Non-violent/non-sexual offensive conduct that causes insult, denigration, or embarrassment to another person, including using abusive words or gestures, subjecting another person to alarm by knowingly conveying a false report, or using electronic or telephonic means to convey false or embarrassing information about another person. Behavior does not meet the definition of discriminatory harassment or bullying. | ✓   | ✓ |   |   |   |
|                | TTO | Threat to Others                  | Spoken, written or electronic statements or actions that cause another person to fear for their well-being, rights, or property. Behavior does not meet the definition of discriminatory harassment or bullying.<br><br><b>(SIS note: Must specify if threat of use of firearm or weapon)</b>                                                                                                                                | ✓   | ✓ | ✓ |   |   |

|                 |     |                               |                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   |   |   |   |
|-----------------|-----|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|                 | NCP | Name Calling—Protected Class  | Calling another person, directly or indirectly, a derogatory name based on real or perceived race, color, religion, ancestry, ethnicity, national origin, language, gender, gender identity, sex, sexual orientation, mental, physical, or sensory disability, or other protected class.                                                                                                                                 | ✓ | ✓ | ✓ |   |   |
|                 | SHR | Sexual Harassment             | Conduct or communication that is (1) intended or reasonably perceived to be sexual in nature, (2) unwelcome by the targeted person, and (3) has the potential to deny or limit another student's ability to participate in or benefit from a school's education program.                                                                                                                                                 | ✓ | ✓ | ✓ |   |   |
|                 | COE | Coercion / Extortion          | Causing another person to act against their will through physical or emotional harm or the threat of physical or emotional harm. Behavior does not meet the definition of discriminatory harassment or bullying.                                                                                                                                                                                                         | ✓ | ✓ | ✓ |   |   |
|                 | BUL | Bullying                      | Intentional, unwanted, aggressive behavior not based on protected class that (1) involves a real or perceived power imbalance and (2) is repeated, or has the potential to be repeated, over time.                                                                                                                                                                                                                       | ✓ | ✓ | ✓ | ✓ |   |
|                 | DH  | Discriminatory Harassment     | Conduct or communication that (1) is intended to be harmful, humiliating, or physically threatening and (2) shows hostility toward a person based on real or perceived race, color, religion, ancestry, ethnicity, national origin, language, gender, gender identity, sex, sexual orientation, mental, physical, or sensory disability, or other protected class.<br><b>(SIS note: Must specify type of harassment)</b> | ✓ | ✓ | ✓ | ✓ |   |
|                 |     |                               |                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   |   |   |   |
| <b>Violence</b> | PC  | Physical Contact—Minor        | Conduct that results in non-sexual, unwanted physical contact with another person, either directly or indirectly through an object, but that does not result in physical injury (e.g., pushing, throwing an object at someone).                                                                                                                                                                                          | ✓ |   |   |   |   |
|                 | FGT | Fighting without Major Injury | Participating in mutual physical conflict with one or more other students, in which there is no major physical injury (e.g., wrestling or exchanging punches).<br><b>(SIS note: Must specify if use of firearm or weapon)</b>                                                                                                                                                                                            | ✓ | ✓ | ✓ |   |   |
|                 | VIO | Violence without Major Injury | Inflicting or attempting to inflict harm or bodily injury through a violent act, which is not a mutual physical conflict, and in which there is no major physical injury.<br><b>(SIS note: Must specify if use of firearm or weapon)</b>                                                                                                                                                                                 | ✓ | ✓ | ✓ |   |   |
|                 | FMI | Fighting with Major Injury    | Participating in mutual physical conflict with one or more other students, in which there is a major physical injury. A major physical injury is when a person requires professional medical attention.                                                                                                                                                                                                                  | ✓ | ✓ | ✓ | ✓ | ✓ |

|  |     |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |   |   |   |   |
|--|-----|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|  |     |                                              | <p>Examples of major injuries include concussions, fractured or broken bones, or cuts requiring stitches.</p> <p><b>(SIS note: Must specify if use of firearm or weapon)</b></p>                                                                                                                                                                                                                                                    |   |   |   |   |   |
|  | AMI | Violence with Major Injury                   | <p>Inflicting or attempting to inflict harm or bodily injury through a violent act, which is not a mutual physical conflict, and in which there is a major physical injury. A major physical injury is when a person requires professional medical attention. Examples of major injuries include concussions, fractures, or cuts requiring stitches.</p> <p><b>(SIS note: Must specify if use of firearm or weapon)</b></p>         | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | SBI | Serious Bodily Injury—Special Education      | <p>An incident in which the conduct of a student eligible for special education services results in serious bodily injury to another person. Serious bodily injury means an injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty, as defined in 18 U.S.C. § 1365(h)(3).</p> | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | ROB | Robbery                                      | <p>Taking or attempting to take another person's property by force or threat of force.</p> <p><b>(SIS note: Must specify if use of firearm or weapon)</b></p>                                                                                                                                                                                                                                                                       | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | SA  | Sexual Assault without Major Physical Injury | <p>Initiating or attempting to initiate physical sexual contact through forceful actions, coercion, or manipulation in which there is no major physical injury. A major physical injury is when a person requires professional medical attention. Includes but is not limited to rape and attempted rape, if there is no major physical injury.</p> <p><b>(SIS note: Must specify if assault was rape or attempted rape)</b></p>    | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | SAI | Sexual Assault with Major Physical Injury    | <p>Initiating or attempting to initiate physical sexual contact through forceful actions, coercion, or manipulation in which there is a major physical injury. A major physical injury is when a person requires professional medical attention. Includes but is not limited to rape and attempted rape, if there is a major physical injury.</p> <p><b>(SIS note: Must specify if assault was rape or attempted rape)</b></p>      |   |   |   | ✓ | ✓ |

| <b>Weapons</b> | 7KD | Knife / Dagger                   | Possession of any knife, dirk, dagger or other bladed weapon.                                                                                                                                                                        | ✓ | ✓ | ✓ |   |   |
|----------------|-----|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|                | 7OW | Other Weapon                     | Possession of anything used as a weapon that is not classified as a knife/dagger, handgun, rifle/shotgun, or other firearm. Examples include pointed instruments, brass knuckles, and electrical weapons (stun guns).                | ✓ | ✓ | ✓ | ✓ | ✓ |
|                | 7HG | Handgun                          | Possession of any firearm that is classified as a handgun, as defined in RCW 9.41.                                                                                                                                                   |   |   |   |   | ✓ |
|                | 7RS | Rifle / Shotgun                  | Possession of any firearm that is classified as a rifle or shotgun, as defined in RCW 9.41.                                                                                                                                          |   |   |   |   | ✓ |
|                | 7OF | Other Firearm                    | Possession of any firearm that is not classified as a handgun, rifle, or shotgun, as defined in RCW 9.41. Examples include air guns, including any air pistol or air rifle, and any explosive or incendiary device, including bombs. | ✓ | ✓ | ✓ | ✓ | ✓ |
|                | 7FO | Firearm & Other Weapons          | Possession of both (1) a handgun, rifle, shotgun, or other firearm and (2) another weapon.                                                                                                                                           |   |   |   |   | ✓ |
|                | 7MF | Multiple Firearms                | Possession of more than one handgun, rifle, shotgun, or other firearm.                                                                                                                                                               |   |   |   |   | ✓ |
| <b>Other</b>   | COP | Failure to Cooperate             | Repeated or severe failure to follow the reasonable direction of school personnel.                                                                                                                                                   | ✓ |   |   |   |   |
|                | DIR | Disruptive Conduct               | Behavior causing a material and substantial disruption of the educational process or environment, including participating in school wide disturbances.                                                                               | ✓ |   |   |   |   |
|                | IL  | Inappropriate Language           | Using language that causes offense, disruption, or harm to others, regardless of intent, including use of profanity.                                                                                                                 | ✓ |   |   |   |   |
|                | TV  | Electronic Device Misuse         | Using school-issued or personal technology devices, including cell phones, tablets, and computers, in a way that contravenes written school or district rules.                                                                       | ✓ |   |   |   |   |
|                | PM  | Misuse of Property               | Using personal, school, or other's property in a manner that it was not intended to be used and that causes only minor harm to person or object.                                                                                     | ✓ |   |   |   |   |
|                | CC  | Closed Campus                    | Leaving school grounds without proper authorization from school personnel.                                                                                                                                                           | ✓ |   |   |   |   |
|                | ADP | Academic Dishonesty / Plagiarism | Knowingly submitting the work of others represented as the student's own, knowingly using unauthorized sources, or assisting another student in engaging in academic dishonesty / plagiarism.                                        | ✓ |   |   |   |   |

|  |     |                                       |                                                                                                                                                                                                                                                  |              |   |   |   |   |
|--|-----|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---|---|---|---|
|  | ATH | Athletic Sanction                     | Behavior that violates WIAA rules and regulations, resulting in athletic sanctions.                                                                                                                                                              | ✓            |   |   |   |   |
|  | MM1 | Multiple Minor Accumulated Incidents  | Engaging in at least 4 infractions in an academic term for which exclusion has not been issued but collectively substantially disrupt the educational process or environment. Other forms of discipline have been employed and were ineffective. | ✓            | ✓ |   |   |   |
|  | THF | Theft / Possession of Stolen Property | Taking or knowingly possessing district property or property of others without permission.                                                                                                                                                       | ✓            | ✓ |   |   |   |
|  | 8   | Inciting Misconduct                   | Encouraging others, personally, in writing, or through digital communications, to engage in misconduct, whether or not the misconduct occurs. This includes recording the misconduct and sharing it with others.                                 | ✓            | ✓ |   |   |   |
|  | FE  | False Evidence / Reporting            | Knowingly reporting false information, providing false records, or making false accusations against school personnel or other students.                                                                                                          | ✓            | ✓ |   |   |   |
|  | FFA | False Fire Alarm / Other Emergency    | Intentionally sounding a false fire alarm through a fire alarm apparatus, or by other means, or causing a similar false emergency.                                                                                                               | ✓            | ✓ | ✓ |   |   |
|  | DMG | Damage to Property / Vandalism        | Intentionally damaging school property or the property of others.                                                                                                                                                                                | ✓            | ✓ | ✓ |   |   |
|  | SIC | Sexually Inappropriate Conduct        | Engaging in obscene acts or expressions, whether verbal or non-verbal. Includes behaviors such as lewd conduct and indecent exposure.                                                                                                            | ✓            | ✓ | ✓ |   |   |
|  | 3   | Arson                                 | Causing a fire or explosion in order to injure or endanger another person or to damage or destroy property.                                                                                                                                      | ✓            | ✓ | ✓ | ✓ | ✓ |
|  | TRE | Trespass                              | Being present on school property or at a school event without proper authorization from school personnel.                                                                                                                                        | Up to 1 year |   |   |   |   |

**COMPULSORY SCHOOL ATTENDANCE LAW**  
**(RCW 28A.225 and Procedure 3122, Excused and Unexcused Absences)**

All parents/guardians/custodians in the State of Washington of any child eight (8) years of age and under eighteen (18) years of age shall cause such child to attend public school. If the parent/guardian/custodian enrolls the child prior to eight (8) years old, the child is then required to attend school under the same Compulsory Attendance Law. Such child shall have the responsibility to attend full time when such school may be in session unless he/she qualifies as an exception under the law. Such exceptions include private and home school options, and other special circumstances.

In an effort to encourage all students and their families to comply with the compulsory attendance law, new requirements have been added which include notification of parents/guardians/custodians of non-attendance, scheduling of conferences, and other steps to eliminate or reduce a student's absences. District truancy procedures are available at school offices; and attendance exceptions are listed in the Compulsory School Attendance and Admission law, Chapter 28A.225 RCW, available at each school office, the district administration office, and the public library.

Annually, the district will provide students and parents information on the importance of building a habit of good attendance, the impact of absenteeism, the district's expectations for regular attendance and resources available to assist parents in complying with the state's Compulsory School Attendance and Admission law.

- Any absence from school is unexcused unless it meets one of the following criteria for excused absences: Illness, health care appointments, emergencies, participation in a district or school activity (such absences shall be approved by the principal or designee), observance of religious or cultural holidays or instruction; any judicial proceeding, deployment of an active duty military parent or guardian, absence related to a student's homeless status, state recognized search and rescue activities, and visitations for post-secondary education, disciplinary or corrective action; as well as trips taken by students that involve direct supervision by the school or family and have been mutually agreed upon by the principal or designee.
- The parent is expected to notify the school for the reason of the absence within three (3) school days. Notification can include, telephone, email, a written note or through the family access system.

