RAPIDS

VANCOUVER PUBLIC SCHOOLS

Columbia River High School

2026-27 Student Handbook

Mission Statement

Our vision at Columbia River High School is the achievement of educational excellence and self growth for all students within a collaborative learning community that recognizes the worth of each individual through:

Respect
Integrity
Values
Excellence and
Responsibility.

Columbia River High School

Vision

Our vision at Columbia River High School is the achievement of educational excellence and self-growth for all students within a collaborative learning community that recognizes the worth of each individual through: **R**espect, **I**ntegrity, **V**alue, **E**xcellence and **R**esponsibility.

Mission of Vancouver Public Schools
Inspiring Learning
Growing Community
Each Student, Every Day

Message from the Vancouver 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 procedures for administering discipline within each school. These policies and procedures are developed with participation from parents and community. The policies and procedures 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/

Notice of Nondiscriminatory Policy
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; and Title IX Coordinator, Jeff Fish, 360-313-1000, jeff.fish@vansd.org; and 504 Compliance Coordinator, Katie Arkoosh, 360-313-1000, katie.arkoosh@vansd.org; or by mail to Vancouver Public Schools, PO Box 8937, Vancouver, Washington, 98668-8937.

Columbia River High School
800 NW 99th Street
Vancouver, WA 98665
360-313-3900

For additional information and resources, please refer to: https://river.vansd.org/

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STAFF

Administration

Darby Meade	Principal
Rob Duncan	Associate Principal/AD/Activities
Morgan Parker	Associate Principal/Curriculum

Counseling Center

Counselors

Kirin Casteel	A-G
Rachael Mortek	H-O
Jennifer Waller	P-Z
Echo Moran-Prince	Intervention Specialist
John Mollahan	Mental Health Counselor
Katee Nikkila	Clerk

IB Coordinator

Julie Nygaard

Student Pathways Center

Rachel Fouts-Carrico	Student Pathways Coordinator

Teachers

John Armerding	PE/CTE
Diana Bamford	English/AVID
Michael Baskette	SPED/ISEP
Scott Binkley	Social Studies
Janine Blackwell	Video Productions
Logan Burnett	Spanish
Jacob Burton	Social Studies
Michelle Buss	Science/ASB
Christine Campbell	Learning Support
Lisa Cavola-Chilcote	Science
Marshall Colcord	SPED/ICSP
Cara Cottingham	CTE/Graphic Arts
David Cummings	Math
James Dickey	Science
Amy Duncan	Pottery/Ceramics
Kevin Erickson	English
Naveed Eshragh	Science
Anna Fenton	SPEDICSP
Shana Ferguson	Media Center/Librarian
Natasha Flak	English/AVID/History
Mark Ganter	Marketing/Student Store
Melanie Green	Learning Support
Brian Hanson	English
Lauryn Heying	Family & Consumer Science
Michael Hornback	English/Success Academy
Heather Mardon	Horticulture
Jeni McAnally	IB TOK/English
Nick McCarthy	SPED/ISEP
Mariah McCleskey	Science/Math
Larry Merryman	English
Chris Molyneux	Physics/Math
Ian Monahan	Band
Corey Mowery	CTE/Mechatronics/Building Trades
Julie Nygaard	Math/IB Coordinator
Jason Phelps	Art
James Phillips	Learning Support
Todd Rogers	PE/Health
Matthew Sakow	Math/Psychology
Jonathan Schmidt	CTE/Math
Bethany Schweitzer	Choir
Morgan Sherve	AVID/ Math
Greg Shumway	Spanish/Social Studies
Brett Smedley	PE/Weight Training/AVID
David Soelberg	ASL
Wenwen Tian	Mandarin
Tom Trosko	Social Studies
Anna Weyrauch	CTE/Health/PPS/Careers in Ed
Kassondra Young	Social Studies
TBD	SPED/TSK
TBD	Orchestra

Library Media Center

Shana Ferguson	Media Specialist

Support Staff

Tamara Foy	Psychologist
Andrew Stietzel	Psychologist
Lori Koeb	Nurse
Laura Hickman	Nurse
Johnny Askew	Speech Therapist
Dave Iula	Speech Therapist
Cindy Blair	Tech Support
Brig Williams	ML Specialist
DeWayne Patterson	Program Specialist

Front Office

TBD	Secretary
Ellen Krane	Clerk

Business Office

Ruth Ingebrand	ASB Clerk
Raelynn King	Fiscal Clerk

Attendance Office

Bonnie Womack	Attendance Clerk
Robin Campbell	Discipline Clerk

Kitchen

Jennifer Wilde, Kitchen Manager
Susan Marino, Cook
Kelly Huffman
Maribel Castro-Salmeron
Dariia Mahas
Brianna WElburn
Ailet Avina-Lopez

Custodial

Gabriel Bravo, Head Custodian
Anatoliy Romanchenko
Tony Goca
Jose Pedroza-Rodriguez
Clyde Ono

Security

Richelle Cummings
Abe Manea
Jess Pritchard

Para Educators

Chris Appel	Erica Putansu
Sadan Atay	Andrea Sayler
Dayna Baudoin	Christopher Smith
Sierra Conner	Madeline Swan
	Cheri Chavers
	Ewa Teipel
Ty Sayyeau	Nathan Robe
	Cassie Murdock
	Trish Strong
Chris Avalon	Brandon Ramos
Faith Grisham	Megan Landwehr
Nathanel Prothe	Daria Blambic
Anna Meladze	John Posey
Marcela Mahoney	Heler Thoms
Joshua Prater	Cody Farris
Matthew Stufflebean	

2025-2026 Bell Schedule:

Monday-2 hour Early Release

Zero Period	7:30	8:35
Warning Bell	**8:30**	
Period 1	8:35	9:10
Period 2	9:15	9:50
Period 3	9:55	10:30
1st Lunch	10:35	11:05
Period 4B	11:10	11:45
Period 4A	10:35	11:10
2nd Lunch	11:15	11:45
Period 5	11:50	12:30
Period 6	12:35	1:10

Tuesday-Friday Schedule

Zero Period	7:30	8:25
Warning Bell	**8:30**	
Period 1	8:35	9:25
Period 2	9:30	10:20
Rapid Response	10:25	10:55
Period 3	11:00	11:50
1st Lunch	11:55	12:25
Period 4B	12:30	1:20
Period 4A	11:55	12:45
2nd Lunch	12:50	1:20
Period 5	1:25	2:15
Period 6	2:20	3:10

All passing times are the equivalent of 5 minutes, including the passing times before and after each lunch.
All buses leave 8 minutes after the last period of the day.

STUDENT SERVICES

Building Hours
The school building is open to students and families 7:40 am – 3:40 pm, Monday - Friday (except holidays). Before and after school, students are expected to remain in supervised areas, such as the Commons, main hallway, and courtyards. Students are allowed in the school building before and after Building Hours ONLY under the direct supervision of a staff member.

Main Office (360-313-3900)
The Main office is open to students and families 7:40 am – 3:45 pm, Monday - Thursday, and 7:40 am – 3:30 pm on Fridays. All visitors to Columbia River must report to the main office to check in.

Business Office (360-313-3924 / 360-313-3925)
The Business Office is the hub of most school activities, and handles all student body funds. Students may buy an ASB card to attend school activities, pay fees, clear for athletic participation, buy athletic insurance and/or health insurance, and purchase tickets to some school functions. The Business Office will be open from 8:00 am until 3:30 pm Mon. – Thurs. and Friday until 2:30 pm.

Counseling Center (360-313-3930)
The Counseling Center offers a quality program of services to students and their families.
Counselors assist with:

- Course planning and scheduling**;**
- Providing information about graduation, college entrance requirements, credit recovery and other educational opportunities (i.e. district magnet programs, Running Start, and Clark County Vocational Skills Center)**;**
- Post-secondary planning, including the completion of college and technical school applications, scholarship and financial aid forms, and letters of recommendation**;**
- Career and educational planning, in conjunction with the Student Pathways Center staff**;**
- Crisis and short-term counseling for issues such as conflict resolution, pregnancy, drug and alcohol concerns and depression**;**
- Referral to community agencies and other service providers as appropriate**;**
- Conference facilitation among students, teachers, and parents as requested.

Student Pathways Center (360-313-3922)
The Student Pathways Center is designed to serve students, staff, parents, and the community by disseminating information about post-secondary educational opportunities and careers. The Center is open during regular school hours and by appointment. The Student Pathways Center works with all students on post-high school planning, career exploration and research, off-campus learning experience, employment skills and resources, and also serves as a liaison for students enrolled in Cascadia Tech and VPS ½ day Magnet Programs. Student Pathways Center staff and counselors will assist students in completing their Post High School Plan as part of their High School and Beyond Plan.

- **Scholarship Information**
  The Student Pathways Center has scholarship information available to all students and parents. While the majority of scholarships are intended for seniors, opportunities do exist for underclassmen as well. Local scholarship opportunities are posted in Xello
- **Financial Aid Information**
  Students who are planning on continuing their education beyond high school need to complete the FAFSA (Free Application for Federal Student Aid) or WASFA starting in December, 2023, of their senior year. Information about the types of aid available and the process for applying is available in the Student Pathways Center.

Field Trips
Field trips are designed for the educational enrichment of students. Prior arrangement, including parental permission, must be made before students will be allowed to go on a field trip. Bus transportation will be provided for all school approved trips, and no student will be permitted to drive a car. Where the number

of students involved does not warrant the use of a bus, a car may be used when driven by a parent or faculty member.

Health Services
Located in the main office, the Health Room service is for students who require assistance. The services of the Health Room are primarily for **EMERGENCY PURPOSES** and for first aid. Students may not enter the Health Room except in an emergency, and must check in at the Main Office. Any student using the Health Room must sign the health room log. Before leaving the Health Room, students must obtain an admit to return to class from the main office personnel, an Associate Principal, or the school nurse.
Columbia River has the services of a school nurse on Monday - Friday from 8:10 AM to 3:40 PM and Friday.
The school nurse is available for conferences with individual students upon request.

Library Media Center

Circulation Procedures

- Books: Students may check out up to six books for a two week period.
- Reference books: These are usually not checked out, but on occasion may be checked out overnight.
- Magazines: Students may check out magazines for one night.
- Students must have their school ID card to check out books, or they can use their student ID number if they have a photograph on their library record.

Media Center Copy Machine

- The Media Center Staff will make one or two copies for students for class assignments.

Audio Visual Materials/Textbook Check-Out

- Audio Visual materials are checked out from the Media Center. Please reserve equipment in advance.
- The textbook depository is located in room 308. Please make an appointment to check out books with the staff in the Media Center.
- **Student Check-out Procedures** – Students must have a request to check out AV equipment signed by a teacher.

Lost & Found
Any lost and found items are placed on a rack next to the Attendance Office. Check periodically for your lost items as items found may not be turned in immediately. Articles not claimed through the school year will be periodically donated to a charitable organization. Phones, small electronics, keys, jewelry, wallets, glasses are in the lost and found in the main office.