If a child required to attend school fails to do so without valid justification, the school in which the child is enrolled shall:

- After one unexcused absence within any month during the current school year inform the child's custodial parent/guardian/custodian by a notice in writing or by telephone that the child has failed to attend school without valid justification. School officials shall inform the parent/guardian/custodian of the potential consequences of additional unexcused absences.
- After two unexcused absences within a month during the current school year schedule a conference or conferences with the parent/guardian/custodian and child for the purpose of analyzing the causes of the child's absences. The conference may be held with the student and school official if the parent/guardian/custodian is unable to attend, but the parent/guardian/custodian shall be notified of steps taken to eliminate or reduce child's absences.
- Take steps to eliminate or reduce the child's absences. These steps shall include, where appropriate, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program or assisting the parent/guardian/custodian or student to obtain supplementary services that might eliminate or ameliorate (to improve) the cause or causes for the absence from school.
- An "unexcused absence" means that a child missed the majority of a day or class period and has not provided a written excuse from a parent/guardian/custodian or teacher.

If the actions taken by the school are not successful in reducing a student's absences, the school, not later than the fifth unexcused absence in a month, shall enter into an agreement with a student and parent/guardian/custodian that establishes school attendance requirements.

If the actions taken by a school are not successful in substantially reducing an enrolled student's absences from school, upon the seventh unexcused absence by a child within any month during the current school year or upon the tenth unexcused absence during the current school year, the school district shall file a petition with the juvenile court alleging a violation of RCW 28A.225.010: (1) by the parent/guardian/custodian, (2) by the child, or (3) by the parent/guardian/custodian and the child.

**EXCUSED AND UNEXCUSED ABSENCES**  
(Procedure 3122)

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

**I. Excused Absences**

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

A. Absences due to the following reasons are excused:

1. Physical health or mental health symptoms, illness, health condition or medical appointment (for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency removals imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status;
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth; and
13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

B. In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:

1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19;

2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19 or other communicable diseases, or other emergency health condition related to school facility closures;
3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

The school principal or designee makes the final determination whether the absence meets the criteria for an excused absence.

- C. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher:
  1. Participation in school-approved activity or instructional program. To be excused this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so; and
  2. Absence due to illness; health condition; medical appointment; family emergency; religious purposes; court, judicial proceeding or serving on a jury; post-secondary, technical school or apprenticeship program visitation, or scholarship interview; state recognized search and rescue activities consistent with RCW 28A.225.055; and directly related to the student's homeless status. If a student is ill for five (5) or more days in a month, a note from a doctor is required to have the absences excused unless the principal, for good cause, waives the requirements.
- D. When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, email, the district's family access, or written note and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse within three school days via phone, email, the district's family access or written note upon the student's return to school. Adult students (those over eighteen (18) and emancipated students (those over sixteen (16) who have been emancipated by court action) will notify the school office of their absences with a note of explanation. Students fourteen (14) years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with a note of explanation, which will be kept confidential. Students thirteen (13) years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion.
- E. A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.
- F. Absences for pre-arranged parental-approved activities will be counted as excused for purposes agreed to by the principal and the parent/guardian. A jointly created educational plan will describe how the student will achieve educational objectives and how grading will occur during the absences. In participation-type classes (e.g., certain music and physical education classes) the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent or guardian-approved absence would have an adverse effect on the student's educational progress which would ultimately be reflected in the grade for such a course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.
- G. Absences resulting from disciplinary actions — or short-term suspension. As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension, will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.
- H. Extended illness or health condition. If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.
- I. Excused absence for chronic health condition. Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent will apply to the principal or counselor, and a limited program will be written following the advice and

recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's request.

J. Required conference for elementary school students

1. If an elementary school student has five (5) or more excused absences in a single month during the current school year or ten (10) or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school.
2. The conference must include at least one (1) school district employee, preferably a nurse, counselor, social worker, teacher or community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program (IEP) or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

## II. Unexcused Absences

- A. An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day, has failed to comply with a more restrictive school district policy on absences, or has failed to comply with alternative learning experience program attendance requirements.
- B. Unexcused absences occur when:
1. The parent, guardian or adult student submits an excuse that does not meet the definition of an excused absence as defined above; or
  2. The parent, guardian, or adult student fails to submit any type of excuse statement or doctor's note within three school days, whether by phone, email, the district's family access or in writing, for an absence.
- C. Each unexcused absence within any month of the current school year will be followed by a letter or phone call to the parent informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which that parent is fluent. A student's grade will not be affected if no graded activity is missed during such an absence.
- D. After three (3) unexcused absences within any month of the current school year, a conference will be held between the principal or designee, student and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty (30) days of the third (3<sup>rd</sup>) unexcused absence, the district may schedule the attendance conference on the same day. If the parent/guardian does not attend the scheduled conference, the conference may be conducted with the student and principal. However, the parent will be notified of the steps to be taken to eliminate or reduce the student's absences.
1. At some point after the second (2<sup>nd</sup>) and before the seventh (7<sup>th</sup>) unexcused absence, the district will take data-informed steps to eliminate or reduce the student's absences.
    - a) Elementary School. The district will schedule a conference with the parent to identify barriers, supports and resources.
    - b) Middle school and high school. These steps will include application of the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment by the district's designated employee.
    - c) For any student with an existing Individualized Education Program (IEP) or Section 504 Plan, these steps will include convening the student's IEP team or Section 504 team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the student's absences. If necessary, and if the student's parent gives consent, the district will conduct a functional behavior assessment and will complete a detailed behavior plan to explore the function of the absence behavior.
    - d) For any student who does not have an IEP or Section 504 Plan, but who is reasonably believed to have a mental or physical disability or impairment, these steps will include informing the student's parent/guardian of the right to obtain an appropriate evaluation at no cost to the parent to determine whether the student has a disability or impairment and needs accommodations, special education services,

or related services. This includes students with suspected emotional or behavioral disabilities. If the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the student is found to be eligible for accommodations, special education services, or related services, a plan will be developed to address the student's needs.

2. Not later than the student's seventh (7<sup>th</sup>) unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community engagement board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.
- E. The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:
1. Adjusting the student's course assignments;
  2. Providing the student more individualized instruction;
  3. Providing appropriate vocational courses or work experience;
  4. Requiring the student to attend an alternative school or program;
  5. Assisting the parent or student to obtain supplementary services; or
  6. Referring the student to a community truancy board.
- F. Absences from remote learning must be marked as a "nontruancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392.401A.020.

### **III. Tardies and Disciplinary Actions**

- A. Students shall not be absent if:
1. They have been suspended, expelled, or emergency expelled pursuant to chapter [392-400](#) WAC;
  2. Are receiving educational services as required by RCW [28A.600.015](#) and chapter [392-400](#) WAC; and
  3. The student is enrolled in qualifying "course of study" activities as defined in WAC [392-121-107](#). Course of study activities do not include sending homework packets home.
- B. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
- C. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.
- D. A student shall be considered absent if they are on school grounds but not in their assigned setting.

### **IV. Tiered response system for student absences**

WAC 392-401A-045 requires: School districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:

- A. Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- B. A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- C. Daily notification of absences to parents;
- D. A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- E. Differentiated supports that address the barriers to attendance and participation that includes universal supports for

all students and tiered interventions for students at-risk of and experiencing chronic absence;

- F. A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:
1. A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
  2. School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;
  3. Multiple methods of communication and outreach in a language or mode of communication that the parent understands including phone calls, texts, letters, and home visits;
  4. Referral to community-based organizations;
  5. Documentation of the attempts to reach student and family; and
  6. Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.
- F. When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.

## **V. Transfers**

- A. In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgment by the parent and student. The sending district will use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.
- B. Not later than a student's fifth (5<sup>th</sup>) unexcused absence in a month, the district will:
1. Enter into an agreement with the student and parents/guardians that establishes school attendance requirements;
  2. Refer the student to a community truancy board; or
  3. File a petition to juvenile court (see below).

## **VI. Community Engagement Board**

- A. A "community engagement board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of members of the local community in which the student attends school. The district will enter into an MOU with the juvenile court in Clark County to establish a community engagement board prior to the 2017-2018 school year.
- B. The district will designate and identify to the juvenile court (and update as necessary) and to the Office of the Superintendent of Public Instruction, a staff member to coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedures with the court, coordinating trainings, sharing evidence-based and culturally appropriate promising practices. The district will also identify a person within each school to serve as a contact regarding excessive absenteeism and truancy and assisting in the recruitment of community engagement board members.
- C. After the student's seventh (7<sup>th</sup>) unexcused absence within any month during the current school year, and not later than the fifteenth (15<sup>th</sup>) unexcused absence during the current school year, if the district's attempts to substantially reduce a student's absences have not been successful and if the student is under the age of seventeen (17), the district will file a petition and supporting affidavit for a civil action in juvenile court.

## **VII. Petition to Juvenile Court**

- A. The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year. (District Note: While petitions must be filed if the student has seven (7) or more unexcused absences within any one (1) month, or and not later than the fifteenth (15<sup>th</sup>) unexcused absence in the current school year, a petition may be filed. Unexcused absences accumulated in another school or school will be counted when preparing the petition);
  2. An attestation that actions taken by the school district have not been successful in substantially reducing the student's absences from school;
  3. A statement that court intervention and supervision are necessary to assist the school district to reduce the student's absences from school;
  4. A statement that RCW 28A.225.010 has been violated by the parent, student or parent and student;
  5. The student's name, date of birth, school, address, gender, race and ethnicity; and the names and addresses of the student's parents/guardians, whether the student and parent are fluent in English, whether there is an existing individualized education program (IEP) and the student's current academic status in school;
  6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document provided to the parent; and
  7. Facts that support the above allegations.
- B. Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.
- C. If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.
- D. If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.
- E. All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action. (See Policy 3241, Classroom Management, Discipline and Corrective Action.)

#### **VIII. Students Dependent Pursuant to Chapter 13.34, RCW**

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

#### **NONDISCRIMINATION** (Policy 3210)

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

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or

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

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

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

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

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

## **NONDISCRIMINATION**

(Procedure 3210)

Anyone may file a complaint alleging that the district has violated anti-discrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration, and the board of directors. This grievance procedure will apply to the general conditions of the nondiscrimination policy (Policy 3210) and more particularly to policies dealing with guidance and counseling (Policy 2140), special services (Policy 2161), co-curricular program (Policy 2150), service animals in schools (Policy 2030) and curriculum development and instructional materials (Policy 2020). As used in this procedure:

### **I. Definitions**

- A. "Grievance" means a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws.
- B. "Complaint" means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws.
- C. "Respondent" means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.
- D. "Parent" means a parent, guardian or person having legal custody of a child. If the student is eighteen (18) years or older, or is legally emancipated, the procedures for the parent in this regulation may be exercised by the student.

### **II. Filing a Complaint**

- A. The time period for filing a complaint is one (1) year from the date of the allegations that are the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) specific misrepresentations by the district that it had resolved the problem that form the basis of the complaint; or 2) withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- B. Complaints may be submitted by mail, fax, email or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
- C. The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The district is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this policy and procedure and from retaliating against an individual for filing such a grievance.

### **III. Informal Process for Resolution**

Anyone with an allegation of discrimination may request an informal meeting with the school principal, unless the principal is the alleged respondent, in which case the complainant shall move to Level One – Formal Review to resolve their concerns. Such a meeting will be at the option of the complainant. If unable to resolve the issue at this meeting, the complainant may submit a written complaint to the compliance officer. During the course of the informal process, the district must notify complainant of their right to file a formal complaint.

### **IV. Formal Process for Resolution**

#### **A. Level One - Complaint to District**

- 1. A complaint must be written and set forth the specific acts, conditions or circumstances alleged to be in violation and submitted to the compliance officer, which is for elementary students the executive director of elementary education at 313-1000, and for secondary students the executive director of secondary education at 313-1000.
- 2. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within twenty (20) calendar days. The school district and complainant may agree to resolve the complaint in lieu of an investigation. The officer shall provide the superintendent with a full written report of the complaint and the results of the investigation.
- 3. The superintendent or designee will respond to the complainant and respondent with a written decision as

expeditiously as possible, but in no event later than thirty (30) calendar days following the district's receipt of the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the Office of the Superintendent of Public Instruction.

4. The decision of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. The complainant may submit their appeal via email at: [vpsboard@vansd.org](mailto:vpsboard@vansd.org) or via mail to the Vancouver Public Schools Board President at P.O. Box 8937, Vancouver, Washington 98668.
5. Any corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than thirty (30) calendar days following the superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

#### B. Level Two – Appeal to the Board of Directors

1. If a complainant or respondent disagrees with the superintendent's or designee's written decision or if the superintendent fails to respond, the complainant or respondent may appeal the decision to the district board of directors by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
2. The board shall schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision. The decision of the board will be provided in a language the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act. The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

#### C. Level Three - Complaint to the Superintendent of Public Instruction

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

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

unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

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

#### D. Level Four - Administrative Hearing

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

### IV. Mediation

- A. At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the discrimination complaint process deadlines in order to pursue mediation.
- B. The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.
- C. Mediation must be conducted by a qualified and impartial mediator who may not: 1) be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.
- D. If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

### V. Preservation of Records

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

### VI. Resources

#### A. District Contacts / Compliance Officers

Jeff Fish  
Executive Director of Human Resources  
[jeff.fish@vansd.org](mailto:jeff.fish@vansd.org)  
360-313-1000

Janell Ephraim  
Civil Rights Coordinator  
[Janell.ephraim@vansd.org](mailto:Janell.ephraim@vansd.org)  
360-313-1000

#### B. State Contacts

Superintendent of Public Instruction Equity and Civil Rights Office  
P.O. Box 47200  
Olympia, WA 98504-7200  
360.725.6162

Washington State Human Rights Commission  
711 South Capitol Way, Suite 402

P.O. Box 42490  
Olympia, WA 98504-2490  
360.753.6770

## **PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING**

(Policy 3207)

The board is committed to a safe, civil, respectful, and inclusive educational environment for all students, employees, parents/guardians, volunteers, and community members that is free from harassment, intimidation, or bullying. As defined in state law, "harassment, intimidation, or bullying" means any intentional electronic, written, 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 the act:

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

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

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

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

The term "parent" as used in this policy means a parent, guardian, or a person having legal custody of a child. If the student is eighteen (18) years of age or older, or is legally emancipated, the procedures for the parent in this policy may be exercised by the student.

The term "sexting" as used in this policy means the sending, possessing, displaying or distributing of text messages and pictures of an explicit sexual nature.

### **I. Behaviors/Expressions**

- A. This policy recognizes that "harassment," "intimidation," and "bullying" are separate but related behaviors. Each must be addressed appropriately.
- B. 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.
- C. 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 or otherwise amount to harassment, intimidation, or bullying. In addition, 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.

### **II. 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 training of students, staff, and volunteers. Specific training requirements are included in the accompanying procedure.

### **III. Prevention**

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. The district will collaborate with families, law enforcement, and other community agencies in developing programs to develop the strategies.

### **IV. Interventions**

- A. 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.
- B. 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, discipline, or law enforcement referrals.

## **V. 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.

## **VI. Retaliation/False Allegations**

- A. 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 for participating in an investigation.
- B. 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.

## **VII. Compliance Officer**

- A. The executive directors of elementary and secondary education shall be the primary contact for receipt of formal complaints and the compliance officers for their respective grade levels. Each will serve as the primary district contact to ensure policy implementation. The name and contact information of each will be disseminated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.
- B. The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

## **PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING** (Procedure 3207)

Vancouver Public Schools strives to provide students with optimal conditions for learning by maintaining a school environment where every student is treated with respect and students are not physically or emotionally harmed.

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

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

### **I. Definitions**

- A. "Aggressor" means a student, staff member, or other member of the school community who engages in the harassment, intimidation or bullying of a student.
- B. "Harassment, intimidation or bullying" means an intentional electronic, written, verbal, or physical act that:
  - 1. Physically harms a student or damages the student's property;
  - 2. Has the effect of substantially interfering with a student's education;
  - 3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
  - 4. Has the effect of substantially disrupting the orderly operation of the school.
- C. Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

- C. Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation or bullying. This procedure does not govern harassment, intimidation, or bullying toward an employee, volunteer, parent/legal guardian, or community member.
- E. Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website: <https://www.k12.wa.us/student-success/health-safety/school-safety-center/school-safety-security-related-rcws-wacs/harassment-intimidation-and-bullying-hib>.
- F. "Retaliation" occurs when a student is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, participating in an investigation, or being identified as a targeted student.
- G. "Staff" includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).
- H. "Targeted student" means a student against whom harassment, intimidation or bullying has allegedly been perpetrated.
- I. "Complainant" means the person who has reported the harassment, intimidation, or bullying.

#### I. Relationship to Other Laws

- 1. This procedure applies only to RCW 28A.300.285 – Harassment, Intimidation and Bullying prevention. There are other laws and procedures to address related issues such as sexual harassment or discrimination.
- 2. At least four Washington laws may apply to harassment or discrimination:
  - a) RCW 28A.600.477 – Harassment, Intimidation and Bullying
  - b) RCW 28A.640.020 – Sexual Harassment
  - c) RCW 28A.642 – Prohibition of Discrimination in Public Schools
  - d) RCW 49.60.010 – The Law Against Discrimination
- J. The district will ensure its compliance with all state laws regarding harassment, intimidation or bullying. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a person's gender or membership in a legally protected class under local, state, or federal law.

## II. Prevention

### A. Dissemination

- 1. In each school and on the district's website the district will prominently post information on reporting harassment, intimidation and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer. The district's policy and procedure will be available in each school in a language that families can understand.
- 2. Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, or is posted on the district's website.
- 3. Additional distribution of the policy and procedure is subject to the requirements of WAC 392-400-226.

### B. Education

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

### C. Training

Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the district's Incident Reporting Form.

### D. Prevention Strategies

1. The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches.
2. Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

## III. District Compliance Officer

The district compliance officer will:

- A. Serve as the district's primary contact for harassment, intimidation and bullying of a student. If a district staff member receives a written report alleging harassment, intimidation or bullying, the staff member must promptly notify the district compliance officer. During the course of any investigation, if the district becomes aware of a potential violation of Policy 3207, the district investigator must promptly notify the compliance officer. In response, the compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through 392-190-075. The investigation and response timeline begins when the school district knows or should have known that a written report of harassment, intimidation or bullying involves allegations that the school district has violated its Policy 3207;
- B. Provide support and assistance to the principal or designee in resolving complaints;
- C. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations. If a written report of harassment, intimidation or bullying indicates a potential violation of the district's nondiscrimination policy [Policy 3210], the compliance officer must promptly notify the district's civil rights compliance coordinator, if different;
- D. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern;
- E. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough;
- F. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training; and
- G. In cases where, despite school efforts, a targeted student experiences harassment, intimidation or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: [www.k12.wa.us/SafetyCenter/default.aspx](http://www.k12.wa.us/SafetyCenter/default.aspx).
- H. Communicate with the school district's designated civil rights compliance coordinator. If a written report of harassment, intimidation, or bullying of a student indicates a potential violation of the district's nondiscrimination policy (Policy 3210), or if during the course of an investigation, the district becomes aware of a potential violation of the district's nondiscrimination policy, the compliance officer must promptly notify the district's civil rights compliance coordinator. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both this procedure and the nondiscrimination procedure. The investigation and response timeline for the nondiscrimination procedure begins when the school district knows or should have known that a written report or investigation or harassment, intimidation or bullying involves a potential violation of the district's nondiscrimination policy.

## IV. Staff Intervention

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

## **V. Filing an Incident Reporting Form**

- A. Any student who believes they have been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member. If the allegations in a written report that indicates a potential violation of this procedure, the district employee who receives the report must promptly notify the HIB compliance officer. Alternatively, during the course of an investigation, if the district becomes aware of a potential violation of this procedure, the district employee investigating the report must promptly notify the HIB compliance officer.
- B. Upon receipt of this information, the HIB compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through WAC 392-190-075. The investigation and response timeline set forth in WAC 392-190-065 begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations that the district has violated this procedure or the guidelines adopted under WAC 392-190-059 or 392-190-005

## **VI. Addressing Bullying – Reports**

### **A. Step 1: Filing an Incident Reporting Form**

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

#### **Status of Reporter**

##### **1. Anonymous**

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned incident reporting form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

##### **2. Confidential**

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

The district may take additional action where other information corroborates an anonymous or confidential report of harassment, intimidation, or bullying.

##### **3. Non-confidential**

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

### **B. Step 2: Receiving an Incident Reporting Form**

1. All staff are responsible for receiving oral and written reports. Staff who initially receive an oral or written report of harassment, intimidation or bullying should attempt to resolve the incident immediately if it is a minor incident. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation or bullying, or if the conduct is not directed toward a student, no further action may be necessary under this procedure.

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

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

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

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, of a student, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement, as appropriate, and inform the parent/guardian.
2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant, targeted student, and/or the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant, targeted student and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant; and other measures.
3. If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy [Policy 3210], the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-066 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.
4. Within two (2) school days after receiving the incident reporting form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
5. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve their parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation or bullying of a student. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
6. The investigation will include, at a minimum:
  - 1) An interview with the complainant;
  - 2) An interview with the targeted student, if different than the complainant;
  - 3) An interview with the alleged aggressor;
  - 4) A review of any previous complaints involving the complainant, the targeted student, or the alleged aggressor; and
  - 5) Interviews with other students or staff members who may have knowledge of the alleged incident.
7. The principal or designee may determine that other steps must be taken before the investigation is complete.
8. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
9. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:

- a) The results of the investigation;
  - b) Whether the allegations were found to be factual;
  - c) Whether there was a violation of policy; and
  - d) The process for the complainant to file an appeal if the complainant disagrees with the results.
10. Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.
  11. If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve their family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.
  12. If the incident cannot be resolved at the school level, the principal or designee will request assistance from the district.

#### D. Step 4: Corrective Measures for the Aggressor

1. After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to district Policy 3241, Classroom Management, Discipline and Corrective Action. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.
2. If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

#### E. Step 5: Right to Appeal

1. If either party is dissatisfied with the results of the investigation, they may appeal to the executive director of schools and learning by filing a written notice of appeal within five (5) school days of receiving the written decision. The executive director or designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
2. If the party remains dissatisfied after the initial appeal to the executive director, they may appeal to the superintendent by filing a written notice of appeal within five (5) school days of receiving the executive director's written decision. The superintendent or designee will review the record and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
3. If the party remains dissatisfied after the appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
4. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

#### F. Step 6: Discipline/Corrective Action

1. The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying of a student. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.
2. Corrective measures for a student who commits an act of harassment, intimidation or bullying will be varied and

graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district Policy 3241, Classroom Management, Discipline and Corrective Action.

3. If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider school wide training or other activities to address the incident.
4. If staff have been found to be in violation of this policy and procedure, the district may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

G. Step 7: Support for the Targeted Student

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

**VII. Immunity/Retaliation**

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

**VIII. Other Resources**

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

**IX. Other District Policies and Procedures**

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

**GENDER INCLUSIVE SCHOOLS**

(Policy 3211)

The board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of gender expression or gender identity. To that end, the board recognizes the importance of an inclusive approach toward students who are transgender and gender-expansive with regard to key terms, communication and the use of names and pronouns, 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. Implementation of the policy will occur in conjunction with training of staff and volunteers. Specific training requirements, and the name and contact information for the compliance officer are included in the accompanying procedure. The compliance officer will ensure proper policy implementation, receive all formal and informal complaints, and participate in at least one mandatory training opportunity offered by the Office of the Superintendent of Public Instruction (OSPI). The district will inform staff and students of the compliance officer contact information.

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.

**GENDER INCLUSIVE SCHOOLS**

(Procedure 3211)

The principal or building administrator, or an appropriate, designated school employee, is encouraged to request a meeting with  
2024-2025

a transgender or gender-expansive student upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or identity. Before contacting a student's parents, the school will consult with the student about the student's preferences regarding family involvement and consider whether safety concerns are present for the student. The goals of the meeting are to:

- A. Develop an understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the district will provide, according to Policy 3211 and this procedure and under state and federal law; and
- B. Develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.
- C. The meeting is intended to be supportive of the student, however, the school may not require the student to attend a meeting as a condition of providing them with the protection to which they are entitled under Policy 3211, this procedure and state and federal law regarding gender expression or identity.

## **I. Key Definitions/Terms**

- A. "Assigned sex at birth" refers to the sex a person was given at birth, usually based on anatomy or chromosomes (e.g. male, female, intersex, etc.).
- B. "Cisgender" is a term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity is also female).
- C. "Gender Expression" refers to the external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.
- D. "Gender Identity" refers to a person's internal and deeply-felt sense of being female, male, both, non-binary, gender-expansive, or other, regardless of the gender assigned at birth.
- E. "Parent" means a parent, guardian or person having legal custody of a child. If the student is eighteen (18) years or older, or is legally emancipated, the procedures for the parent in this regulation may be exercised by the student.
- F. "Transgender" is a term often used to describe a person whose gender identity or expression, or both, are different from those traditionally associated with their sex assigned at birth.
- G. "Transitioning" is the process in which a person goes from living and identifying as one gender to living and identifying as another.

## **II. Official Records**

- A. The standardized high school transcript is the only official record that requires a student's legal name. School staff will adopt practices to avoid the inadvertent disclosure of the student's transgender or gender-expansive status. The district will change a student's official records to reflect a change in legal name or gender upon receipt of:
  - 1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or
  - 2. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.
- B. Schools may also change a student's official gender designation upon parent or student request. The district will comply with the OSPI process, and verification from a physician will not be required.
- C. The school will use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, and directory information. To the extent that the district is not legally required to use a student's legal name and biological sex on school records or documents, the district should use the name and gender by which the student identifies. In situations where school employees are required by law to use or report a student's legal name or gender, such as for standardized testing, school staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender-expansive status.