Special Education

Vancouver Public Schools provide appropriate educational opportunities for children and youth with disabilities from birth to 21 years of age. Students become eligible for special education classes or programs following an evaluation conducted by a team of professionals. Persons wanting information on the referral and evaluation process should contact the principal or school psychologist.
Basic programs established to assist students with disabilities may be provided in regular, learning support, or self-contained classrooms. A number of students are also served by a speech and language pathologist, nurse, occupational therapist and/or physical therapist. Learning support programs are located in every school. Self-contained programs for students needing a higher level of intervention are located at select sites throughout the district. Special early childhood programs are provided for children ages birth to five through the Vancouver Early Childhood Center. The Jim Tangeman Center, formally Fir Grove/Vista Program, provide day treatment for behaviorally disabled students in grades one to twelve.
The center serves students from throughout the Southwest Washington region and is a collaborative effort between school districts and the county mental health system.
Each student in the district's special education program has an Individual Education Program (IEP) specifically designed in cooperation with parents/guardians to meet the student's unique needs. Student progress is shared with parents in written reports and conferences. Upon entering high school, all students and staff work collaboratively with the student and the parent/guardian to develop an individual transition plan designed to assist the student in developing skills they will need to be successful after high school.

Questions concerning the program may be direct to the Office of Special Education, PO Box 8937, Vancouver, WA 98668-8937: or call 360-313-1250.

International Baccalaureate (IB) Program

Mission Statement
The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

International Baccalaureate (IB) Diploma Program

The IB Diploma Program is one of three programs developed by the International Baccalaureate Organization for students in grades 11-12. The IBO works with 3,861 schools in 140 countries to offer the three IB programs to approximately 914,000 students. All IB World Schools are required to undergo a two-year application process and are re-evaluated every five years to guarantee that the school will share the mission and commitment of the IB. CRHS has been authorized to teach the IB Diploma program since 1993 and is the only IB World School in southwest Washington.

All students are expected to sign and adhere to an honor code. The document sets high standards for academic honesty, classroom behavior, and attendance. It provides both teachers and students an environment in which a commitment to preparing for and learning college level coursework is possible. **Students who fail to demonstrate a commitment to the honor code may be removed from their IB or PB courses.**

Students who successfully complete the Honors Program are eligible to become candidates for the IB Diploma, or Diploma Course students, choosing from any of the Diploma Program options. Completion of the IB Diploma requires students to take six IB classes and complete three core elements – the Extended Essay, a 4,000 word original research essay, Theory of Knowledge – an epistemology course, and Creativity, Action and Service (CAS), an extended, reflective learning experience that takes place over the course of the student's junior and senior IB years.

Honor students who attend CRHS on boundary transfers must remain scheduled as full-time honor students. During their junior and senior years, priority for renewal of boundary transfers will be based on the level of each student's participation in the IB magnet program, as per district policy. Attendance and discipline will be reviewed.

Junior and Senior IB Diploma candidates and IB Course students register in October for IB exams, which are held in May. Credit for IB Diplomas and Course results are accepted by most colleges and universities worldwide for credit or preferential placement at entrance. In addition, IB courses are excellent preparation for college success.

CR offers IB curriculum in the following areas: English, French, German, Spanish, History, multiple levels of math, Biology, Chemistry, Physics, Psychology, Philosophy, Art, Music, and Theory of Knowledge.

Career-Related Program

Columbia River High School was approved to offer the career-related program as a part of the IB pathway options at River starting in the Fall of 2020. The career-related program (CP) incorporates the values of the IB into a career-related pathway.
Columbia River High School offers career-related pathway options such as Computer Science, Digital Arts (Video, Photo, and Graphic Design), and others. Students who complete this program are well equipped to enter into apprenticeships, higher education, or directly into employment. Current freshmen and sophomores interested in beginning the program their junior year should check in with Morgan Parker in the Student Pathways Center. Students who have not yet started high school will apply as a part of the magnet application and will be assessed based on interest and motivation, connection to a career-related pathway, written communication skills and interview.

Columbia River High School
Code of Academic Integrity and Honesty

Columbia River High School sets high standards for students and teachers under the framework of **R**espect, **I**ntegrity, **V**alues, **E**xcellence and **R**esponsibility. The success of all students gains credibility and meaning when every student, teacher and parent observes the basic beliefs of academic honesty and the policies of both Columbia River High School and the IB Organization.

Columbia River expects students, teachers, parents and administrators to avoid any form of plagiarism or cheating. The IB Learner Profile supports this expectation, which states that students will

> "…act with integrity and honesty…. They take responsibility for their own actions and the consequences that accompany them."

The faculty and students of Columbia River are committed to:

- Embracing the value of learning that comes from completing and submitting one's own work.
- Respecting others' rights to learn.
- Ensuring that all of the work submitted is authentic and that any sources used are appropriately cited.
- Using digital tools and resources in an ethical manner with an understanding of when that use is appropriate for any particular task.
- Providing learning environments that support student teamwork and collaboration while also respecting the integrity of individual student work and achievement.
- Supporting inquiry and research and guiding all students in the proper citation of outside sources.

Consequences of Cheating

Students are ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. **Academic and Integrity Code violations may result in any of the following: Administrative action, parent notification, recommendation for dismissal from an IB class or the program, and/or the inability to obtain a letter of recommendation from a staff member. Individual teachers may also impose penalties related to the task or assessment in question that may have a negative effect on a student's grade.** Students suspected of copying work from any source to submit as their own may receive a zero or may be asked to redo an assignment, show the steps in their work, show drafts, etc. Incidents of cheating may be brought to the attention of school administration and recorded in the student's file. For students enrolled in honors or IB courses, the IB Coordinator will also be notified as it may place a student's honors or IB status in jeopardy. Multiple infractions will result in the student and their family meeting with teachers and administrators.

The Use of Artificial Intelligence

Students also should demonstrate "the responsible use of information technology and social media" (IBO). As we increasingly rely on the use of digital platforms and tools to support learning, students are reminded that information and student work, either paraphrased or copied, may violate our school's Academic Honesty and Integrity Code. Content from artificial intelligence (AI) and other tools should always be credited and should be used only with the approval of the teacher. If a teacher has not indicated whether or not the use of AI is acceptable for any given assignment, students should ask before

they use it and should still credit the use of that content appropriately. Teachers may use plagiarism and AI checkers to help them monitor student work.

Academic Honesty and the IB Program

As an IB accredited high school, Columbia River also adheres to the the General Regulations of the IBO, which clearly state:

> "Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme…. Malpractice includes the following: plagiarism, collusion, duplication of work, or any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate."

Additionally, the IB Program requires that teachers authenticate student work before it can be submitted for IB credit. If a student copies from another source for any IB assessment, they may be ineligible to resubmit the assessment. This may jeopardize their ability to receive a passing score from IB for an exam or required component of the Diploma or Career-Related Program.

Student Government and Activities

The Columbia River High School ASB class is made up of the Executive Council (ASB officers), Senior Class Council, Junior Class Council, Sophomore Class Council, and Freshman Class Council. The appropriate class council usually handles matters that affect only one of the classes. The Executive Council acts on, and coordinates matters of school-wide interest.

The Constitution and Bylaws of Columbia River High School enumerate the principles and procedures under which student government and the student activities program at our school operates. Copies of these documents are available from the associate principal.

ASB Cards
Students may purchase an ASB card for $35 that permits them free admission to all regularly scheduled home athletic contests. Students without an ASB card must pay regular adult prices to these contests. The student with an ASB card may save up to $50 in admission prices. Proceeds from the sale of ASB cards contribute to the financial support of the student activities program of Columbia River High School

STUDENT BODY OFFICERS
Executive Board

Eleanor Rice	President
Gavin Barnes	Vice President
Hayden Ramsdell	Secretary
Grace Sheron	Treasurer
Ruby Antonio-Zacarias	Activities Coordinator
Mikayla King	Creative Captain
Maya Delgadillo	Communications Officer

CLUBS AND ORGANIZATIONS

All clubs and organizations shall be directly responsible to the Executive Council. Some Clubs and/or Activities have a $40 fee each. All clubs must have a constitution, ratified by the Executive Council and a list of officers on file with the associate principal in charge of student activities. Any newly formed group with an advisor, a membership list, officers, and a constitution shall be classified as an organization of the school if approved by the Executive Council, associate principal and the School Board. The following is a list of the clubs at Columbia River High School and their advisors. Other clubs are available each year.

Clubs and Advisors (25-26)
Adventure Club…….. Corey Mowery
Asian Student Association……Wenwen Tian
American Sign Language……Dave Soelberg
Badminton Club…….Scott Binkley
The Bagel Club.....Morgan Sherve
Black Student Union..... TBD
Chess Club..... TBD

Creative Writing Club..... Morgan Sherve
Critical Thinking Club..... Scott Binkley
Debate Club……...Scott Binkley
DEC (Diversity Equity Club).....Diana Bamford
DECA……..……Mark Ganter
Fellowship of Christian Athletes……..Dave Soelberg
Feminism Club……. Natasha Flak
French Club……...Jennifer Trybull
Future Farmers of America... Heather Mardon
Gay Straight Alliance…… Christine Woodrich
Green Team.....Scott Binkley
Health Occupations Students of America..... Lisa Cavola-Chilcote
Pacific Islanders Club……TBD
Key Club……. TBD
Knowledge / History Bowl……. TBD
La Plaza Hispanic Heritage Club…Echo Moran Prince
Machine Learning Club……Chris Molyneux
Mock Trial……Shana Ferguson/Jacob Burton
Model UN…….....Kassondra Young
National Honor Society Matthew Sakow
Newspaper……Shannon McIntyre
Philosophy Club……Scott Binkley
Ping Pong Club……..…...……Scott Binkley
Rapid's Running Club……...Dave Soelberg
Red Cross Club…… Jeni McAnally
Sewing Club……Naveed Eshragh
Skills USA Video and Film……Janine Blackwell
Slackline Club…… Kevin Erickson
Theater Club……..……Brian Hanson
3D Modeling/Digital Art Club…….……TBD
Video Game Club…….…..Marshall Colcord
We are nature……Scott Binkley

Link Crew – Leaders: Michelle Buss and Natasha Flak
Link Leaders complete a two day training prior to the start of school to prepare for Freshmen Orientation. After training, the Link Leaders guide the freshmen through an orientation the night before school starts and the morning of the first day of school. The role of the Link Leader is to welcome incoming freshmen, advise them on the culture of Columbia River, and help them as they transition into high school. Link Leaders give in-class lessons to freshmen and provide support to them during their first semester of high school. Sophomores and juniors can apply to be Link Leaders during the spring of each school year. Application forms are distributed in English classes and leaders are selected by the end of the school year.

Performing Groups
Band / Jazz Band - Ian Monahan
Choir – Bethany Schweitzer
Orchestra - TBD

Dances

- **Homecoming:** This dance traditionally occurs during football season and is highlighted by the homecoming game.
- **Winter Dance:** This is a semiformal dance.
- **Spring Dance:** Informal dance.
- **Junior/Senior Prom:** This is for junior class and seniors. Sophomores/Freshmen are not allowed to attend unless accompanied by an upperclassman.

Dance Conduct

1. Appropriate dancing is expected of all students. Vulgar and sexually suggestive behavior will not be tolerated. When dancing, students must…
    - Dance face-to-face with space
    - Not lap dance or floor dance
    - Not straddle front-to-front
    - Not "mosh pit" dance, or shove, push or flail.
2. Excessive displays of affection are not permitted including inappropriate fondling or touching.
3. Removal of any necessary articles of clothing (shirts, pants) is not permitted. Any student or guest that is dressed inappropriately will be asked to change or be removed from the dance. No refund will be given. For appropriate dress description, please see Vancouver Public School dress code policy in the student handbook
4. For dance admission, EVERYONE MUST HAVE PICTURE ID. Current school ID, passport, or driver's license will be the only forms of ID accepted.
5. No re-entry to the dance is permitted once a student leaves.
6. Students who bring a guest to a school dance are required to have the appropriate dance pass completed and signed *before* purchasing tickets.
7. Students may NOT bring a guest that is a middle school student, nor 21 years or older.
8. If a student or guest is asked to leave a dance, both parties will be required to leave. Parents will be called and asked to pick up each student if necessary.