## **III. Confidential Health or Educational Information**

Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or

2024-2025

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

#### **IV. Communication and Use of Names and Pronouns**

- A. The school counselor or appropriate school employee will privately ask a student who is known to be transgender or gender-expansive how they would like to be addressed in class, in correspondence to the home, and at conferences with the student's parent/guardian. The student's preferred name will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. The student's legal name will be accessible only to staff with a legitimate educational interest.
- B. When appropriate or necessary, the preferred name and pronoun will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.
- C. When communicating with students who are transgender or gender expansive regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student's actual or perceived gender identity or gender expression.
- D. In consultation with the student, before communicating with parents of students who are transgender or gender-expansive, school staff will determine how to refer to the student when talking with their parents and guardians. For families who are supportive, using the student's name and pronoun could be affirming for the student. School staff will consider that for parents who are not supportive, or who are not aware of the student's transition at school, referring to their name and pronoun could be dangerous.
- E. The district will comply with all laws prohibiting discrimination based on gender identity, including the intentional or persistent refusal to respect a student's gender identity or gender expression, or inappropriate release of information regarding a student's transgender or gender-expansive status.

#### **IV. Restroom Accessibility**

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

#### **V. Locker Room Accessibility**

- A. Use of locker rooms by students who are transgender or gender-expansive will be assessed on a case-by-case basis, with the goal of maximizing social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities, and ensuring the student's safety. The district approach will conform to OSPI's guidelines. In most cases, the district should provide the student access to the locker room that corresponds to the gender identity they assert at school. Reasonable alternatives to locker room conditions for any student who wants additional privacy include, but are not limited to:
  - 1. Use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom); and
  - 2. A separate changing schedule (i.e., utilizing the locker room before or after the other students).
- B. The school will provide accommodations needed to allow the student to keep their transgender or gender-expansive status private. No student will be required to use a locker room that conflicts with their gender identity.

#### **VI. Sports and Physical Education Classes**

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

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

## **VII. Dress Codes**

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

## **VIII. Other School Activities**

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

## **IX. Training and Professional Development**

- A. The district designates the director of equity and inclusion as the compliance officer for this policy and procedure relating to students who are transgender or gender-expansive. A compliance officer will participate in at least one mandatory training opportunity offered by OSPI.
  - 1. Primary contacts:
    - a) Director of equity and inclusion
    - b) Phone number: 360-313-1000
    - c) Address: 2901 Falk Rd., Vancouver, Washington, 98661
  - 2. OSPI complaints and correspondence should be addressed to the director of equity and inclusion.
- B. When possible, the district will conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:
  - 1. Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
  - 2. Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
  - 3. Strategies for preventing and intervening in incidents of harassment and discrimination, including bullying and cyber-bullying; and
  - 4. District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, gender identity, and gender expression issues.

## **X. Discrimination and Harassment Complaints**

- A. Discrimination and harassment on the basis of sex, gender identity, or gender expression are prohibited within the district. It is the responsibility of each school, the district and all staff to ensure that all students, including students who are transgender and gender-expansive, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the person designated as the primary contact relating to students who are transgender or gender-expansive. The primary contact will communicate with the district's civil rights compliance coordinator.
- B. Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and/or harassment complaints. This includes investigating the incident and taking age and developmentally-appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined in the district's Procedure 3210, Nondiscrimination.
- C. The district will share this policy and procedure with student, parents / guardians, employees, and volunteers.

## **SEXUAL HARASSMENT OF STUDENTS PROHIBITED**

(Policy 3205)

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.

### **I. Definitions**

- A. 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.
- B. The term "sexual harassment" may include:
  - 1. Acts of sexual violence;
  - 2. Unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
  - 3. Unwelcome sexual advances;
  - 4. Unwelcome requests for sexual favors;
  - 5. Sexual demands when submission is a stated or implied condition of obtaining an educational benefit; or
  - 6. Sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.
- C. 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.

### **II. Investigation and Response**

- A. 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.
- B. 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.
- C. 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.

### **III. Retaliation and False Allegations**

- A. 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.

- B. 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.

#### **IV. Staff Responsibilities**

- A. 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.
- B. 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.
- C. Reports of discrimination and discriminatory harassment will be referred to the district's Title IX or Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.
- D. District staff, including employees, contractors, and agents shall not provide assistance in obtaining educational employment or provide a recommendation of educational employment for an employee, contractor, or agent that the district or an individual acting on behalf of the district, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law. District staff will follow standard administrative procedures for transmission of information contained in personnel files.

#### **V. 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.

**QUESTIONS? COMPLAINTS? CONTACT THE PRINCIPAL OR THE  
EXECUTIVE DIRECTOR OF TEACHING AND LEARNING  
FOR ELEMENTARY EDUCATION at 313-1010**

## **SEXUAL HARASSMENT OF STUDENTS PROHIBITED**

(Procedure 3205)

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

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

### **I. Notice**

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

Vancouver Public Schools  
Central Office  
2901 Falk Rd.  
Vancouver, WA 98661

### **II. Title IX Coordinator, Investigator, and Decision-maker**

- A. The district will designate and authorize at least one employee to act as "Title IX Coordinator" to coordinate the district's state and federal sex discrimination and sexual harassment regulation compliance efforts. The decision-maker who reaches the final determination of responsibility for alleged Title IX sexual harassment will be the Superintendent or designee. The decision-maker cannot be the same person who serves as the Title IX Coordinator or the investigator of the Title IX complaint.
- B. Any individual designated as Title IX Coordinator, an investigator, or decision-maker, and any person who facilitates an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents in general or individually, and must receive training on the definition of sexual harassment under Title IX, the scope of the district's education program or activity, how to conduct an investigation and grievance process and informal resolution process, and how to serve impartially. The decision-maker must also receive training on how to create an investigative report that fairly summarizes relevant evidence.
- C. Any training materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of complaints. The district shall maintain for a period of seven years records of any informal resolution and the result, unless subsequent changes in Title IX regulations provide for a different retention period, or as otherwise required by state law or district policy; and all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, and make such materials available on the district's website or make these materials available upon request for inspection by members of the public.

### **III. Staff Responsibilities**

- A. The district must act in accordance with this policy and procedure when any district employee knows, or in the exercise of reasonable care should know, about possible sexual harassment.
- B. In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement.
- C. The principal will notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

### **IV. Confidentiality**

2024-2025

- A. If a complainant requests that their name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the school principal, or the appropriate executive director, if the principal is the subject of the complaint, for evaluation.
- B. The school principal or the appropriate executive director should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.
- C. If the complainant still requests that their name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have their name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

## **V. Retaliation**

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

## **VI. Title IX Complaint Process**

### **A. Sexual Harassment Complaint under Title IX**

- 1. The Title IX Coordinator will assess whether a formal complaint of sexual harassment meets the criteria for a Title IX complaint. If so, the district will implement investigation and response procedures under state law, as well as the following additional procedures as required by Title IX regulations.
- 2. Under Title IX, the term "sexual harassment" means:
  - a) An employee of the district conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
  - b) Conduct that creates a "hostile environment," meaning unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
  - c) "Sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

### **B. Supportive Measures under Title IX**

Once any district employee knows, or in the exercise of reasonable care should know, about possible sexual harassment, the Title IX Coordinator must promptly contact the complainant and offer to provide the complainant with supportive measures and explain the process for filing a formal complaint. *See "interim measures" required under state law below for a similar requirement.* Supportive measures must be offered to the complainant, before or after the filing of a formal complaint, or where no formal complaint has been filed. Supportive measures may also be provided to the respondent. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the District's education program or activity without unreasonably burdening the other party. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

### **C. When Title IX Procedures are Required**

- 1. The district will implement the Title IX procedures set forth in this policy and procedure in response to a sexual harassment complaint when the alleged conduct constitutes sexual harassment as defined by Title IX regulations, and:

- a) The written complaint is filed by the complainant of the alleged sexual harassment, by the complainant's legal guardian, or by the Title IX Coordinator;
  - b) The complaint requests that the district investigate the allegation(s) of sexual harassment, as defined under Title IX regulations;
  - c) The complaint is against a named respondent who, at the time of the alleged harassment, was a district student, district employee, or third party involved in district activities and under the control of the district;
  - d) The alleged sexually harassing conduct occurred in the United States; and
  - e) The complainant is participating in or attempting to participate in the district's educational program or activity at the time.
2. If the formal complaint is determined to meet the criteria for a Title IX complaint, the district must respond promptly in a manner that is not deliberately indifferent. "Deliberately indifferent" means that the district's response is clearly unreasonable in light of the known circumstances. The district's investigation and determination regarding responsibility shall be completed within 60 days unless the parties agree to a different timeline or the superintendent or designee determines there is good cause for an extension of the time limit. The district will respect the complainant's wishes with respect to whether the district investigates unless the Title IX Coordinator, after having considered the complainant's wishes, decides that it would be clearly unreasonable not to investigate the allegations.
3. The district will acknowledge receipt of the formal complaint by providing the following written notice to the respondent and complainant:
- a) Notice of the complaint, investigation, and grievance processes;
  - b) Notice of the allegations of sexual harassment with sufficient time for the parties to prepare a response before any initial interview and with sufficient detail. Such sufficient detail includes the identities of the parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known;
  - c) Notice that the parties may have an advisor of their choice who may be an attorney or non-attorney, and who may inspect and review evidence of the alleged sexual harassment;
  - d) Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility for alleged sexual harassment is made at the conclusion of the grievance process; and
  - e) Notice of any provision in student conduct policies and procedures that prohibits false statements or submitting false information.

D. Title IX Informal Resolution Process, *See state Informal Complaint Process, below*

- 1. At any time prior to a determination regarding responsibility for alleged sexual harassment as defined by Title IX regulations, the district may permit a complainant to waive the formal resolution process in favor of an informal resolution process not involving a full investigation and determination, provided that the district obtains the parties' voluntary, written consent, the district does not use the informal resolution process for resolving allegations that a district employee sexually harassed a student, and the district provides the parties with written notice disclosing the allegations, the requirements for the informal resolution process, and the circumstances in which the parties would be precluded from continuing with a formal resolution process for the same allegations.
- 2. A party has the right to withdraw from the informal resolution process and resume the formal Title IX grievance process at any time prior to agreeing to a resolution. The district may not require the waiver of the right to an investigation and adjudication of formal complaints of sexual harassment under Title IX as a condition of enrollment, employment, or enjoyment of any other right, nor may the district require the parties to participate in an informal resolution process.

E. Title IX Formal Resolution Process

- 1. The district must investigate allegations contained in a formal complaint. If the conduct alleged would not constitute sexual harassment under Title IX regulations even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the recipient must dismiss the

formal complaint under Title IX. Such dismissal does not preclude action under another provision of district policy or procedure or under sexual harassment investigation procedures as required by state law.

2. The district's investigation of a Title IX complaint must:
  - a) Ensure that the district bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility for the alleged sexual harassment. The district may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in their professional capacity and made and maintained in connection with the provision of treatment to the party unless the district obtains the party's voluntary, written consent to do so.
  - b) Provide an equal opportunity for the parties to present witnesses and other inculpatory and exculpatory evidence;
  - c) Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
  - d) Provide the parties with the same opportunities to have others present during any grievance proceeding; including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney or non-attorney. The district will apply any restrictions regarding the extent to which an advisor may participate equally to both parties;
  - e) Provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all interviews or other meetings, with sufficient time for the parties to prepare to participate;
  - f) Prior to the completion of an investigative report, provide an equal opportunity for the parties to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence that the district does not intend to rely on in reaching a determination of responsibility for the alleged sexual harassment, regardless of the source of the evidence. The parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completion of the investigative report;
  - g) At least ten (10) days prior to a determination regarding responsibility, create an investigative report that fairly summarizes relevant evidence, and send the investigative report in an electronic or hard copy format to each party and each party's advisor for their review and written response;
  - h) After transmitting the investigative report to the parties, but before reaching a final determination regarding responsibility, the decision maker must give each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or unless they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
3. At the conclusion of the investigation, the decision-maker (superintendent or designee) must issue a written determination of responsibility regarding the alleged sexual harassment, applying a preponderance of the evidence standard. One or more remedies must be provided any time a respondent is found responsible. Violation of the district's Title IX policy may result in disciplinary sanction up to and including expulsion.
4. The superintendent's written determination must be issued to the parties simultaneously and must include the following:
  - a) Identification of the allegations potentially constituting sexual harassment under Title IX regulations;
  - b) A description of the procedural steps taken from the time of the district's receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and other meetings held with the parties;
  - c) Findings of fact supporting the determination;

- d) Conclusions regarding the application of the district's code of conduct policies to the facts;
- e) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- f) The procedures and bases for appealing the superintendent's determination.

F. Title IX Investigation Appeals

- 1. Both parties may appeal from the superintendent's determination regarding responsibility or from the district's dismissal of any allegations contained in a formal Title IX complaint.
- 2. A party may appeal the determination regarding responsibility on the following bases:
  - a) Procedural irregularity affecting the outcome of the matter;
  - b) New evidence that was not reasonably available at the time the determination regarding responsibility was made that could affect the outcome of the matter; or
  - c) The Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or individually that affected the outcome of the matter.
- 3. Regarding appeal, the district must:
  - a) Provide written notice to the other party when an appeal is filed;
  - b) Implement appeal procedures equally for both parties;
  - c) Ensure that the decision-maker for the appeal is not the same decision-maker who reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
  - d) Ensure that the decision-maker for the appeal has received the training required by this procedure.
  - e) Provide both parties with a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome of the initial determination; and
  - f) Issue a written decision describing the result of the appeal and the rationale for the result.

G. Emergency Removals for alleged sexual harassment under Title IX

These additional Title IX sexual harassment procedures do not preclude the district from removing a student from school on an emergency basis consistent with Policy and Procedure 3241 – Student Discipline and state law.

H. Title IX Investigation Recordkeeping

- 1. The district will maintain records of each Title IX sexual harassment investigation, including any determination regarding responsibility and, if any exists, any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; and any appeal from the result of a determination regarding responsibility, for a period of seven years, unless subsequent changes in Title IX regulations provide for a different retention period, or as otherwise required by state law or district policy.
- 2. The district must maintain records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX, for a period of seven years, unless subsequent changes in Title IX regulations provide for a different retention period, or as otherwise required by state law or district policy.

**VII. Informal Complaint Process – State Requirements**

- A. Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to the school principal or the appropriate executive director, if the principal is the subject of the complaint. Additionally, staff will also inform an appropriate supervisor

or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

- B. During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).
- C. Informal remedies may include:
  - 1. An opportunity for the complainant to explain to the alleged harasser that their conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
  - 2. A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
  - 3. A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
  - 4. Developing a safety plan;
  - 5. Separating students; or
  - 6. Providing staff and/or student training
- D. Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or because the district believes the complaint needs to be more thoroughly investigated.
- E. The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

## **VIII. Formal Complaint Process – State Requirements**

### **A. Level One – Complaint to District**

- 1. Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process under state law, the district will take interim measures to protect the complainant before the final outcome of the district's investigation. The same allegations may qualify as a sexual harassment allegation under federal Title IX regulations, which require actions in addition to the process for investigating sexual harassment allegations under state law.
- 2. The following process will be followed:
  - a) All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX coordinator may also conclude that the district needs to conduct an investigation based on information in their possession, regardless of the complainant's interest in filing a formal complaint.
  - b) The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
  - c) Complaints may be submitted by mail, fax, email or hand-delivery to the district Title IX coordinator or associate superintendent of human resources at 2901 Falk Rd., Vancouver, Washington, 98661, 360-313-1200. Any district employee who receives a complaint that meets these criteria will promptly notify the coordinator.

### **3. Investigation and Response**

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

#### 4. Superintendent Response

- a) The superintendent or designee will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- b) The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate (e.g., sources of counseling, advocacy and academic support); 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) notice to the perpetrator(s) of potential sanctions (e.g., discipline).
- c) The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- d) Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- e) The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

#### B. Level Two - Appeal to Appropriate Decision Maker

##### 1. Notice of Appeal and Hearing

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

## 2. Decision on Appeal

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

### C. Level Three - Complaint to the Superintendent of Public Instruction

1. If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.
2. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, email, or hand delivery.
3. A complaint must be in writing and include: 1) a description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) the name and contact information, including address, of the complainant; 3) the name and address of the district subject to the complaint; 4) a copy of the district's complaint and appeal decision, if any; and 5) a proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.
4. Investigation, Determination and Corrective Action
  - a) Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.
  - b) Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
  - c) All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.
  - d) A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

### D. Level Four - Administrative Hearing

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

## **IX. Mediation**

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

in order to pursue mediation.

- B. The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.
- C. Mediation must be conducted by a qualified and impartial mediator who may not: 1) be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because the individual serves as a mediator.
- D. If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

#### **X. Training and Orientation**

- A. All district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.
- B. Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.
- C. Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.
- D. As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:
  - 1. Demands for sexual favors in exchange for preferential treatment or something of value;
  - 2. Stating or implying that a person will lose something if the individual does not submit to a sexual request;
  - 3. Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
  - 4. Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
  - 5. Using derogatory sexual terms for a person;
  - 6. Standing too close, inappropriately touching, cornering or stalking a person; or
  - 7. Displaying offensive or inappropriate sexual illustrations on school property.

#### **XI. Policy and Procedure Review**

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

**QUESTIONS? COMPLAINTS?  
CONTACT THE PRINCIPAL OR THE EXECUTIVE DIRECTOR  
OF TEACHING AND LEARNING FOR ELEMENTARY EDUCATION  
Phone No. 360-313-1010**

## **STUDENT SAFETY WALKING, BIKING AND RIDING BUSES TO SCHOOL**

(Procedure 6605)

### **I. Safe Routes to School Plan**

- A. Pursuant to [WAC 392-151-025](#), all elementary schools that have students who walk to and from school are required to develop a suggested route plan. These route plans shall limit the number of school crossings so that students move through the crossings in groups. The walking route plan shall be distributed to all students. All schools are encouraged to have a walking/biking route plan in place.
- B. The district will conduct a walking and biking audit within a one mile radius of the school and develop a Safe Routes to School walking/biking map or plan. The plan will recommend the best routes for students walking to and from school, as well as the best routes to and from school bus stops. In developing the plan, the committee will consider, at a minimum, the following:
  - 1. Traffic patterns;
  - 2. Existing traffic controls;
  - 3. Existing school patrols;
  - 4. Limits on the number of school crossings to encourage students moving through the crossings in groups;
  - 5. Allowing only one entrance-exit from each block to and from school;
  - 6. Routes that provide the greatest physical separation between walking children and traffic;
  - 7. Routes that expose students to the lowest speeds and volumes of moving vehicles; and
  - 8. Routes that include the fewest number of road or rail crossings.
- C. The superintendent or designee will review the plan and, upon their approval, distribute the plan to all students with instructions that it be taken home and discussed with parents/guardians. The plan will be updated as necessary as conditions change. The superintendent or designee will include the plan in the District's School Wellness Plan to encourage parents and students who walk and bike to school to use the recommended routes.

### **II. Student Conduct on Buses**

- A. Any misconduct by a student that is detrimental to the safe operation of the bus is sufficient cause for the principal or designee to suspend the transportation privilege. Decisions by the principal or designee to suspend the transportation privilege may be made in consultation with the bus driver or bus supervisor.
- B. Rules of conduct for students riding buses:
  - 1. Students will obey the driver and any paraprofessional assigned to the bus by the District. The driver is in full charge of the bus and passengers and will be obeyed. If a paraprofessional is assigned to the bus by the District, the paraprofessional is also expected to support the safe operation of the bus with respect to student conduct. When transporting classes or teams, the teacher or coach has primary authority over the behavior of the students. Students will obey both the driver, the teacher, paraprofessional, coach or other District employee.
  - 2. Students will ride only on their assigned bus unless written permission to do otherwise has been received by the District;
  - 3. Students will not be permitted to leave the bus except at their regular stop unless written permission to do otherwise is received by the District;
  - 4. Students who are assigned seats will use only that seat unless permission to change is authorized by the driver;
  - 5. Students will observe rules of classroom conduct while riding on buses. Noise will be kept down to avoid distracting the driver. Students will refrain from the use of obscene language or gestures;
  - 6. Students will not smoke or ignite lighters or matches on buses;
  - 7. Students will not eat on buses, except when specifically authorized and supervised by and accompanying teacher,

coach or other District employee. Buses will be kept clean;

8. Students will not open bus windows without the driver's permission;
9. Students will not extend any part of their body out of bus windows at any time;
10. Students will not carry or have in their possession items that can cause injury to passengers on the bus. Such items include, but are not limited to, sticks, breakable containers, weapons or firearms, straps or pins protruding from clothing, large, bulky items which cannot be held or placed between legs, etc. Books and personal belongings will be kept out of aisles;
11. Students will not have animals on buses, except one providing assistance to a disabled student in accordance with District policy;
12. Students will not sit in the driver's seat or to the immediate right or left of the driver;
13. Students will refrain from talking to the driver unless necessary;
14. Students will go directly to a seat once inside the bus and remain seated at all times unless the driver instructs otherwise;
15. Students will get on/off the bus in an orderly manner and will obey the instructions of the driver or school safety patrol on duty. There will be no pushing and shoving when boarding or leaving the bus. Once off the bus, students will adhere to rules for pedestrians;
16. Students will cross the roadway only when the bus driver gives approval and must cross only in front of the bus and never cross the roadway behind a bus unless they use pedestrian crosswalks or traffic lights;
17. Students will stand away from the roadway curb when any bus is approaching or leaving a stop and must never approach a bus until it has come to a complete stop and the door has been opened;
18. Students must arrive at their designated bus stop five (5) minutes prior to the scheduled stop time;
19. Students going to and from their bus stops where there are no sidewalks will walk on the left-hand side of the roadway facing oncoming traffic. Students will go directly to their home after leaving the bus;
20. Students will use lap belts on buses when available;
21. Students will follow emergency exit drill procedures as prescribed by the driver;
22. Students will not tamper with emergency doors or equipment;
23. Students will remain quietly seated, not exhibit disruptive behavior and turn off all noise-making devices while on the bus;
24. Parents of students identified as causing damage to buses will be charged with the cost of the incurred damage. Students causing the damage may be suspended from transportation and subject to other disciplinary consequences in accordance with District policy and procedure; and
25. Student misconduct may constitute sufficient reason for suspending transportation privileges.

### **III. Disciplinary Procedures**

- A. Principals or their designee are responsible for addressing students whose behavior results in a bus-incident report or violates the rules above. The principal will designate employees to provide supervision during bus arrival and departure times and receive reports (written and oral) from the drivers.
- B. Principals must maintain open lines of communication among relevant District employees, bus drivers and the transportation department.
- C. When waiting for a bus, or going to and from a bus stop, students are responsible for conducting themselves according to the behavioral expectations that apply in public and may be subject to the District's code of conduct. That is, they must not abuse or cause damage to private or public property; they must not use obscene language or gestures; they must not engage in criminal activity. Failure to adhere to these standards may result in formal complaints by citizens which may be forwarded to principals for possible corrective action.

- D. Students provided with transportation are responsible for complying with the District's rules of conduct for students riding buses and code of conduct. Failure to adhere to these rules, including but not limited to engaging in abusive behavior towards the public, driver, fellow passengers or the vehicle, constitutes justification for initiating corrective action against a student.
- E. The driver or bus supervisor may create a written report of student conduct that violates the District's rules of conduct for riding buses. In order for drivers and bus supervisors to effectively maintain control on their buses, it is expected that action be exercised by principals when receiving such a report. In the event that the principal determines that no action is necessary, the principal will communicate that decision to the driver or bus supervisor.
- F. When a student's conduct constitutes an infraction of the rules of conduct for riding buses or the code of conduct, the driver or bus supervisor will complete a report on the student describing the incident or damage that occurred. The written report is the primary means by which a driver or bus supervisor communicates a student's conduct to the school and transportation department. This report, in most cases, reflects an infraction of rules which is repeated by the student after having received previous oral warnings from the driver or bus supervisor. However, a single infraction may result in a written report. The driver or bus supervisor will provide the student with a copy of the report, hand the original report to the principal or designee and submit a copy to the transportation supervisor. The copy of the report concerning special education students will be given to the principal for disposition.
- G. The principal or designee, upon receiving the report, will investigate the circumstances surrounding the incident and is authorized to take corrective action pertaining to transportation, consistent with the procedures below and as determined appropriate to the circumstances. The use of corrective action must have a real and substantial relationship to the orderly and safe operation of the bus, including but not limited to, the preservation of the health and safety of students and employees.
  - 1. **Pre-referral interventions:** Transportation staff must document interventions used to correct student misbehavior, such as restorative conversations, a phone call home to parents, or review of the bus rules of conduct.
  - 2. **Warning:** School principal or designee may contact parent regarding previous interventions and inform parent of consequences if behavior does not improve.
  - 3. **Bus riding contract:** School principal or designee may make parent contact and issue a bus contract which outlines behavior expectations for the student to continue riding the bus.
  - 4. **Behavioral interventions:** School principal or designees may implement behavioral interventions on the bus, assign lunch detention, or take other appropriate action to correct the student's behavior on the bus.
  - 5. **Short term bus removal:** The student may be removed from the bus for one to five days. The parent must be contacted to discuss concerns and solutions.
  - 6. **Extended bus removal:** The student will be removed from the bus for an extended period, as determined by the principal or designee, in consultation with the transportation supervisor, executive director for teaching and learning, and student welfare and attendance office.