9. Students who are removed from 2 dances will not be able to attend dances for the rest of the year.
10. Columbia River formal dances are limited to Columbia River students and their invited guests. Informal/After-game dances are limited to River students.

Testing Information

***MANDATORY* STATE TESTING MAY CHANGE FOR THE NEXT YEAR. PLEASE CHECK NEWSLETTERS FOR UPDATED INFORMATION.** Testing schedules for district and state assessments will be developed for students as needed. Please visit our website for bell schedules such as the 2 hour early release or 2 hour delayed start schedules. State assessments are required and include: Smarter Balanced Assessment (SBAC) and Washington Comprehensive Assessment of Science (WCAS). Other assessments include: WIDA (Academic Language Learners); WA-AIM (select students on IEP's); ASVAB; AVANT; PSATs; SATs; IB Exams; and AP Exams.

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)
The PSAT is designed to prepare students for the SAT and is therefore a recommended test for all college bound juniors. This is also the assessment instrument used to qualify students for National Merit Scholarship Program. This test may be taken both in the sophomore and the junior years (for qualifying juniors), but only the junior test results are used for National Merit Scholarship purposes. Note the PSAT is only given once a year.

SAT (Scholastic Aptitude Reasoning Test)
The SAT is a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math — subjects that are taught every day in high school classrooms. Most students take the SAT during their junior or senior year of high school. Check with colleges and universities to see if the SAT is used to make admission decisions.

SAT Test Dates and Registration
Test dates and registration are available at www.collegeboard.org
Information is also available in the Student Pathways Center or the Counseling Center. Columbia River's school code for registration is **481-460**.

ACT (American College Testing Program)
The ACT® college readiness assessment is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. The ACT (No Writing) consists of

four multiple-choice tests: English, Mathematics, Reading, and Science. The ACT Plus Writing includes the four multiple-choice tests and a Writing Test. Check with colleges and universities to see if the ACT is used to make admission decisions.

ACT Test Dates and Registration
Please refer to www.actstudent.org for test dates and registration deadlines. Information is also available in the Student Pathways Center or the Counseling Center. Columbia River's school code for registration is **481-460**. Many students choose to take a combination of the ACT and the SAT, begin testing in the spring of their junior year, and retest again in the fall of their senior year. Registration materials for both ACT and SAT are available in the counseling center.

College Credit in High School

RCW 28A.300.118 requires each senior high school to publish annually and deliver to each parent with children enrolled in ninth through twelfth grades, information concerning the entrance requirements and the availability of programs in the local area that lead to college credit, including classes such as advanced placement, running start, tech-prep, skill centers, college in the high school, and international baccalaureate programs.

Advanced Placement (AP)/International Baccalaureate (IB)
Courses denoted in course descriptions by an 'AP' (Advanced Placement) or 'IB' (international Baccalaureate) are courses designed to be the equivalent of college level work. Studies have shown that

students who take AP or IB classes are better prepared for college than students who have not participated. The completion of AP or IB courses receives favorable consideration by college admissions offices. Students who successfully pass an AP or IB test may receive college credit at most colleges and universities. Such testing traditionally takes place the first two weeks of May.

Students interested in enrolling in AP or IB classes should consult with their school counselor. For information about applying to the International Baccalaureate program contact Julie Nygaard, the International Baccalaureate Coordinator at Columbia River High School.

Running Start

"Running Start" is another program which can lead to college credit, and it is operated in conjunction with Clark College. Students have the opportunity as juniors and seniors to take courses at both their home school and Clark College. Credits earned count toward both high school graduation and community college degree programs. Anyone interested in enrolling in classes at Clark through this program should consult the Running Start program guidelines available from the high school counselor within the Vancouver School District.

Career & Technical Education (CTE) College Articulation

CTE College Articulation programs put high school students on the pathway to earning a degree from a community college by allowing them to complete selected Career & Technical Education (CTE) classes while still in high school. It is a partnership between Community Colleges and participating high schools allowing students to simultaneously earn high school and college credits in courses that have been approved through a formal articulation agreement.

Career Specialists at each high school work with CTE teachers to assist students in completing the registration process and potentially earn college credit while taking high school courses.
For a list of CTE Dual Credit courses, see staff in the Student Pathways Center. Cascadia Technical Academy also offers many CTE courses that are eligible for college credit.

Awards and Honors

CR Varsity Academic Letters

The CR Varsity Academic Letter program honors students who have consistently shown a high regard for academics, citizenship and involvement in the school community. After the completion of their sophomore year students may apply for the CR Varsity Academic letter award. Applications are available in the Student Pathways Center in the fall with an award ceremony being held during the school day in December.

Criteria for Varsity Academic Letter:

1. Students must have a cumulative GPA of 3.5 or higher based on at least 4 semesters of high school courses; the most recent 2 semesters or coursework must be from Columbia River High School.
2. Students must have no truancies.
3. Students must have no discipline referrals and no violation of Vancouver Public Schools Drug and Alcohol policies.
4. Students must have participated in a school club or organization for at least one semester or an athletic activity for one season.
5. Student must have an ASB card.

Honor Roll

Students who earn a 3.3 or better at semester grading time will be included on the Honor Roll.

National Honor Society (By invitation only based on scholarship, leadership, and school and community service.) The National Honor Society of Columbia River High School receives its charter from the National Association of Secondary School Principals, and is governed by the national NHS constitution. The National Honor Society is NOT only an honorary society for scholastic achievement. Membership is also based on leadership, character, and service. Members must exhibit these three qualities, as well as maintain the required cumulative 3.5 GPA. Leadership implies being a role model in and out of class; character suggests honesty and integrity; service is evident in one's willingness to give time and energy to people in need.

National Honor Society Selection Process

Students who have the required 3.5 GPA will be eligible for membership for the first time upon completion

of grade 9. Early each fall, qualified students will be issued a Candidate Profile Form to be completed and returned if students are interested in being considered for membership. A panel will then conduct interviews and decide who will be accepted. All candidates will be informed of their selection or non-selection.
After students have been selected for membership, they are required to maintain the standards by which they were selected. Members must attend regular monthly meetings, maintain a 3.5 GPA, participate in service projects, and continue to exemplify outstanding character.

Seniors who are in good standing at the time of graduation will be recognized in the commencement program, will wear special NHS Honor Cords, and will receive a National Honor Society sticker on their diploma.

Honor Cords
Any CRHS senior who has an accumulated grade point average of 3.3 or better, calculated by GPA rank report at the end of first semester of the senior year, is eligible to wear a gold honor cord at commencement. There is special recognition on the graduation program as well as at the Senior Awards Night celebration.

Curricular Awards
Just prior to graduation, Senior Awards Night will be held to honor seniors who have won a variety of awards. Included are department awards from the faculty. All students honored receive a plaque or certificate. The criteria for each award is developed and maintained by the curricular areas.

Athlete's Awards
Awarded at Senior Awards Night, an outstanding athlete in boys and girls sports are honored as athletes of the year. The criteria are as follows: total number of sports, academic record, and participation for four years, athletic ability, team spirit, loyalty, good citizenship, team effort, and leadership.

Citizenship Award
This is the highest award given to two graduating seniors by the faculty. Winners of this award are given a plaque and have their names engraved on the perpetual plaque. Their names are announced at graduation.

Senior Class – Highest 5% Recognition
Every year the highest 5% scholastically in the senior class are recognized at graduation. The highest 5% in a senior class is determined by using the cumulative grade point average (GPA) rank. The GPA rank is calculated at the end of the first semester of the senior's high school career.

Graduation Speakers
The two graduation speakers are selected from the highest 5% in the senior class. One speaker from the highest 5% will be selected by the senior class. One speaker from the highest 5% will be selected by the teaching and administrative faculty. The selected graduation speakers will work with the building associate principal to write and deliver an approved graduation speech.

Athletics

Columbia River High School is a member of the Greater St. Helen's League, division 2A. Member schools are Columbia River, Hockinson, Mark Morris, RA Long, Ridgefield, Washougal and Woodland.

Athletic Eligibility
1. CRHS is a member of the Washington Interscholastic Athletic Association, and is obliged to abide by all rules of the WIAA. WIAA eligibility rules are available via the Internet at WIAA.com.
2. Any question regarding these rules should be referred to the coach or the Athletic Program Supervisor for Athletics and Activities.
3. In order to participate in practice or a contest, the participant must be in attendance at least 3 classes during the school day and have an excused absence for the other three periods
4. A student, in order to participate in the athletic programs of the Vancouver Public Schools, must be passing 5 of 6 classes as per WIAA guidelines.

Turning Out
The following requirements must be fulfilled by each prospective athlete prior to turning out for athletics at Columbia River High School:
1. Must be a resident of Columbia River High School and must have been enrolled in classes the previous semester.

2. Maintain grades in accordance with the VPS and WIAA requirements. Complete and return all paperwork to the Business Office. A student athlete may not practice until the clearance process is completed. This includes:
    - a valid physical exam
    - purchase $35 ASB card
    - pay $60 athletic fee
    - sign and return clearance packet
    - report dental and medical insurance providers
    - Include a copy of previous semester's grades

Requirements of Athletes after Clearing

1. Attend all practices and games unless you are ill. You must call and notify your coach and make special arrangements
2. Be on time to all practices and games
3. Listen to and follow directions of coaches
4. Athletes are representatives of Columbia River High School. Their behavior should reflect positive leadership in competition, in the classroom and in the community
5. The athlete shall follow the codes of conduct rules and regulations as outlined in this handbook, the athletic clearance packet, District policy, and the rules of the WIAA

CRHS Sports

Fall 2025

Start dates TBD

Sport	Coach	Boys Teams	Girls Teams
Cheer*	Julia Briscoe		C, JV, Var.
Cross Country	Girls: John Armerding Boys: Dave Soelberg	JV, Var.	JV, Var.
Football	Dewayne Patterson	JV, Var.	
Golf	Aaron Blackwelder	Jv, Var.	
Slow Pitch Softball	Maggie Harshaw		Var.
Soccer*	Filomon Afenegus		JV, Var.
Swimming	Abby West		JV, Var.
Tennis	Kevin Erickson	C, JV, Var.	
Volleyball*	Breanne Smedley		C, JV, Var.

* Sports with cuts

Winter 2025 - 2026

Start dates TBD

Sport	Coach	Boys Teams	Girls Teams
Basketball*	Girls: Tee Anderson Boys: Mark Ganter	C, JV, Var.	C, JV. Var.
Bowling	Logan Burnett		JV, Var.
Cheer*	Julia Briscoe		C, JV, Var.
Swimming	Abby West	JV, Var.	
Gymnastics	Nicole Gorretta		JV, Var.
Wrestling	Boys: Jose del Moral Girls: Corey Mowrey	JV, Var.	Var.