The action taken by the principal or designee will be annotated on the bus incident report and forwarded to the student's parent for signature. The transportation department will be notified of all corrective action pertaining to the transportation of the student.
- H. In the event that a student physically assaults a driver, under no circumstances may the driver retaliate in kind or otherwise physically assault the student. Such conduct will be reported to law enforcement, as appropriate, and may subject the driver to legal action.
- I. The student or parent of a student who has been suspended from receiving transportation may appeal the principal's decision by submitting a written statement to the superintendent. The superintendent or designee will render a decision after evaluating the issues and facts involved.
- J. In addition to the corrective action pertaining to transportation, the principal or designee may take any action deemed appropriate, in accordance with Policy 3241 (Student Discipline).

#### IV. Emergencies

- A. The transportation supervisor will review the contents of the School Bus Driver's Handbook with each driver prior to the beginning of each school year. Each driver, in turn, is expected to follow the procedure as outlined in the handbook.

At the start of each field trip or extracurricular trip, the school bus driver will review with all passengers the location and use of the emergency exits, emergency equipment and any District emergency procedures.

- B. In the event of a collision, the driver will make contact with the transportation supervisor who will:
  - 1. Determine the nature of the collision;
  - 2. Contact emergency services if there is reason to believe that there are injuries which require immediate attention;
  - 3. Contact the state patrol regarding the accident;
  - 4. Advise the superintendent of schools;
  - 5. Investigate the collision and gather the names of all students and witnesses;
  - 6. Dispatch another bus to transport the student to their destination; and
  - 7. Contact the parent(s) or guardian(s) of any students who are injured.
- C. To facilitate the responsibilities assigned to the transportation department, the supervisor, in cooperation with the building principals, will compile a list of students, including addresses and phone numbers, who are authorized to ride each bus route.

**STUDENT DRESS**  
(Procedure 3224)

**I. Determination of Student's Dress and Grooming Standards**

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

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

**II. Regulation of Student Dress and Grooming**

- A. The principal, in connection with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity if the principal reasonably believes that the student's dress or grooming:
  - 1. Creates a hazard to the student's safety or to the safety of others; or
  - 2. Will prevent, interfere with or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.
- B. If the student's dress or grooming is objectionable under these provisions, the principal will request that the student make appropriate corrections. If the student refuses, the principal will notify the parent, if reasonably possible, and request that the parent make the necessary correction. If both the student and parent refuse, the principal will take appropriate action, which may include discipline. Students may be suspended, if circumstances so warrant. Students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal may determine. All students will be accorded due process safeguards before any discipline may be taken.
- C. Students identified as being gang involved, influenced or affiliated will be provided assistance and/or programs which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.

## **STUDENT RECORDS**

(Procedure 3231)

The term "parent" as used in this procedure means a parent, guardian or person having legal custody of a child. If the student is eighteen (18) years or older, or is legally emancipated, the procedures for the parent in this procedure may be exercised by the student.

### **I. Records and Forms**

- A. The superintendent or designee is responsible for overall district management of student records. The building principal is responsible for the student records in the respective schools. The district's policy and procedure on student records is available at all school building offices for review and a copy may be obtained online at [www.vansd.org](http://www.vansd.org).
- B. At the beginning of the school year, parents in Vancouver Public Schools shall be notified:
  - 1. Of their right to inspect and review the records of their children and their other rights under the Family Education Rights and Privacy Act (FERPA) through the annual student handbook;
  - 2. That the school, in accordance with the federal "Every Student Succeeds Act," discloses student names, addresses and telephone numbers when requested by military recruiters, unless the parent has specifically requested such information not be disclosed; and
  - 3. The parents of students who enter during the school year shall be notified of the above at the time of registration.

### **II. Type of Records**

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

- 1. Cumulative folder

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

- 2. Supplementary records

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

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

### **III. Accessibility of Student Records**

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

- A. Parents

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

their children;

2. A parent shall have access, during school business hours, to their child's education record by submitting a written request to the principal of the school in which their child is enrolled. The law requires that when a student reaches the age of eighteen (18) years, the rights of the parents of the student transfer to the student. If, however, a student eighteen (18) years or older is considered a dependent for the IRS, the parents shall have access to the child's records; and
3. The school principal or secondary school associate principal, upon receipt of a written request for access to records, shall comply with a request promptly and before any meeting regarding an individualized education program (IEP) or hearing relating to the identification, evaluation, educational placement of the student or provision of FAPE to the student, including disciplinary proceedings. In any case school personnel will respond no later than forty-five (45) calendar days after the date of the request. The parent may request a representative to inspect and review the records.
  - a) The written request for access shall be filed in the student's folder;
  - b) A record access form shall be maintained in each student's file; and
  - c) A parent may only review and inspect information relating to his or her child. Eligible students may also only review and inspect information relating to him/herself. Group test results will be provided on an individual basis to maintain confidentiality.
4. The parent may request the school district provide a copy at no cost if failure to provide this copy would effectively prevent the parent or student from exercising their right to review and inspect the records.
5. Parents and eligible students shall have the right to an explanation or interpretation by qualified staff of all information in the cumulative folder and supplementary records. This action may be initiated by the parent or a staff member. The request will be acknowledged within five (5) school business days after a request is received unless a written explanation for the failure to do so is supplied by the custodian of records. In no case will the review occur later than forty-five (45) days after the request is made.
6. Inspection and review will be conducted during normal working hours, unless the custodian (teacher, counselor, nurse, psychologist, principal) consents to other arrangements. Although records must remain within district control, they may be copied or reproduced by or for the parent or eligible student at their own expense.
7. A parent, whether married or divorced, has full rights under the law to inspect, review and request a copy of his or her student's education records, unless the school or district office has been provided a court order that specifically revokes these rights. A stepparent, if he or she lives with the natural parent and child on a day-to-day basis and the other parent is not present, has the same rights as a natural parent.

**B. The Student**

1. Information from the cumulative folder will be interpreted to the student upon his/her request. Information contained in supplementary records will be interpreted to the student upon his/her request and with the consent of the parent. The adult student may inspect his/her cumulative folder and supplementary records. The right of access granted the parent or adult student includes the right to be provided a list of the types of student-related education records maintained by the school and the district. The parent and adult student will have the right to inspect or to be informed of the content of any record containing personally identifiable information regarding more than one student, provided that the right to access will apply only to that portion of the record or document which relates to the student. Upon graduation from high school, a student may request to receive a final transcript in addition to the diploma.
2. The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's education records. They are:
  - a) Parents or eligible students have a right to inspect or review information including when the student is a dependent under IRS tax code, when the student has violated a law or the school rules regarding alcohol or substance abuse (and the student is under 21), and when the information is needed to protect the health or safety of the student or other individuals.
  - b) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
  - c) Exceptions which permit disclosure without consent are: disclosure deemed by the district as necessary

to protect the health or safety of the student or other individuals and disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, hearing officer, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

C. Other Districts

Other districts will be provided with records upon official request from the district. At the time of transfer of the records, the parent or adult student may receive a copy of the records at his/her expense if requested and will have an opportunity to challenge the contents of the records. Parents will be advised through the annual Student Rights and Responsibilities Handbook that student records will be released to another school where the student has enrolled or intends to enroll.

#### **IV. Other Persons and Organizations**

The confidentiality of student records will be maintained throughout the period of time when such records are collected, stored, disclosed or destroyed by the district. The administrator for records is responsible for maintaining the confidentiality of all students' records. In order to maintain the confidentiality of records without impeding the rights of parents, eligible students, and needs of the staff, the following procedures shall be in effect:

- A. Prospective employers may request to review the transcript of a student. Each parent or adult student will be advised at least annually that such requests will be honored only upon a signed release of the parent or adult student.
- B. Information contained in the cumulative folder and supplementary records of a student will be released to persons and organizations other than the student, parent, staff and other districts only with the written consent of the parent or adult student with the following exceptions:
  - 1. Directory information may be released publicly without consent upon the condition that the parent or adult student be notified annually of the school's intention to release such information and be provided the opportunity to indicate that such information is not to be released without prior consent. Such information will not be released for commercial reasons.
  - 2. Directory information is student record information considered not unduly invasive of family privacy and will be released without prior parental permission unless the parent specifically has requested the school not release such information. Directory information is defined as a student's name, name(s) of parent(s), the parent(s) electronic mail address, home address, telephone listing, date of birth, grade level, photographs (including for yearbooks), dates of attendance, current school and most recent school and school district attended, awards received, participation in official activities and sports, height and weight for members of athletic teams, and the student's major field of study.
  - 3. The actual residential addresses of participants in the state Address Confidentiality Program will not be available for release as directory information. Social Security numbers, student identification numbers (with authentication factors such as a secret password or personal identification number) or other personally identifiable information is not considered directory information.
  - 4. Information may be released to authorized representatives of the comptroller general of the United States, the commissioner of education, and/or an administrative head of an education agency or state education authorities in connection with the audit and evaluation of federally supported education programs or in connection with the enforcement of the federal legal requirements for such programs.
  - 5. Information may be released to state and local officials to whom such information is specifically required to be reported or disclosed pursuant to Washington state statute (examples: reporting child abuse or referrals to juvenile court for truancy).

6. Information may be released to organizations conducting studies for educational agencies for the purpose of developing, validating or administering predictive tests or improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than the representatives of such organizations and if such information will be destroyed when no longer needed for the purpose for which it has been gathered.
7. Information may be released in compliance with a judicial order or lawfully issued subpoena including *ex parte* court orders under the USA Patriot Act, upon condition that a reasonable effort was made to notify the parent or adult student in advance of such compliance unless such notice is not allowed by the order or subpoena. In compliance with the federal Uninterrupted Scholar's Act of 2013, when a parent is a party to a court proceeding involving child abuse or neglect (as defined in Section 3 of the Child Abuse and Prevention and Treatment Act (42 U.S.C. 5101) or dependency matters, and the order is issued in the context of that proceeding, the district is not required to provide additional notice (i.e., in addition to the court's notice) to the parent prior to release of the information.
8. Information may be released to appropriate persons and agencies in connection with an emergency to protect the health or safety of the student or other persons. The district will take into account the totality of the circumstance and determine if there is an articulable and significant threat to the health or safety of the student or other individuals. When information from a student's record, other than directory information, is released to any person or organization other than staff, a record of such release will be maintained as part of the specific record involved. Telephone requests for information about students will not be honored unless the identity of the caller is known and the caller is authorized to receive the information under provisions of these procedures. A record will be made of any such release of information and placed in the student's cumulative folder. This record of access will include date of access, name of the party granted access and the legitimate educational interest of the party granted access.
9. In compliance with the federal Uninterrupted Scholar's Act of 2013, information regarding students in foster care may be released without prior written consent of the parent or eligible student to agency caseworkers or other representatives of state or local child welfare agencies or tribal organizations who are legally responsible for the care and protection of the student, for purposes related to the student's case plan.

## **V. Records of Law Enforcement Unit**

- A. Vancouver Public Schools designates and authorizes the safety officer, district resource officers, and school resource officers as the law enforcement unit of the district.
- B. The district's law enforcement unit records include files, documents, surveillance tapes and other records that are:
  1. Created by a law enforcement unit;
  2. Created for a law enforcement purpose, and
  3. Maintained by the law enforcement unit.
- C. The records of the law enforcement unit are not education records, and therefore are not subject to protection provided the confidentiality of education records under this procedure, state law and the Family Educational Rights and Privacy Act (FERPA).
- D. Education records and personally identifiable information contained in education records do not lose their status as education records while in the possession of the law enforcement unit.

## **VI. Confidential Health Records**

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

## **VII. Amendment of Records and Hearing**

Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading. The FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, the amendment procedure may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. To request an amendment, the parent or eligible student should write the school principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the FERPA amendment procedures are not applicable to a request for amendment of educational records, the school is not required to hold a hearing. A request for a hearing shall be made to the director of student welfare and attendance. A hearing will be conducted within ten (10) days of the request.

1. If, as a result of the hearing, it is decided the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the district shall:
  - a) Amend the record accordingly; and
  - b) Inform the parent or eligible student of the amendment in writing.
2. If, as a result of the hearing, it is decided the information is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the district shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record, stating why he or she disagrees with the decision of the district or both.
3. If a statement is placed in the educational record the district shall:
  - a) Maintain the statement with the contested part of the record for as long as the record is maintained; and
  - b) Disclose the statement whenever the district discloses the contested record.