*Sports with Cuts

Spring 2026

Start dates TBD

Sport	Coach	Boys Teams	Girls Teams
Baseball*	Stephen Donohue	C, JV, Var.	
Golf	Gabe Bravo		JV, Var.
Soccer*	Matt Newman	JV, Var.	

Softball	Maggie Harshaw		JV, Var.
Tennis	Kevin Erickson		C, JV, Var.
Track	Girls: Michelle Buss Boys: Art Sandison	JV, Var.	JV, Var.

*Sports with Cut

Student Management Plan

The Vancouver Public School Board of Directors has a strong belief that parents and community be involved in school district programs. State Statute requires that parents and the community be involved in the development of written procedures for student management at each school within the district. These procedures shall be reviewed at least annually by principals and respective staff. They will assure that all staff work cooperatively toward consistent enforcement and/or reinforcement of student behavior throughout each school as well as within each classroom.

Philosophy of Columbia River High School
The individual has the ability to consider others and a desire to contribute to the well-being of the school and community through demonstrating a sense of social and community responsibility (Washington's K-12 Social Emotional Learning Standards and Benchmarks; Standard 6, Benchmark 6a). Each person is unique. They must view themselves as important and worthwhile. To do this, they must enjoy an environment rich in successful individual and group experiences. Columbia River High School further provides opportunities for everyone to acquire, maintain, and demonstrate competencies (artistic, intellectual, physical and social). Learning is a continuing process of change, both for individuals and for society. Therefore, Columbia River High School provides the opportunity for everyone to understand and participate in the process of change.

Goal Statement
All staff will work cooperatively toward consistent adherence to the guidelines set forth in this student handbook in regards to student behavior throughout Columbia River High School.

Description of System
The principal will approve plans submitted by teachers that complement the learning environment in their individual classrooms. Students will be expected to operate within established classroom rules as well as within the rules and procedures of the Vancouver Public Schools.
All students on a school-wide basis will:

- Comply with reasonable requests from any staff member.
- Use designated areas of the buildings and grounds for the appropriate activity (student parking lot, restrooms, etc.).
- Use all school equipment and facilities appropriately.
- Avoid inappropriate conduct such as fighting, unlawful acts, verbal abuse, etc.
- Comply with discipline when issued or receive further consequences through progressive discipline.
- Attend classes.

Responsibilities:

A. Responsibilities of Administrative Staff
The administrative staff of Columbia River High School will work cooperatively with staff, students, and parents to ensure consistent enforcement and support of the student management system. They will follow district policies and procedures.

B. Responsibilities of Parents
It shall be the parents' responsibility to cooperate with the school to reinforce efforts to change inappropriate behavior. Parent support is believed to be of the utmost importance. A committee of parents meets annually to review and evaluate the student management system.
* The term "parent" is used to mean a parent, guardian or person having legal custody of a child.

C. Responsibilities of Staff

All staff members have the responsibility of enforcing all procedures of Vancouver Public Schools and Columbia River High School. Staff takes an active part in evaluation and development of the student management system.

D. Responsibilities and Expectation of Students

It shall be the students' responsibility to maintain a favorable learning atmosphere that encompasses the whole campus. They will respect the rights and property of others, and will follow the rules and procedures of Columbia River High School and the Vancouver Public Schools.

E. REVIEW OF STUDENT MANAGEMENT SYSTEM

On an annual basis, staff, parents, and students will review the student management system.

Rules and Regulations of Columbia River High School

A. Closed Campus

1. Any student who leaves the school campus unauthorized shall be considered truant and shall be subject to discipline, suspension, or expulsion.
2. A student may be permitted to leave the campus during the regular school hours only under the following conditions:
   A. The student has *prior* written or oral approval from their parent or guardian and clears through the attendance office before leaving.
   B. The student has the *prior* approval of the principal or designee.
   C. A legally emancipated student may be permitted to leave the campus during regular hours of the school day provided there is valid reason. They *must check out* at the attendance office *prior* to leaving campus.

B. Off Campus Lunch Passes

Only eleventh and twelve graders can obtain off-campus passes for the purpose of leaving campus to eat lunch. These passes can be obtained in the Attendance Office or on the student check-in day in August. These passes require written parent approval. **Students who are truant or consistently late getting back from lunch will be subject to disciplinary action and/or have their off-campus pass revoked.**

C. Campus Restricted Areas

Students are restricted from the following areas during school hours unless permission to enter is obtained from a classroom teacher or administrator: the neighboring church and all parking areas, behind (south and west of) the 500 wing, baseball fields and the green house, the football stadium and grandstand, and the wooded and canyon areas east of the track and tennis courts. Students are not allowed to loiter in parking lots (including the church lot) during class time, during lunches or after school (7th period). DUE TO POSSIBLE THEFT, PE LOCKER ROOMS AND GYM AREAS ARE OFF LIMITS ALL DAY UNLESS A STUDENT IS SUPERVISED BY A STAFF MEMBER.

Building and Classroom Climate

Vancouver Public Schools are committed to maintaining a safe school learning environment to ensure an optimum "learning environment." It is, therefore, the policy of the board of directors that:

A. In cases where student misconduct jeopardizes the safety and welfare of students, personnel, and/or the educational process, appropriate measures shall be used by building administrators to
B. maintain a safe school learning environment. Law enforcement officials shall be contacted in order to assist school administrators when appropriate.
C. Organizations, groups, or individuals that initiate or advocate activities which threaten the safety and well-being of persons or property on school facilities or at school-sponsored events will not be tolerated. Individuals involved in such activities are subject to suspension or expulsion and/or arrest by law enforcement officials.

Disruptive Conduct
Conduct which materially and substantially interferes with the educational process is prohibited. Appropriate corrective action (discipline) will be taken by the superintendent or designee to nullify such conduct. (This may include dress, clothing and attire).

Bullying, Harassment or Intimidation
Please see the extensive Vancouver Public Schools policy on bullying, P3207, which is in the back of this book in the District section.

Excusing an Absence
Absences may be excused for the following reasons (P3122):

- 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;
- Mental Health
- Emergencies, including but not limited to a death or illness in the family;
- Religious or cultural activities, including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- Participation in a district or school approved activity or instructional program as approved by the principal;
- Court, a judicial proceeding, or serving on a jury;
- Absence related to the deployment activities of an active duty military parent or guardian;
- Absences related to a student's homeless status;
- State recognized search and rescue activities;
- Absence related to visitations for apprenticeships, technical school, post-secondary education, or scholarship interviews;
- Absences resulting from a disciplinary or corrective action (short or long term suspension or expulsion); and
- Prearranged absences that the principal (or designee) and parent or emancipated student mutually 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.

Absences must be excused by a parent within three days after the student absence in <u>one</u> of the following ways:

Send an e-mail to river.attendance@vansd.org; or
Calling the attendance line at 360-313-3920; or
Enter the absence into ParentVue; or
Send a written note to the attendance office

If a 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.
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 three (3) unexcused absences, the school will schedule a conference with the student and parent.
- No later than the student's fourth (4^{th}) 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 after the second (2^{nd}) and before the fourth (4^{th}) unexcused absence, the district will take data-informed steps to eliminate or reduce the student's absences. 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.
- After seven (7) unexcused absences in a month, or ten (10) in a year, the student will be referred to the Office of Student Welfare and Attendance to file an initial petition with the court.

Tardy Policy
A student is tardy when they enter the classroom after the tardy bell and within the first fifteen (15) minutes of class time. If students arrive to class in excess of 15 minutes they will be marked with the code of "V" in the attendance. Teachers will mark students tardy when late to class. The school will track tardies. Students with 5 tardies or more in a given class will be assigned a Friday School.

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 who are eighteen (18) may sign themselves out, but unless they are legally emancipates, parents will be contacted to ensure the safety of the student.

Attendance Codes:
U-Unexcused Absence
T-Tardy
V-Student arrived more than 15 min late or departed more than 15 min early
D-Departed Early – departed more than 15 min early
O-Discipline related absence
I-In-school suspension
S-School excused absence
E-Excused Absence

Students who leave the campus during the school day, must report to the Attendance Office to be dismissed *before leaving* or they will be truant, even if they bring a note when they return.

Attendance and Expectations at Assemblies

Assemblies are held regularly and attendance is mandatory for all students.
In an assembly we follow the River ideals:
Respect - Respect speakers by not talking over them Respect the National Anthem (stand, hats off, quiet)
Integrity - Show integrity by monitoring your own behavior and digital routines
Value - Value the work of your fellow students; do not destroy decorations
Excellence - Honor and share the excellence within our community (applaud and show spirit when appropriate)
Responsibility - Be responsible and stay seated

Attendance at Extracurricular Activities
Extracurricular activities are experiences that occur outside of school time and may or may not be held on the school campus. Examples are athletic contests, dances, field trips, and out-of-town trips. Students at school-sponsored on and off campus events shall be governed by school district rules and procedures and are subject to the authority of school district officials. Participating students agree to:

- Display appropriate behavior at all times.
- Use appropriate language or gestures
- Act as an ambassador for his/her home school and community.
- Refrain from misconduct while traveling to and from conferences/competition.

For breaches of conduct, disciplinary action will be administered.

Consequences for not following guidelines:
First Offense: Immediate removal from the activity and/or suspension from attending all extracurricular school activities for up to 20 school days.
Second Offense: Immediate removal from the activity and/or suspended from attending all extracurricular school activities for the remainder of the school year.

The school administration reserves the right, in certain instances, to immediately move to step 2 if warranted, depending on the serious nature of the student misconduct.

Profanity and Vulgarity
Any student who uses profane, lewd or obscene speech or engages in vulgar behavior on school property or at school-sponsored activities or events may be subject to disciplinary action.

Damage and Destruction of School Property
Whenever necessary and feasible in order to assure financial restitution for damage to or loss of school property, or willful vandalism or theft, including interruption of electronic services, the school shall withhold the diploma and official transcripts of the responsible student from:

A. the student,
B. the student's parent(s),
C. post-secondary educational institutions,
D. the student's employer or prospective employer,
E. any other person or entity except as provided below.

If the student has not paid a fine or fee and enrolls in another school district, the school shall withhold the student's official transcript, but shall transmit information about the student's academic performance, special placement, immunization records, and records of disciplinary action. If the information is requested from an enrolling school, it shall be transmitted within two school days after receiving the request.

When an official transcript is not sent due to unpaid fees or fines, the enrolling school shall notify the student and parent that the official transcript will not be sent until the obligation is met, and failure to have an official transcript may result in exclusion from extra-curricular activities or failure to graduate.
Such records will be held until the school has received payment for the damaged or lost property.
The student's grades, transcripts, and diploma may not be withheld from the Department of Social and Health Services (DSHS) or a child-placing agency licensed by DSHS, if DSHS or the agency has custody of the student and requests the records.

When the student and parent(s) are unable to pay for the damages, the school district shall provide a program of voluntary work for the student in lieu of the payment of monetary damages. Upon completion of voluntary work the grades, diploma, and transcripts of the student shall be released.

Prohibition of Firearms and Dangerous Weapons
Guns, look alike guns, any kind of knives, laser pointers, clubs or other weapons are never to be brought to school by anyone. If a student does bring them to school or to a school event, it could result in emergency expulsion, suspension, expulsion, and/or arrest.

Sexual Harassment
Sexual harassment is any unwelcome and sexually oriented verbal, written or physical advances or conduct received by one student from another person (student or adult) in school, on the bus, or at school sponsored/related activities. Conduct is viewed as sexual harassment when it has the purpose or effect of interfering with a student's school performance or creates an intimidating, hostile or offensive environment as perceived by the victim.

Corrective Action - If a student believes they are the victim of sexual harassment, they have the right to tell the offender to stop. If the victim is uncomfortable, cannot initiate this action or if the offender persists, the student should report this to a school administrator and/or counselor. The student will be asked to complete a Harassment Report Form available in the main office or counseling center. An investigation will be promptly conducted. Vancouver Public Schools' procedures regarding sexual harassment are included in the back section of this handbook.

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

Dress & Appearance Guidelines (P3224)

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.

Hall Passes

If you give your student(s) permission to be out of your classroom, they **must** have an official pass (bathroom use) or hall pass (used for the Media Center, Counseling Center, Admin, etc.). Passes must be visible in the hallways. Hall Passes are to be properly and completely filled out for the circumstances of which the student is given permission to leave. Students should not access the vending machines or the business office during class time.

The exception to the Passes Required rule is for a student who is experiencing an emergency medical need. In this circumstance the student is to be escorted to the office (never leave them alone) and you are to contact the front office (if you are not escorting them personally) to notify them to expect that student.

Media Center Rules

- Come with a pass and purpose: research, study, read, work on homework.
- Show respect for yourself, other people, and Media Center property.
- Follow school rules and district internet policies.
- Use quiet voices.
- No eating, drinking, or computer games in the Media Center.
- No headsets, electronic devices, or cell phones during school hours.

Parking Rules

All students who drive and park on Columbia River's campus must register their car and obtain a parking permit. This is done in the Attendance Office during student check-in in August. **Parking permits will not be issued until the permit form is completely filled out and any applicable fees are paid.**

A limited number of senior and junior parking passes are available. **Due to lack of space, sophomores *will not be allowed to park in any of the Columbia River lots. All parking information may change based on current construction project impacting parking.***

The following guidelines are to be followed by students using parking areas provided by the school.

1. Have car insurance
2. Register with the Attendance Office
3. Permit must be clearly visible
4. Park ONLY in designated student parking lots
5. Observe the 10 mph speed limit while driving on school grounds or lower speeds as posted
6. Squealing or smoking tires, leaving rubber on the blacktop, or other displays of reckless driving will result in disciplinary action and possible loss of parking privileges
7. Parking in red fire lanes at any time will result in discipline and could also subject the driver to a $250 fine by the county sheriff
8. No one may ride in the back of a pickup or on the body of an auto while on school property
9. There will be a $1.00 charge for lost parking permits
10. Students will be asked to move their cars if they park in staff parking or where it is not allowed. If this continues, loss of parking privileges could occur.

All vehicles are subject to search with a reasonable cause.

All cars should be locked, and no items of value should be left in cars. The school will not assume responsibility for damage to a car or theft of personal property. When a student registers a car with the school, the student is agreeing to follow all of these guidelines and rules. All cars driven to school need to be registered.

Violations of Parking Rules:

First Violation: Citation and Friday school may be assigned.

Further violations may result in further consequences, including, but not limited to loss of parking privileges.

Senior Schedule Requirements

Vancouver Public Schools policy requires seniors to take at least five classes per semester.

Items Prohibited at School

Squirt guns Choker chains Knives
Water balloons Pepper spray Masks
Snowballs Handcuffs Anything that has to do with gangs and/or drugs
Stink bombs Stun guns Weapons of any kind and their look-alikes
Lasers Pointed Studs

Any items used in a way that is dangerous or disruptive are also prohibited. Any item that disrupts the educational process will be confiscated.

Electronic Devices (Cell Phones)

These items can only be used during lunch, before school, and after school. They can only be used or visible during class time at a teacher's discretion. *A student who does not cooperate may have his or her electronic device confiscated and returned either to the student or to the parent (at administration's discretion).* Text messaging is **not allowed** during classroom or other instructional time. We ask that parents refrain from calling/texting your student(s) during school hours. If there is an emergency, the main office should be contacted.

School Visitors

While we urge parents/guardians to visit our school, other visitors may not come on campus. We will not issue visitor's passes to friends of students for social or family reasons. For the safety of all students, and in order to be consistent, no visitor's passes will be issued. Exceptions may be made where there is an educational reason for visiting. These visits require 24-hour notice to the teachers involved, a conference with an administrator, and a call from parents.

A Closing Comment on Behavior

Rules and consequences do not always fit as easily and appropriately as planned. Therefore:

- Professional and caring judgment will be used by staff members in working with our students.

- Throughout a school year there are things that happen that are not included within the overall rules of the school or classroom and are not covered directly in this student management plan. It is expected that our students have, and will show, common sense in dealing with unique situations.
- Parent and student input into this student management plan is always acceptable and encouraged.

Additional Information

Valuables

***Valuables* and money are brought to school at a student's own risk. We recommend that valuables are not brought to school.** This includes expensive jewelry and clothing, large amounts of money, cell phones, and electronic games. The school is not responsible for the loss of these items.

Emergencies

In the event of any emergencies, the following will hold true unless otherwise informed. The signal used for emergencies is an announcement or computer alarm. An announcement will be made with appropriate instructions. CRHS follows district, county and state guidelines about emergency situations and practices emergency protocols on a regular basis.

Students:

1. Follow the directions of teacher and administrators.
2. Stay with the class or group.
3. Do not leave campus at any time during emergencies unless told to do so.

Flowers, Gifts or Balloon Deliveries

We realize the importance of showing someone you care, but please do not have flowers/gifts or balloons sent to students at school. They will **not** be delivered to classrooms and school bus drivers **will not allow** students on the bus with balloons or any glass containers. We will not deliver messages or any product unless it is an emergency situation.

RIVER RISING!

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.

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NONDISCRIMINATION

(Policy 3210)

The district is committed to complying with anti-discrimination laws.

I. Definition

As used in this policy, "Protected status" means "sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability."

II. Nondiscrimination Statement

A. The district will adopt a nondiscrimination statement that includes the following:

1. Notice that the district may not discriminate in any programs or activities based on sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal.

2. The name or title, office address, and telephone number of the employee designated as the compliance officer under this policy, the Section 504 coordinator, and the Title IX coordinator.

3. Notice that the district provides equal access to the Boy Scouts of America and any other youth group listed in Title 36 of the United States Code as a patriotic society.

B. The district will include this statement in written announcements, notices, recruitment materials, employment application forms, and other publications made available to all students, parents, or employees.

C. The district may combine the statement described above with the notice described in Policy 3205.

III. Model Student Handbook Language

The district will adopt the model student handbook language described in RCW 28A.300.286 and include the language in any student, parent, employee, and volunteer handbook it publishes and on its schools' website.

IV. Discriminatory Harassment

A. Students have a right to be free from discriminatory harassment.

B. Under Chapter 392-190 WAC, discriminatory harassment means conduct that is based on a student's protected class and creates a hostile environment. A hostile environment is created if the alleged conduct is sufficiently severe, persistent, or pervasive that it limits or denies a student's ability to participate in or benefit from the district's course offerings, including any educational program or activity.

C. When the district receives notice of potential discriminatory harassment, it will take prompt and appropriate action to investigate and, as applicable, take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects. Employees may have notice of discriminatory harassment if they receive an oral report; receive a written complaint; witness harassing conduct; or otherwise become aware of harassing conduct.

IV. Complaint Procedure

A. The district will adopt a complaint procedure in accordance with chapter 392-190 WAC.

B. Annually, the district will publish a notice of the complaint procedure in a way that is reasonably calculated to inform all students, parents, and employees of the procedure. The district will provide the notice in a language each parent can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for those with limited English proficiency.

C. The district will not adopt any policy, procedure, or practice that would limit a person's right to file a complaint under the complaint procedure.

V. Compliance Officer

A The superintendent will designate an employee who is responsible for monitoring and coordinating the district's compliance with chapter 392-190 WAC and the guidelines the Office of the Superintendent of Public Instruction has adopted under WAC 392-190-005.

B. The compliance officer will be responsible for ensuring that all complaints filed under the complaint procedure are promptly investigated and resolved.

VI. Training

The district will train all administrators, certificated personnel, and classroom personnel regarding their responsibilities under this policy and chapter 392-190 WAC. The training will aim to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal.

VII. Retaliation Prohibited

The district will not intimidate, threaten, coerce, or discriminate against any individual who seeks to secure their rights under this policy or chapter 392-190 WAC or because the individual has filed a complaint under the complaint procedure. Retaliation against any person who makes or is witness to a complaint filed under this policy is prohibited and will result in appropriate discipline.

NONDISCRIMINIATION

(Procedure 3210)

This complaint procedure is adopted in accordance with chapter 392-190 WAC.

I. Informal Complaint Process

A. Anyone may bring an informal (i.e., oral) complaint to the district. If that occurs, the compliance officer or designee will schedule a meeting to discuss the informal complaint and how to resolve the concerns. Using this informal process does not limit the complainant's right to file a formal complaint.

B. As part of this informal process, the district will notify the complainant in writing about their right to file a formal complaint. The notice will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

II. Formal Complaint Process

A. Anyone may file a formal complaint alleging that the district has violated anti-discrimination laws. A complaint must be written and set forth the specific acts, conditions or circumstances alleged to violate anti-discrimination laws.

B. The time period for filing a complaint is one (1) 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 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.

C. Complaints may be submitted by mail, fax, email or hand-delivery to any district, school or to the district compliance officer. Any district employee who receives a formal complaint will promptly notify the school administrator who will promptly notify the compliance officer.

A. Formal Complaint Level One - Complaint to District

1. Any school administrator who receives a formal complaint will promptly notify the compliance officer. Once the compliance officer receives a complaint, they will do the following:

   a) Provide the complainant a copy of Policy 3210 and this procedure in a language they can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

   b) Ensure that the district conducts a prompt and thorough investigation into the allegations in the complaint.

   c) The school district and complainant may agree to resolve the complaint in lieu of an investigation. Examples of steps the district might take include imposing discipline, separating individuals, developing a safety plan, and providing additional training. If the complaint is resolved, no further action is necessary.

2. Written Response to a Formal Complaint

   a) After completing the investigation, the compliance officer will provide the superintendent with a full written report of the complaint and the results of the investigation.

   b) The superintendent or designee will respond to the complainant and respondent with a written response within thirty (30) calendar days after the district received 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.

   c) The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a finding as to 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 , including where and to whom the appeal must be filed. The 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. At the time the district responds to the complainant, the district will send a copy of the response to the Office of the Superintendent of Public Instruction ("OSPI").

d) Any corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than thirty (30) calendar days after the written response to the complainant unless otherwise agreed to by the complainant.

B. Formal Complaint Level Two – Appeal to the Board of Directors

1. If a complainant disagrees with the written decision or if the superintendent fails to respond, the complainant may appeal the decision to the 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 will issue a written appeal decision within thirty (30) calendar days of receiving the appeal, unless the complainant agrees otherwise. The board may schedule a meeting to hear from the complainant and district representative before issuing its decision. If it doesn't schedule a meeting, the board will consider the investigation report, the written response, and any documentation the complainant submits before making its decision.

3. The decision will include notice of the complainant's right to file a complaint with OSPI under WAC 392-190-075. The district will send a copy of the appeal decision to OSPI.

4. 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.

C. Formal Complaint Level Three - Complaint to OSPI

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 OSPI.