#### **VIII. Maintenance of Student Records**

- A. The student's principal, counselor or teacher will be the custodian of the cumulative folder. The principal or the student's counselor will be the custodian of the supplementary records.
- B. School staff will:
  1. Maintain only those records authorized by these procedures;
  2. Safeguard student records from unauthorized use and disposition;
  3. Maintain access records;
  4. Honor access requests for parent or adult student;
  5. Delete or correct records upon approval of the senior custodian or upon order of the superintendent or designee or the board; and
  6. Follow the records review schedule and procedures established by the senior custodian.
- C. Enrollment clerks will:
  1. Request student records from other schools;
  2. Maintain security of student records;
  3. Transfer records to the district records clerk to destroy and expunge records as permitted;
  4. Coordinate activities of their clerks;
  5. Respond to informal inquiries for records by parents or adult students;
  6. Establish records review procedures for their respective schools in accordance with procedures governing records disposition; and

7. Upon transfer of the student to the next level (elementary to middle school, middle school to high school) or upon graduation or transfer outside the district, remove for retention, preservation or destruction in accordance with applicable disposition procedures any records no longer pertinent to educational program placement including:
  - a) In cases where a student transfers or is promoted to another school in Vancouver Public Schools, all the student's education records are placed in a sealed container addressed to the enrollment clerk in the new school and routed through the district mail system. Records may be hand-carried by a professional staff member if the sending principal prefers;
  - b) When students move out of Vancouver Public Schools the academic record is forwarded to the records division. (1) The entire academic elementary school record including the current grade report with current grades is forward, in a sealed container to the records division; and (2) Middle and high schools academic records, including the withdrawal grades are forwarded in a sealed container to the records department.
8. Upon graduation from Vancouver Public Schools or upon the date of "move out" students would have graduated high schools must send the student file to the district records clerk; and
9. Verify by June 30 of each year the following:
  - a) Only records pertinent to educational program placement are being maintained, unless otherwise authorized by law; and
  - b) Required reviews have been accomplished.
- D. Three (3) years after graduation from high school or when the student's age is such that educational responsibility is no longer with the public schools, certain education records are destroyed based upon the State Record Retention Manual and best practices of Vancouver Public Schools. The Washington state transcript, academic history, enrollment history and health card are retained indefinitely.
- E. The district records clerk will provide overall supervision of student records management and control and will enforce the student records policy and the administrative procedures.
- F. The district will use an array of methods to protect records, including passwords, physical controls (such as locked cabinets), technological controls (such as role-based access controls for electronic records) and administrative procedures.
- G. All instructional material, including teacher manuals, films, tapes, or other supplementary instructional material used in connection with any research or experimental program or project shall be available for inspection by the parents of the children engaged in such program or project through the chairman of the district's research committee.
- H. If both parent and student sign a waiver of access to review letters of recommendation and references written by school personnel, neither the parent nor the student will be permitted to review those records. Both signatures are required for a waiver.

## **IX. Disposition of Student Records**

- A. The permanent student record will serve as the record of the student's school history and academic achievement. Permanent records filed in the student's cumulative folder are to be extracted and retained before disposition of the folder.
- B. Within ten (10) days after receiving a request, the district will furnish a set of unofficial educational records to the parent of a student transferring out of state who meets the definition of a child of a military family in transition.
- C. The cumulative folder for an elementary or middle school student who leaves the district will be maintained for three (3) years after discontinuance of enrollment in the district.
- D. Cumulative folders and supplementary records of high school students will be retained according to the Washington State Records Retention Schedule. In all cases, the student's permanent record card will be retained in perpetuity by the district.
- E. At the time a student graduates from school or ceases to need special educational services, the parent/guardian or adult student will be informed that personally identifiable information regarding the disabling condition is no longer needed for educational purposes AND that the special education records will be retained by the district for six (6) years before being destroyed pursuant to the School Districts and Educational Districts Records Retention Schedule

approved in accordance with RCW 40.14.070.

- F. When informing the parent or adult student about his/her rights regarding such records, the district will advise the parent or adult student that the information may be needed by the student or the parent to establish eligibility for certain adult benefits, e.g., social security AND that the parent/guardian/adult student should ensure that they possess the necessary documentation, or request copies of certain records from the district BEFORE the district records are destroyed in six (6) years. At the parent's/guardian's or adult student's request, the record information relating to the disabling condition will be destroyed but ONLY after the records have met their six (6) year retention requirement pursuant to the School Districts and Educational Districts Records Retention Schedule. The district may, in its discretion, choose to retain these records for a longer period of time for business purposes.
- G. A parent or adult student, at his/her expense, may receive a copy of all records to be transmitted to another district.

## **X. Large Scale Destruction of Student Records**

- A. After exercising care in accordance with that contained in the previous section (Disposition of Student Records), the senior custodian will bundle all records and send them to the district office. Each bundle will be plainly marked: "Student Records--for Destruction," dated and signed by the senior custodian. A summary sheet will be completed and retained in the office. The sheet will indicate: "As of this date, I have determined that the following records may be destroyed in accordance with district and state requirements and have submitted them for destruction." The summary sheet will be dated and signed by the senior custodian.
- B. Electronic records (including e-mail and web content) created and received by the district in the transaction of public business are public records for the purposes of RCW 40.14 and will be managed consistent with all of the laws and regulations governing the retention disclosure, destruction and archiving of public records. The district will manage electronic records according to the same provisions as paper documents as set forth in the records retention schedules. The district will retain records in compliance with the General Records Retention Schedule for School Districts and Educational Service Districts in Washington State found at: [www.sos.wa.gov/archives/recordsretentionschedules.aspx](http://www.sos.wa.gov/archives/recordsretentionschedules.aspx).)
- C. Whenever applicable, the retention period starts with the "cut-off." "Cut-off" is a term used to indicate files or records may be terminated on a predetermined date. "Cut-off" prevents current records from attaining unmanageable size and facilitates the filing of new records. Calendar year records may be "cut-off" on December 31, and a new file established on January 1; all fiscal year records can be "cut-off" only upon the completion of an action or event, such as termination of contract, final payment of a contract, termination of employment, etc. Regardless of the duration of the retention period, records series should be kept in the office files after "cut-off" only as long as is necessary to satisfy: (1) active reference; (2) audit, when required; and (3) other operational requirements. Once these three factors have been satisfied, the records should be transferred to a records center or to an appropriate alternative format, including electronically for the remainder of the retention period.

## **XI. Filing a Complaint**

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, D.C. 20202

## **MEDICATION AT SCHOOL** (Procedure 3416)

Each school principal, in consultation with the school Registered Nurse (RN), will authorize two staff members to administer all medications including over the counter medications. These designated staff members will receive RN delegation prior to the opening of school each year.

### **I. Definition**

For purposes of this procedure, "medication" means oral medication, topical medication, eye or ear drops and nasal spray. This definition DOES NOT include over-the-counter topical sunscreen products regulated by the US Food and Drug Administration (see Sunscreen section below). Oral medications are administered by mouth either by swallowing or by inhaling and may include administration by mask if the mask covers the mouth or mouth and nose.

## **II. Staff Dispensing Medication**

- A. Medication may be dispensed to students on a scheduled basis upon written authorization from a parent with a written request by a licensed health professional prescribing within the scope of their prescriptive authority. If the medication is to be administered more than fifteen consecutive days the written request must be accompanied by written instructions from a licensed health professional. Requests will be valid for not more than the current school year. All new orders for medication or medication order changes must be approved by the supervising RN prior to school staff administering the first dose.

All medications must be properly labeled and be contained in the original container. Individuals administering medications will:

1. Collect the medication directly from the parent (students should not transport medication to and from school except for medications needed for the treatment of medical emergencies). Collect a medication request and authorization form properly signed by the parent and by the LHP, including instructions from the LHP for administration of medication for more than fifteen consecutive days.
  2. Every other week (bi-monthly) count the medication and record the number of pills or amount of liquid medication received, with initials and date received, on the medication log. It is preferable to have two (2) people count and initial. On medication counts, the nurse must have assistance and a witness to the actual count of the medications.
  3. Store the prescription (not more than a twenty (20) day supply) or OTC (may be a (30) day supply or more) medications in a locked, substantially constructed cabinet or limited access area (for emergency medications).
  4. Maintain a current record, which indicates that the medication was administered. If a dose is missed, note the reason, e.g. "absent" This record must be kept for eight (8) years.
  5. Not administer medications after the date specified on the authorization form or expiration date on the label, unless the manufacturer, e.g. epinephrine auto injector, extends the authorization or expiration date.
  6. Report medication errors to the school nurse immediately.
  7. Provide for supervision by a physician or registered nurse. A copy of the medication policy will be provided to the parent upon request.
- B. A copy of this policy will be provided to the parent upon request for administration of medication in the schools.
- C. Oral or topical medications, eye drops, ear drops, or nasal spray may be administered by a registered nurse, a licensed practical nurse, or designated staff who are delegated to, trained, and supervised by the RN.
- D. Nasal sprays containing legend (prescription) drugs or controlled substances may only be administered by a school nurse or, if a school nurse is not present on school premises, an authorized school employee; or a parent-designated adult, with training as required by RCW 28A.210.260, may administer nasal glucagon. After a parent-designated adult who is not a school nurse, administers a nasal spray that is a controlled substance, the parent-designated adult must summon emergency medical assistance as soon as practicable, except in instances when the administration of the nasal glucagon occurs routinely as documented in the emergency care plan signed by the parent and LHP.
- E. No medication will be administered by injection by unlicensed school staff except when a student is susceptible to a life threatening anaphylactic condition consistent with Policy and Procedure 3419, Self-Administration of Asthma and Anaphylaxis Medications and Policy and Procedure 3420, Anaphylaxis Prevention and Response when acting as designated trained responder for opioid overdose reversal medication administration consistent with Policy and Procedure 3424, Opioid Related Overdose Reversal. The parent will submit a written authorization to act according to the specific written orders and supporting directions provided by licensed health professional prescribing within their prescriptive authority (e.g., medication administered to counteract a reaction to an insect sting). Such medication will be administered by staff trained by the supervising registered nurse to administer such an injection.

## **III. Emergency Medication**

Written orders for emergency medication, signed and dated, from the licensed health professional prescribing within their prescriptive authority will:

- A. State that the student suffers from a health condition, which may result in an emergency;
- B. Identify the drug, the mode of administration and the dose;

- C. Indicate when the medication will be administered based on anticipated or actual symptoms;
- D. Recommend follow-up after administration, administration of additional medications, transport to hospital; and
- E. Specify how to report to the prescribing health professional and any record keeping recommendations.

#### **IV. Students Carrying and Self-Administering Medications**

##### **A. Prescription Medication**

If a health professional and a student's parent request that a student be permitted to carry his/or her own medication and/or be permitted to self-administer the medication, the principal may grant permission after consulting with the school nurse. The process for requesting and providing instructions will be the same as established for oral medications. The principal and nurse will take into account the age, maturity and capability of the student; the nature of the medication; the circumstances under which the student will or may have to self-administer the medication and other issues relevant in the specific case before authorizing a student to carry and/or self-administer medication at school. Except in the case of multi-dose devices (like asthma inhalers), students will only carry one day's supply of medication at a time. Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own medication may result in termination of that permission, as well as the imposition of discipline when appropriate.

##### **B. Over-the-Counter Medication**

After obtaining permission from the school nurse, high school students are allowed to carry and self-administer a one-day supply of over-the-counter medication. Over-the-counter medication must be kept in the original container. Students will be subject to disciplinary action if they give/sell prescription or non-prescription medication to other students for consumption.

#### **V. Sunscreen**

- A. Over-the-counter topical sunscreen products may be possessed and used by students, parents, and school staff, without a written prescription or note from a licensed health care provider, if the following conditions are met:
  - 1. The product is regulated by the US Food and Drug Administration as an over-the-counter sunscreen product; and
  - 2. If possessed by a student, the product is provided to the student by their parent or guardian.
- B. Students who possess over-the-counter topical sunscreen products that meet the above criteria may carry up to 8 ounces at a time, preferably with the container in a plastic bag.
- C. Violations of any conditions placed on the student permitted to carry and/or self-administer sunscreen products may result in confiscation and termination of that permission, as well as the imposition of discipline when appropriate.
- D. School staff may assist students in application of sunscreen products in certain circumstances and in the presence of another staff member. The appropriate staff member will consider the age, maturity, and capability of the student, the need for the application of the sunscreen, and other issues relevant in the specific case, before assisting students in application of sunscreen products at school or during school-sponsored events. However, staff members are not required to assist students in applying sunscreen.

#### **VI. Parent-Designated Adult Care of Students with Epilepsy or Diabetes**

The policy and procedure for parent designated adults caring for students with epilepsy or student with diabetes are:

- A. Policy 3411, Accommodating Students with Seizure Disorders or Epilepsy; and
- B. Policy 3415, Accommodating Students with Diabetes.

#### **HOMEWORK, GRADING AND PROGRESS REPORTS**

(Procedure 2420)

The term "parent" as used in this procedure means a parent, guardian or person having legal custody of a child. If the student is eighteen (18) years or older, or is legally emancipated, the procedures for the parent in this regulation may be exercised by the student.

2024-2025

The superintendent or designee shall work cooperatively with building administration and staff to ensure that the following regulation effectively implements board Policy 2420, Homework, Grading and Progress Reports. In addition, the procedure should serve to promote consistency and uniformity among schools and individual teachers at each level.