2. A complaint must be received by OSPI on or before the twentieth (20th) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless OSPI grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, 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-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.

4. Upon receipt of a complaint, OSPI 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 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.

5. 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.

6. 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. Formal Complaint Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of OSPI 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 with 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 the 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 for six years.

STUDENT / PARENT RIGHTS - HIGH 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***.

CREDITS (Proc. 2410, Graduation Requirements)
See Proc. 2410, Graduation Requirements, following this section.

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/COMMUNICATION WITH PARENTS (Proc. 2420)
See Proc. 2420, Grading and Progress Reports, following this section.

CHOICE SCHOOLS AND PROGRAMS (Proc. 2265)
See Procedure 2265, Choice Schools and Programs, 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.

MILITARY RECRUITMENT (Proc. 4200 and Proc. 3231)
See Education Rights for Parents and Students Under FERPA, following this section.

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.***

STUDENT CONDUCT RULES - HIGH 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**. 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 Procedure 6605 Student Safety – Walking, Biking, and Riding Buses to School, following this section.

CELL PHONES AND OTHER PERSONAL COMPUTING DEVICES (Proc. 2022)
See Proc. 2010, Personal Electronic Devices and Proc. 2020 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, following this section.

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, and 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. 2010 – Personal Electronic Devices and 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 truancies. Habitual truancy will be dealt with according to state law and Vancouver Public Schools' Policies an Procedures. *See* Proc. 3122, Excused and Unexcused Absences and a summary of the Compulsory School Attendance Law (RCW 28A225), following this section.

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 the district administers or uses 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
https://studentprivacy.ed.gov/file-a-complaint

NOTICE

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 at 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. Military Access to Student Records

   Military recruiters have the right under federal law to obtain the name, address and telephone number of every junior and senior student, unless the parent or student "opts out" of this disclosure. There are two ways to prevent the disclosure: 1) the parent can make a general request in writing that no directory information about the student be disclosed, as explained above. 2) the parent or student can specifically to request directory information not be disclosed to military recruiters. Directory information then still may be released to other requestors, such as colleges and newspapers.

   A form for the "opt out" purpose is available in the main office at each high school. The request also may be in the student or parent's own words, so long as it is in writing. The form or written request must be given to the student's school.

6. 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
https://studentprivacy.ed.gov/file-a-complaint

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 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.

- "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.

- 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.

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.

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 (1) 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 three (3) unexcused absences within any month of the current school year, a conference will be held between the principal, student and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty (30) days of the third (3rd) 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.

- At some point after the second (2nd) and before the fifth (5th) unexcused absence, the district will take data-informed steps to eliminate or reduce the student's absences. In 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.

- 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.

- 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.

- 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 requests 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 (3rd) 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 (2nd) and before the seventh (7th) 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 compete 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^{th}) 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.

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^{th}) 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^{th}) unexcused absence within any month during the current school year, and

not later than the fifteenth (15th) 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 (15th) 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.

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, e-mail 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, e-mail, 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; or

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 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 will be confiscated and additional disciplinary action may be taken; 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, e-mail, 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 his/her 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. E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district e-mail 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. 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.

VIII. 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.

IX. 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 his/her work to parties outside the school.

X. 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 e-mail 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.

XI. Student Data is Confidential

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

XII. No Expectation of Privacy

A. The district provides the network system, e-mail, 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. E-mail;

6. Internet access; and

7. Any and all information transmitted or received in connection with network and e-mail 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.

XIII. 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.

XIX. Archive and Backup

Backup is made of all district e-mail 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.

XX. 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.

XXI. 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.

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 procedure may be exercised by the student.

The superintendent or designee shall work cooperatively with building administration and staff to ensure that the following procedure 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.

I. Homework

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

1. Grades 9 to 12: three (3) to five (5) assignments a week, each lasting seventy-five (75) to one hundred twenty (120) minutes;

2. 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.

II. Grading and Progress Reports: General Education

A. Secondary - grades 6-12

1. Reporting periods

Middle and high schools shall report grades to parents on a nine (9) to eighteen (18) week quarter-semester basis. Schools with students in grades six (6) through twelve (12) shall use the high school schedule for reporting to parents.

2. Letter grade definitions

Secondary teachers shall report academic achievement to parents using the following letter grades and their definitions. These letter grades are based on the student's level of achievement of the course goals and objectives, with a focus on achievement of academic knowledge and skills. Pluses and minuses may be used to indicate gradations of achievement.

"A" Grade - The student's performance demonstrates superior achievement of knowledge and skills presented in the course.

"B" Grade - The student's performance demonstrates advanced achievement of knowledge and skills presented in the course.

"C" Grade - The student's performance demonstrates satisfactory achievement of knowledge and skills presented in the course.

"D" Grade - The student's performance demonstrates minimal achievement of knowledge and skills presented in the course.

"F" Grade - The student has shown insufficient evidence of acquisition of knowledge and skills presented in the course. No credit shall be granted toward graduation.

"W" For high school only, students who withdraw from a course following the guidelines established in Section 7 of this procedure shall receive a "W" for that course. A grade of "W" shall not be included in the computation of the student's GPA.

3. Criteria for evaluation

a) Grading will be based upon attainment of learning standards (state and district).

b) Course grades will be earned from individually completed summative assignments, participation related to demonstration of academic and career and technical education (CTE) standards,

projects and assessments. Group grades will not be included in course grades unless individual student work and contribution can be accurately and independently assessed.

c) Skills and behaviors that support learning such as effort, attendance, behavior, improvement below academic standards, and ability to meet deadlines may be reported separately using comment codes but may not be included in determining the achievement grade.

d) Students will have multiple opportunities to achieve a standard for full credit. This includes re-taking portions of tests. The teacher may limit the number of re-take attempts and require evidence of additional work prior to reassessment.

e) Alternate assignments, projects and assessments linked to course standards may be accepted and included in course grades.

f) Extra credit not aligned to demonstration of attainment of course standards (e.g. attendance at a performance, watching a movie version of a book) will not be included in course grades.

g) A grade of "*" will be assigned for missing assignments, projects and summative scores in the gradebook. Students are expected to complete all summative activities in the original or alternative form and they will be provided opportunities to do so.

h) Homework can be valuable for practice purposes but will not represent more than 10% of a student's achievement grade.

i) The principal of each high school shall require each teacher to identify students' attendance as one of the criteria for student evaluation only as it relates to the goals and objectives of the course.

j) During the first ten (10) school days of each semester, each teacher will communicate in writing to the student, the basis for the assessment of achievement in each course.

4. Credit/No Credit for competency based, elective, and service courses

Secondary schools shall permit an alternative grading system (credit/no credit) as follows:

a) "CR" (credit) The student's achievement demonstrates satisfactory progress in the mastery of knowledge and skills presented in the course;

b) "NC" (no credit) The student has not shown satisfactory progress in the mastery of knowledge and skills presented in the course;

c) There is a limit of two elective courses per semester that may be marked credit/no credit;

d) Students taking multi-period, multi-credit elective courses may petition, with parental approval that the building principal issue a waiver of this limitation;

e) With the exception of competency-based courses, no course required for high school graduation is eligible for the alternative grade system.

f) The teacher will evaluate the students on the same criteria as those receiving a letter grade. All evaluations of academic achievement will be in terms of letter grades until the ninth week and eighteenth week report to parents. At that time, instead of marking a letter grade, the teacher will mark CR or NC. These marks will appear on the report card and transcript;

g) The "CR" or "NC" marks will not count in the student's high school grade point average;

h) By the sixth week of each semester, the parent must approve the requested alternative grading of credit/no credit;

i) Once the option has been approved by the parent, the alternative marks will be used for the subsequent achievement reports for the current term. There will be no changes from credit/no credit to grades for that grading term;

j) All service courses will be graded credit/no credit. Service courses are defined as those courses that are of a service rather than an academic nature; and

k) A student may earn a maximum of one credit (or two semesters) for graduation purposes in grades 9-12 in service type courses. Service courses are distinguished from academic courses in four ways:

(1) Academic preparation is not required for the class course;

(2) The course does not have specific grading criteria;

(3) The course does not include tutorial duties; and

(4) The title of the course reflects service or assistance.

5. Progress monitoring and communication to parents

a) Secondary teachers shall use a variety of means to report to parents the progress of students. Teachers shall utilize the student progress report not only for those students who are failing or are in danger of failing, but as a means of encouraging and reinforcing exemplary student behavior and performance. In all cases of students who are failing or in danger of failing, or a student whose grades show a clear decline, however, the student progress report shall be shared with the parent. Such reports to parents shall be made at the mid-point of each grading period. In addition to the student progress report and student led conferences, teachers shall use one or more of the following methods listed below for those students in danger of failing:

(1) Telephone conferences;

(2) Personal conferences;

(3) Daily and weekly student progress reports;

(4) Informal notes, e-mails and reports; and

(5) Performance checklists.

b) All of the above communication is in addition to the normal grade reporting at the end of each grading term as outlined in the district calendar.

6. Notice of impending class or subject failure

Notice of impending class or subject failure of a student must be communicated to the parent by the teacher, utilizing the school's communication resources with a record maintained of such notice given.

a) Such notice should be communicated to establish a course of action for resolving the problem.

b) A conference with one or both parents shall be requested.

c) Failure to notify the parent about possible failure will forfeit the teachers' prerogative with regard to giving a failing grade to the student.

7. Class withdrawals (high school only)

a) Students wishing to withdraw from a course may do so without penalty of a failing grade provided no more than fifteen (15) school days have elapsed since the course began. A grade of "F" will be recorded after the fifteenth (15^{th}) day.

b) Any exception to a) above must be approved by the building principal.

8. Grading/honor equivalencies - computing grade point average

a) For the purpose of compliance with Chapter 392-415-WAC, Secondary Education - Standardized High School Transcript, teachers shall use the following grading system that reports the grades earned by students in courses as follows:

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0

B- = 2.7
C+ = 2.3
C = 2.0
C- = 1.7
D+ = 1.3
D = 1.0
F = 0.0

b) The minimal passing grade is D = 1.0. Credit/no credit and "W" may also be used; however, these non-numerical marks shall be clearly identified and excluded from the calculation of the student's grade point average.

c) Each student's grade point average shall be the sum of the point values of all the grades received for all courses attempted divided by the sum of the credits for all courses attempted, excluding credit/no credit courses. Grade point averages shall be calculated to two decimal places and reported for each semester or other term and for the cumulative credits earned for all courses attempted in high school. All grades for all courses taken shall be included in the calculation of grade point averages except in cases where a course is taken more than once to improve a grade. Only the highest grade earned for the course shall be included in the calculation of grade point averages.

d) Credits attempted for courses taken more than once to improve a grade may count only once toward the number of credits required for graduation, except that credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. Courses taken more than once will be listed on the transcript even when not included in the student's grade point average.

9. Standardized high school transcript

The standardized high school transcript shall contain:

a) The student's legal name (last name, first name, and middle name(s) or middle initial(s)), and other or former names used;

b) The name(s) of parent(s) or guardian(s);

c) The student's birth date (mm/dd/yyyy) and sex;

d) The student's school district identification number (if applicable);

e) The school name, address, phone number, and name of the school district issuing the transcript;

f) A list of previous schools attended where credit was attempted (school name, city, state, and month and year of entrance and exit);

g) The student's academic history for high school (grade level and date of course completion, course titles, marks/grades earned, credits attempted, and grade point average); and

h) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation, except that credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. For the purpose of this subsection, districts and schools shall not convert letter grades to grades/marks not used in the grade point average calculation.

i) The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated:

(1) Courses completed and credits earned through Running Start shall be noted with an "R" designation;

(2) Courses completed and credits earned through advanced placement shall be noted with an "A" designation;

(3) Courses completed and credits earned through College in the High School shall be noted with a "C" designation;

(4) Courses completed and credits earned through an International Baccalaureate program shall be noted with an "I" designation;

(5) Courses completed which earn college credit through Tech Prep and/or the corresponding credits or certification earned shall be noted with a "T" designation; and

(6) Courses that meet or satisfy Washington Student Achievement Council core course requirements shall be noted with a "B" designation.

j) A notation of "no score" if the Washington Comprehensive Assessment System required tests were not taken.

k) Authorized and required additional transcript information effective beginning with the graduating class of 2008:

(1) A notation that the high school and beyond plan graduation requirement was met (noting month and year) or not met by the student; and

(2) A notation that the certificate of academic achievement graduation requirement was met (noting month and year) or not met by the student.

l) Each issuance of the transcript shall include a report date (mm/dd/yyyy), graduation date (noting month and year), end of transcript record (signifying no more authorized data), office of superintendent of public instruction (OSPI) transcript form, version number, and page number ('x' of 'y').

III. Grading and Progress Reports: Special Education

A. Grading periods for students who receive special education and related services will be the same as the basic education grading periods.

B. Basic education progress reports for students who receive special education and related services will be provided at the same time that basic education progress reports are provided to students who do not receive special education and related services.

C. Special education progress reports will be provided concurrent with basic education progress reports and as otherwise identified in the student's individualized education program.

HIGH SCHOOL GRADUATION COURSE REQUIREMENTS

(Procedure 2410)

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education and shall be required of each candidate for graduation:

SUBJECT AREA REQUIREMENTS AND APPROVED COURSES FOR CLASSES OF 2020 AND BEYOND

Subject	Class of 2020 Career- & College-Ready Graduation Requirements
English	4.0
Mathematics[1]	3.0
Science	3.0 (2 lab)
Social Studies	
Contemporary World Problems	1.0
U.S. History	1.0
Social Studies (1.0 World Themes: Washington Perspective)	1.0
Career and Technical Education[2]	1.0
Physical Education	1.5
Health and Wellness	.5
Visual and Performing Arts	2 (1 can be PPR)
General Electives	4
World Language (or) Personalized Pathway Requirement (PPR)[3]	2 (Both can be PPR)
Total Credits	**24[4]**

1 Students must complete the following mathematics courses in progressive sequence: algebra, geometry, and algebra 2 or other 3rd year math course.

[2] Or 1 Occupational Education credit, as defined in WAC 180-51-067.

[3] Personalized Pathway Requirement (PPR) are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

[4] Up to 2 credits can be waived locally for students who have attempted 24 credits.

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 DISCIPLINE

(Procedure 3241)

I. Contents of this Procedure

II. Definitions

III. Engaging with Families and Language Assistance

IV. Staff Authority and Discipline

V. Supporting Students with Evidence-Based Interventions

VI. Exclusions from transportation or extra-curricular activities and detention

VII. Classroom Exclusions

VIII. Informal Grievance Procedures

IX. Suspension and Expulsion – General Information

X. In-School and Short-Term Suspension

XI. Long-Term Suspension and Expulsion

XII. Petition to Extend an Expulsion

XIII. Emergency removal

XIV. Alternative Resolution Options, Behavior Agreements, and Reengagement Plans

XV. Exceptions for Protecting Victims

XVI. Formal Appeal and Reconsideration

XVII. Educational Services During Exclusion

II. Definitions

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

A. **"Behavioral violation"**[1] 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 a discretionary behavioral violation that creates a disruption of the educational process in violation of the district disciplinary policies subject to the requirements in WAC 392-400-110. Classroom exclusion does not include actions that results in missed instruction for a brief duration when:

1. A teacher or other school personnel attempts evidence-based classroom management practices outlined in RCW 28A.410.270 (professional educator performance standards and teacher effectiveness evaluations), 28A.405.100 (evaluation of certificated employees), and 28A.410.260 (professional educator cultural competency standards of practice) to support the student in meeting behavioral expectations; and

2. The student remains under the supervision of the teacher or other school personnel consistent with RCW 28A.150.240.

C. **"Corrective action"** means disciplinary and nondisciplinary actions taken by a certificated educator. Nondisciplinary actions include evidence-based interventions and support outlined in RCW 28A.410.270 (professional educator performance standards and teacher effectiveness evaluations), 28A.405.100 (evaluation of certificated employees), and 28A.410.260 (professional educator cultural competency standards of practice) to support the student in meeting behavioral expectations.

D. **"Culturally responsive"** has the same meaning as "cultural competency" in RCW 28A.415.443, 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

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

community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

E. **"Disciplinary Appeal Council"** means three (3), or more, current board members appointed by the board president to preside over student disciplinary hearings for the school year.

F. **"Discretionary discipline"** means a disciplinary action taken by a school district for student behavior that violates rules of student conduct adopted by a school district board of directors under RCW 28A.600.015(6). Discretionary discipline does not include evidence-based interventions and support outlined in RCW 28A.410.270, 28A.405.100, and 28A.410.260 to support the student in meeting behavioral expectations.

G. **"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.

H. **"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.

I. **"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.

J. **"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.

K. **"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.

L. **"Nondiscretionary discipline"** means: disciplinary action taken by a school district for (a) violations of RCW 28A.600.420; (b) an offense listed in RCW 13.04.155; (c) two or more violations of RCW 9A.46.120, 9.41.280, 28A.600.455, 28A.635.020, or 28A.635.060 within a three-year period; or (d) behavior that adversely impacts the health or safety of other students or educational staff.

M. **"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.

N. **"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 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.

O. **"Reengagement meeting"** means a meeting held between the district, the student and parent to discuss how to return a student who has been long-term suspended or expelled to an educational setting as soon as appropriate in light of the circumstances.

P. **"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 long-term 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.

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 attend 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 behavioral 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. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

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 all forms of corrective action, including exclusionary discipline.

1. The superintendent authorizes school administrators, executive directors of teaching and learning, assistant superintendents of teaching and learning, and the director of student welfare and attendance to administer all forms of corrective action, including but not limited to all forms of exclusionary discipline, classroom exclusions, and discipline related to transportation services and extracurricular activities.

2. The superintendent authorizes teachers to administer evidence-based interventions and classroom exclusions.

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.

F. Corrective action may be administered for behavior violations consistent with the district's student discipline guide.

V. Supporting Students with Evidence-Based Interventions

A. The district will implement culturally responsive discretionary and nondiscretionary discipline practices, including evidence-based interventions, that provide every student the opportunity to achieve personal and academic success.

B. The District will provide schools with adequate support to effectively implement a continuum of evidence-based interventions that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;

2. Ensure the highest consideration is given to the judgment of qualified certificated educators regarding conditions necessary to maintain the optimum learning atmosphere as outlined in: RCW 28A.410.270, 28A.410.278, 28A.405.100, 28A.410.260, and 28A.415.443;

3. Recognize that educators create an environment that welcomes all students and families, recognizing that the school belongs to them and the community;

4. Allow school faculty, staff, and administration to highlight and center community expertise for learning partnerships; and

5. May be adapted to individual student needs in a culturally responsive manner.

C. At least annually, the district will review its continuum of evidence-based interventions. The district will provide training for newly hired school personnel on implementation of evidence-based interventions.

D. Except in emergency circumstances, school personnel will first attempt one or more evidence-based interventions before imposing disciplinary action, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension or expulsion.

VI. Exclusions from transportation or extracurricular activities and detention

A. The superintendent authorizes school administrators, executive directors of teaching and learning, assistant superintendents of teaching and learning, the director of student welfare and attendance, and the district athletic director to exclude a student from extracurricular activities.

B. The superintendent authorizes school administrators, executive directors of teaching and learning, assistant superintendents of teaching and learning, the director of student welfare and attendance, and district transportation supervisors to exclude a student from transportation services. For students who meet the definition of homeless, the district will provide transportation according to policy 3115, Homeless Students.

C. The superintendent authorizes school administrators, executive directors of teaching and learning, assistant superintendents of teaching and learning, the director of student welfare and attendance, and teachers to issue lunch or after-school detention; provided that, detention may not result in a student receiving less than thirty (30) minutes of daily recess for kindergarten through fifth (5th) grades and may not be for not more than thirty (30) minutes for kindergarten through fifth (5th) grades or for more than sixty (60) minutes for sixth (6th) through twelfth (12th) 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 administrator or 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 during detention.

VII. Classroom Exclusions

A. All staff must work cooperatively toward consistent enforcement of proper student behavior throughout each school, as well as within each classroom.

B. Scope of authority: A teacher may exclude a student from the teacher's individual classroom and instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision.

C. Conditions: Except in emergency circumstances, a teacher must first attempt one or more alternative forms of corrective action before excluding a student. A classroom exclusion does not include actions that result in missed instruction for a brief duration when the following apply:

1. The teacher or other school personnel uses evidence-based classroom management practices outlined in RCW 28A.410.270 (professional educator performance standards and teacher effectiveness evaluations), 28A.405.100 (evaluation of certificated employees), and 28A.410.260 (professional educator cultural competency standards of practice) to support the student in meeting behavioral expectations; and

2. The student remains under the supervision of the teacher or other school personnel during the brief duration of time that instruction is missed.

D. Duration: A classroom exclusion should be as limited in duration as appropriate under the circumstances to resolve the behavioral violation. A classroom exclusion may be administered for all or any portion of the balance of the instructional period with the teacher, all or any portion of the balance of the school day, or until the principal or designee and teacher have conferred, whichever occurs first. Any exclusion that exceeds this length of time or if a student is removed from school (including if a student is sent home early or a parent is told to pick up their student or to keep their student home) is considered a suspension, expulsion, or emergency removal under the district's policies and procedures, must include the notification and due process described in these procedures, and must provide for early involvement of parents in attempts to improve the student's behavior.

E. Notice and documentation: The teacher will report and document the classroom exclusion, including the behavioral violation that led to the classroom exclusion, as follows:

1. Notice to the school administrator: The teacher will report the classroom exclusion and behavioral violation to the principal or designee as soon as reasonably possible and no later than the end of the school business day.

2. Notice to the parent(s): The teacher will report the classroom exclusion and behavioral violation to the parent(s) as soon as reasonably possible and no later than the end of the school business day. This notice may be provided orally, in-person, or electronically. The notice must be provided be in a language that the parents understand, which may require language assistance for parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The teacher may request assistance with this parental notification, as needed.

3. Documentation: The teacher will document the classroom exclusion and behavioral violation in the district's student information system.

F. The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

VIII. Informal Grievance Procedures for Classroom Exclusions and Exclusion from Transportation or Extracurricular Activities

A. Any parent or student has the right to an informal conference with the school administrator to grieve the administration of a classroom exclusion or discipline that excludes a student from transportation or extracurricular activities. The informal conference must be requested orally or in writing to the school administrator within three (3) school business days of the disciplinary action. At this informal 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. The decision of the school administrator is final.

B. Students who are suspended, expelled, or emergency removed may appeal those actions or request an informal conference as described below in this procedure.