Group or individual conferences will be held in the fall at all levels to discuss the following:

1. Washington State Learning Standards and grade level expectations for the coming term;
2. Reporting and grading practices;
3. School programs and curriculum;
4. Parental support of student's learning; and
5. In grades 9-12, credit accrual toward on-time graduation.

## **ELEMENTARY HOMEWORK GUIDELINES**

- A. Work may be assigned to be completed outside of the student's school day for a number of reasons:
  1. Practice-to help students to master specific skills, which have been presented in class;
  2. Preparation-to help students gain the maximum benefits from future lessons;
  3. Extension-to provide students with opportunities to transfer specific skills or concepts to new situations;
  4. Creativity-to require students to integrate many skills and concepts in order to produce original responses; and
  5. Finish work-to complete work for which time was provided during the school day.
- B. Work designed to be completed outside the student's school day should be meaningful, motivating, engaging, and consistent with and relative to the subject taught, and reviewed by the assigning teacher.
- C. The work assigned shall be of a reasonable amount:
  1. The amount should not be a burden to the student's taking part in normal student and family activities;
  2. The amount of work assigned should take into account other teachers' assignments so that the total assigned is reasonable for the student. The staff at each building will make every attempt to coordinate assignments; and
  3. The amount of work assigned should take into account the age of the student.
- D. Teachers will communicate homework guidelines and expectations to parents as a part of general communications related to classroom procedures.
- E. The principal will be responsible for clarifying the nature and use of homework assignments to supplement, support and/or improve school achievement.
- F. Guidelines for assigning homework

The frequency and duration of mandatory assignments should be:

  1. In grades K to 3, students should not be required to complete homework assignments. Encouragement should be provided to engage in family home learning activities such as reading to and with their child, outside play, puzzles and games, etc.;
  2. In grades 4 to 5, homework assignments two (2) to four (4) assignments a week, each lasting not more than fifteen (15) to forty-five (45) minutes, will take into account the student's developmental age, learning goals and program of studies;
  3. Grades 6 to 8 - three (3) to five (5) assignments a week, each lasting forty-five (45) to seventy-five (75) minutes;
  4. Grades 9 to 12 -- three (3) to five (5) assignments a week, each lasting seventy-five (75) to one hundred twenty (120) minutes; and
  5. Students enrolled in special K-12 programs, including language immersion, Highly Capable, Honors, Advanced Placement, International Baccalaureate, and College in the High School may have additional assignments in accordance with program goals and requirements.
- G. Teachers should state clearly:
  1. The classroom expectations regarding homework to students and parents;
  2. How the assignment is related to the grade level academic standards and learning target(s) under study;
  3. The purpose of the assignment;
  4. How the assignment might best be carried out; and
  5. What the student needs to do to demonstrate that the assignment has been completed (Success Criteria).

- H. Teachers are expected to provide feedback (oral or written) on assigned homework and return to students in a timely manner. Homework exclusive of completion of classroom learning activities may not represent more than 10% of the student's grade.
- I. Complex and comprehensive assignments should be in writing.

## **ELEMENTARY REPORTING PRACTICES (GRADES K-5)**

The elementary reporting procedures of Vancouver Public Schools will be in the form of parent conferences and written reports. Teachers will use conference periods to personally communicate student progress, gain insight into student interest and abilities, and to enlist parental support to improve student achievement. An initial conference report and subsequent report cards will be issued as written communication of student progress. Principals will distribute information regarding reporting and grading practices to parents in the fall of the school year.

### **1. Reporting Periods and parent conferences (K-5)**

The elementary schools shall report to parents four (4) times a year with the exception of parent partnered programs under alternative learning experiences which will follow a semester reporting schedule. The first report will be completed by the end of nine (9) weeks and will address personal and social development, lifelong learning skills, and recommendations for student learning. In addition, an individual report card will be provided to parents at the conclusion of each grading period. Every attempt will be made to schedule a conference for every parent during the fall. Additional conferences may be arranged upon the request of either parent or teachers.

### **2. Report Card Content (K-5)**

Teachers in kindergarten (K) through five (5) shall utilize a grade level report card which shows the student's individual academic achievement, academic behaviors, and personal growth. Progress will be reported for required academic content areas and individual student progress toward Washington State Learning Standards and district standards.

### **3. Student Report Cards (K-5)**

#### **a) Reporting student progress in English/Language Arts and mathematics**

Vancouver Public Schools' teachers in grades K-5 shall utilize performance level indicators to show student progress in English/language arts and mathematics. The progress indicators utilized will be in relation to each child's instructional progress toward Washington State Learning Standards and district standards. To build readiness for secondary studies, some teachers may report content area learning using these indicators. The performance level indicators are defined as follows:

4=Advanced indicates the student consistently performs above grade level expectations

3=Proficient indicates the student consistently meets grade level expectations

2=Basic indicates the student is progressing toward grade level expectations and/or meets some grade level expectations.

1=Developing indicates the student is making little progress toward grade level expectations and/or meets few grade level expectations.

#### **b) Reporting student progress in other content areas and lifelong learning skills**

Vancouver Public Schools' teachers in grades K-5 shall use student performance indicators for content areas and lifelong learning skills based upon development of desired learning behaviors, skills, and knowledge. Student performance indicators for content areas and lifelong learning skills will be used for content area learning and lifelong learning skills (academic behaviors and personal growth).

C =Consistently indicates the child consistently demonstrates the described learning behavior or knowledge.

O =Often indicates the child often demonstrates the described learning behavior or knowledge.

S =Sometimes indicates the child sometimes demonstrates the described learning behavior or knowledge.

R =Rarely/never indicates the child rarely/never demonstrates the described learning behavior or knowledge.

### **4. Progress Notification**

2024-2025

Parents of students in grades K-5, who are below or significantly below meeting grade level expectations, shall be notified prior to the end of each grading period by the classroom teacher through personal contact or in writing. This notification shall include identification of grade level expectations, data supporting the student's current performance level, and information regarding intervention options to support the student in progressing to meet grade level expectations. This contact must be documented.

#### **SPECIAL EDUCATION**

- A. Reporting periods for students in self-contained programs will be that of the regular school program according to the grade level of the student(s) being evaluated.
- B. Reporting for students in elementary learning support programs will be at the regular school program time periods, and at the annual review of the Individual Education Program. This review process will include progress toward individual goals and objectives.
- C. Reporting consists of an indication to parents as to the extent each student is achieving his/her individual program goals. Elementary students with IEPs will receive the same report card as basic education students.
- D. Secondary special education students receive IEP progress reports at regular interval grade reporting periods.
- E. Grades are provided at regular reporting periods for middle school and high school level for students enrolled in special education classes.

## **ELECTRONIC RESOURCES AND INTERNET SAFETY**

(Procedure 2022)

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

### **I. Use of Personal Electronic Devices**

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

### **II. Network**

- A. The district network includes wired and wireless devices and peripheral equipment, files and storage, email and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The district reserves the right to prioritize the use of, and access to, the network.
- B. All use of the network must support education and research and be consistent with the mission of the district.

### **III. Acceptable Network Use by District Students Include:**

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

### **IV. Unacceptable Network Use by District Students Includes but is Not Limited to:**

- A. Personal gain, commercial solicitation, and compensation of any kind;
- B. Actions that result in liability or cost incurred by the district;
- C. Downloading, installing and use of games, audio files, video files, games, or other applications (including shareware or freeware) without permission or approval from the director of information technology services;
- D. Support for or opposition to ballot measures, candidates, and any other political activity;
- E. Hacking, cracking, vandalizing, the introduction of malware, including viruses, worms, Trojan horses, time bombs, and changes to hardware, software, and monitoring tools;
- F. Unauthorized access to other district computers, networks, and information systems;
- G. Action constituting harassment, intimidation or bullying, including cyberbullying, hate mail, defamation, discriminatory jokes, and remarks. This may also include the manufacture, distribution, or possession of inappropriate digital images;

- H. Information posted, sent, or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- I. Accessing, uploading, downloading, storage and distribution of obscene, pornographic, or sexually explicit material;
- J. Attaching unauthorized devices to the district network. Any such device may be confiscated; or
- K. Any unlawful use of the district network, including but not limited to stalking, blackmail, violation of copyright laws, and fraud.
- L. The district will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by his/her own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the district's computer network or the Internet.

## **V. Internet Safety**

Personal information and inappropriate content:

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

## **VI. Filtering and Monitoring**

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the [Children's Internet Protection Act \(CIPA\)](#). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

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

blocked by the district's filtering software. The procedure will indicate a timeframe for a designated school official to respond to the request. The requirements of the Children's Internet Protection Act (CIPA) will be considered in evaluation of the request. The district will provide an appeal process for requests that are denied.

## **VII. Unmonitored Access: Expanded Student Internet Access**

- A. "Unmonitored access" means a student may utilize technology software that is not available to all students. For example, students with unmonitored access utilize digital programming features, online forums and work-alike groups not associated with or monitored by district staff. However, students who receive unmonitored access are required to use computer applications and programs only as directed and authorized by the classroom teacher. Any use beyond what is directed by the teacher will be considered unauthorized use of district technology and subject to student discipline.
- B. The director of information technology must give prior approval for the use of unmonitored student access. Access may be given in limited circumstances to support unique student educational opportunities. Prior to granting a student unmonitored access, parents must receive written notification of the benefits, risks and expectations of unmonitored Internet access. The director of information technology must receive parents' signed acknowledgement of the benefits, risks and expectations, and parents' signed consent to grant unmonitored student access prior to granting a student unmonitored access.
- C. A student can only utilize unmonitored access consistent with all the district's appropriate use requirements for online behavior, and the student must use the unmonitored access as instructed by the classroom teacher. Failure to comply with the district's acceptable use of technology guidelines, or classroom expectations will result in immediate loss of unmonitored access. In addition, the student will receive appropriate student discipline. High school students enrolled in video game programming, computer science and engineering courses may be granted unmonitored access to use the following software:
  - 1. Github;
  - 2. Gamemaker;
  - 3. Unityhub;
  - 4. Replit; and
  - 5. Autocad.
- D. The director of information technology and the director of career and technical education ("CTE"), based on input from the local CTE advisory committee, will annually review, approve and update the list of software available for unmonitored student access.

## **VIII. Internet Safety Instruction**

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

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

## **IX. Copyright**

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

## **X. Ownership of Work**

- A. All work completed by employees as part of their employment will be considered property of the district. The district will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary.
- B. All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such work has been paid for under a written agreement with the school system. If under an agreement with the district, the work will be considered the property of the district. Staff members must obtain a student's permission prior to

distributing the student's work to parties outside the school.

## **XI. Network Security and Privacy**

- A. Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Students and staff are responsible for all activity on their account and must not share their account password.
- B. The following procedures are designed to safeguard network user accounts:
  - 1. Change passwords according to district policy;
  - 2. Do not use another user's account;
  - 3. Do not insert passwords into email or other communications;
  - 4. If you write down your user account password, keep it in a secure location;
  - 5. Do not store passwords in a file without encryption;
  - 6. Do not use the "remember password" feature of Internet browsers; and
- C. Lock the screen or log off if leaving the computer.

## **XII. Student Data is Confidential**

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

## **XIII. No Expectation of Privacy**

- A. The district provides the network system, email, and Internet access as a tool for education and research in support of the district's mission. The district reserves the right to monitor, inspect, copy, review, and store, without prior notice, information about the content and usage of:
  - 1. The district network, including when accessed on students' personal electronic devices and on devices provided by the district, such as laptops, netbooks, and tablets;
  - 2. User files and disk space utilization;
  - 3. User applications and bandwidth utilization;
  - 4. User document files, folders and electronic communications;
  - 5. Email;
  - 6. Internet access; and
  - 7. Any and all information transmitted or received in connection with network and email use.
- B. No student or staff user should have any expectation of privacy when using the district's network. The district reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

## **XIV. Educational Applications and Programs**

- A. District staff may request students to download or sign up for applications or programs on the students' personal electronic devices. Such applications and programs are designed to help facilitate lectures, student assessment, communication, and teacher-student feedback, among other things.
- B. Prior to requesting students to download or sign up for educational applications or programs, staff will review "terms of use," "terms of service," and/or "privacy policy" of each application or program to ensure that it will not compromise students' personally identifiable information, safety, and privacy. Staff will also provide notice in writing of potential use of any educational application or program to the appropriate school administrator or IT staff including the anticipated purpose of such application or program. Specific expectations of use will be reviewed with students.

- C. Staff should also, as appropriate, provide notice to students' parents/guardians that the staff person has requested that students download or sign up for an application or program, including a brief statement on the purpose of application or program.

#### **XV. Archive and Backup**

Backup is made of all district email correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up on district servers regularly.

#### **XVI. Disciplinary Action**

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

#### **XVII. Accessibility of Electronic Resources**

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