C. Students who receive athletic sanctions may appeal those actions as described in policy and procedure 2151, Interscholastic Activities. Students who receive transportation sanctions may appeal those actions as described in policy and procedure 6605, Student Safety Walking, Biking and Riding Buses to School.

D. 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.

IX. 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 of teaching and learning, assistant superintendent of teaching and learning, or the director of student welfare and attendance within twenty-four (24) hours. In consultation with the school administrator, the district administrator 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 district administrator 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. The district will not suspend or expel a student from school for absences or tardiness.

F. When a long-term suspension or expulsion expires, or if the student has completed the Success Academy Program or another temporary program in the district, the student is 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.

X. 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. Except in emergency circumstances, the district must attempt at least one (1) or more evidence-based interventions to support the student in meeting behavioral expectations before administering an in-school or short-term suspension.

D. Initial Hearing for In-School and Short-Term Suspension

1. The school administrator or designee 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 or designee 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, 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 suspension, including the dates on which the suspension will begin and end;

c) An explanation of the emergency circumstances or the evidence-based interventions that the district attempted, and an explanation of the district's decision to administer the 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 suspension.

F. For students in kindergarten through fourth (4^{th}) 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^{th}) through twelfth (12^{th}) 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.

XI. 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 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. The district may not impose long-term suspension or expulsion as a form of discretionary discipline.

C. Except in emergency circumstances, the district must attempt one (1) or more evidence-based interventions, before administering a long-term suspension or expulsion.

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 or designee 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, 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) An explanation of the emergency circumstances or the evidence-based interventions that the district 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.

XII. 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).

XIII. 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 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.

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.

E. 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.

XIV. 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 for suspension, expulsion, and emergency removal

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 remove 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 evidence-based 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 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 superintendent authorizes school administrators, executive directors, 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 evidence-based interventions 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.

XV. 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.

XVI. 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.

B. 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.

XVII. 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.

H. 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.

Student Discipline Code Guide

Category	Code	Description	Definition	Non-exclusionary interventions	Through end of day OSS[2]	Up to 3 days OSS[1]	Up to 10 days OSS[3]	10+ days OSS / Expulsion
Classroom Referral	*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. (SIS note: Specific behavior(s) must be described in comments)	✓				
	*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.	✓				

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.*

[2] ISS should be considered as an alternative to out-of-school exclusion.

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

	*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				
	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				
Drugs	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.	✓	✓	✓	✓	✓
Threats	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. (SIS note: Must specify if threat of use of firearm or weapon)					
	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. (SIS note: Must specify type of harassment)	✓	✓	✓	✓	
Violence	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). (SIS note: Must specify if use of firearm or weapon)	✓	✓	✓		
	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. (SIS note: Must specify if use of firearm or weapon)	✓	✓	✓		

	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. Examples of major injuries include concussions, fractured or broken bones, or cuts requiring stitches. (SIS note: Must specify if use of firearm or weapon)	✓	✓	✓	✓	✓
	AMI	Violence with 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 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. (SIS note: Must specify if use of firearm or weapon)	✓	✓	✓	✓	✓
	SBI	Serious Bodily Injury—Special Education	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).	✓	✓	✓	✓	✓
	ROB	Robbery	Taking or attempting to take another person's property by force or threat of force. (SIS note: Must specify if use of firearm or weapon)	✓	✓	✓	✓	✓
	SA	Sexual Assault without Major Physical Injury	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. (SIS note: Must specify if assault was rape or attempted rape)	✓	✓	✓	✓	✓
	SAI	Sexual Assault with Major Physical Injury	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. (SIS note: Must specify if assault was rape or attempted rape)				✓	✓
Weapons	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.					✓
Other	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 or accessing 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				

CHOICE SCHOOLS AND PROGRAMS

(Procedure 2265)

I. 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.

II. 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)

Hudson's Bay
- Construction Trades (Half-Day Morning)

Skyview
- Science, Math, Technology (SMT)

III. 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 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 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 Ginsburg (RBG) will follow the process outlined in Procedure 2110, Multilingual Education Program.

d) The lottery for all other choice schools and programs will randomly select students for admission using the 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, resident students will be given priority. Once a student, whether resident 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. A student whose record of attendance (including absences and tardiness) has a significant negative effect on the student's education may be considered for removal from the choice school or program in accordance with the boundary exception revocation procedures described in Procedure 3131 (Resident Students, District Attendance Areas, and Intra-District Boundary Exceptions) or Procedure 3141 (Nonresident Students).

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. A nonresident student who resides in Washington and is the child of a full-time certificated or classified employee of Vancouver Public Schools will be permitted to enroll at the choice school to which the employee is assigned, as outlined in Procedure 3141, Nonresident Students.

IV. 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.

V. Choice Schools and Programs Transportation

A. The district will provide transportation for resident students only.

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

2. 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.

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

VI. 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?

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.

3. Count controlled substances weekly. On medication counts, the nurse must have assistance and a witness to the actual count of the medications.

4. Store the prescription (not more than a twenty (20) day supply) or OTC (may be a thirty (30) day supply or more) medications in a locked, substantially constructed cabinet or limited access area (for emergency medications).

5. 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.

6. 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.

7. Report medication errors to the school nurse immediately.

8. 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 if a school nurse is present on school premises. If a school nurse is not present, the task may be delegated to an authorized school employee or administered by a parent-designated adult with training as required by RCW 28A.210.260. If a school nurse is not present, after every administration of any legend

(prescribed) drug or controlled substance by nasal spray to a student, emergency medical assistance (911) will be summoned as soon as practicable, except in instances when the administration of the nasal spray 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; or 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;

B. Policy 3415, Accommodating Students with Diabetes; and

C. Policy 3425, Accommodating Students with Adrenal Insufficiency.

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.

D. 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 in 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.

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 notifies 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:

   a) An interview with the complainant;

   b) An interview with the targeted student, if different than the complainant;

   c) An interview with the alleged aggressor;

   d) A review of any previous complaints involving the complainant, the targeted student, or the alleged aggressor; and

   e) 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.

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) 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 Ephrain
Civil Rights Coordinator
Vancouver Public Schools
2901 Falk Rd.
Vancouver, WA 98661
360-313-1000
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

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

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

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
Email: 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
   Email: 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
Email: 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: orc@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

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

SEXUAL HARASSMENT OF STUDENT PROHIBITED

(Policy 3205)

The 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 that constitutes sexual harassment under Title IX or Chapter 28A.640 RCW. The term "sexual harassment" under this policy relates to certain legal definitions, which are described below. The district will refer to those legal definitions when responding to potential sexual harassment.

B. The district prohibits sexual harassment of students by other students, employees, or third parties involved in district activities. Sexual harassment can occur adult-to-student, can occur student-to-student, or can be carried out by a group of students or adults. The district will respond to sexual harassment even if the alleged harasser is not a part of the school staff or student body.

C. Under Chapter 28A.640 RCW, the term "sexual harassment" means unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature if:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education or employment;

2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education or employment; or

3. That conduct or communication has the purpose or effect of substantially interfering with an individual's educational or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.

D. 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.

E. Under regulations implementing Title IX, the term "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;

2. 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

3. "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).

II. District's Response

A. If the district knows, or reasonably should know, about sexual harassment, it will promptly take (1) appropriate action to investigate, and (2) effective steps reasonably calculated to end harassment, eliminate any hostile environment, prevent its recurrence, and remedy its effects as appropriate.

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 respond to sexual harassment to the extent that the response does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to respond to 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 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 timelines 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's Title IX 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 coordinator and the District's civil rights compliance coordinator, as appropriate. Reports of disability discrimination or harassment will be referred to the district's Section 504 coordinator.

D. District staff, including employees, contractors, and agents, will not provide a recommendation of employment for an employee, contractor, or agent that the district, or the 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.

V. Notice and Training

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents/guardians, and volunteers regarding this policy and the recognition and prevention of sexual harassment. At 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/guardians, 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.

VI. Policy Review

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

QUESTIONS? COMPLAINTS? CONTACT THE PRINCIPAL OR THE EXECUTIVE DIRECTOR OF TEACHING AND LEARNING FOR SECONDARY EDUCATION at 313-1011

SEXUAL HARASSMENT OF STUDENTS PROHIBITED

(Procedure 3205)

This 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 district activities. The district will also 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. Title IX Coordinator, Investigator, and Decision Maker

A. The district will designate and authorize 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. The Title IX coordinator's name, title, office address, telephone number, and email address will be available on the district website; in handbooks/catalogs available to staff, students, and parents; and in the district's nondiscrimination statement.

C. The district designates the following individual as Title IX coordinator:

Jeff Fish
Executive Director, Human Resources
Vancouver School District
2901 Falk Rd.
Vancouver, WA 98661
360-313-1000
Jeff.fish@vansd.org

D. 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 the person who made the complaint ("complainant") or the person reported to have engaged in conduct that could constitute sexual harassment ("respondent"), in general or individually. Such persons must also receive training on the following:

1. The definition of sexual harassment under Title IX and state law;

2. The scope of the district's education program or activity;

3. How to conduct an investigation and the district's grievance process, including hearings, appeals, and informal resolution processes, as applicable;

4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

5. Their responsibilities under Chapter 392-190 WAC; and

6. How to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal.

E. District investigators must also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

F. District decision-makers must also receive training on any technology to be used during live hearings if the district provides for a hearing. Decision-makers must also receive training on issues of relevance of questions and evidence, including the requirement that questions and evidence about a complainant's sexual predisposition or prior sexual conduct are not relevant unless (1) such questions and evidence are offered to prove that someone other than the respondent committed the alleged conduct, or (2) questions and evidence concerning specific incidents of the complainant's prior sexual behavior with respect to the respondent are offered to prove consent.

G. Any training materials used to train the Title IX coordinator, 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. Such training materials will be publicly available via the district's website or on request for inspection by a member of the public.

II. Notice of Sexual Harassment Policy and Procedure

A. Information about the district's sexual harassment policy and complaint procedure will be easily understandable and conspicuously posted throughout each school building. Such information will also be reproduced in each student, staff, volunteer, and parent handbook. This notice will be provided in a language that each parent and guardian can understand.

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:

In Person:
Vancouver School District
Central Administrative Office
Attn: Title IX Coordinator
2901 Falk Rd.
Vancouver, WA 98661

By Mail:
Vancouver School District
Central Administrative Office
Attn: Title IX Coordinator
PO Box 8937
Vancouver, WA 98668-8937

III. Responding to Notice of Sexual Harassment, Including Formal Complaints

A. The district is on notice and will take action when any employee knows, or in the exercise of reasonable care should know, about possible sexual harassment. This includes:

1. Informal (i.e., verbal) reports of sexual harassment, referred to in this procedure as "informal complaints," and

2. Formal, written complaints made to the Title IX coordinator, as described in Section VII, below.

B. Upon notice of possible sexual harassment, staff will notify the Title IX coordinator. 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.

C. In the event of an alleged sexual assault, the principal will immediately: (1) inform the Title IX coordinator (and Civil Rights Compliance Coordinator, if a different individual) so that the district can appropriately respond to the incident consistent with its own grievance procedures; (2) inform law enforcement; and (3) notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

D. Once the district is on notice of possible sexual harassment, the Title IX coordinator will promptly contact the complainant to discuss the availability of supportive measures (as described in Section IV, below), consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

E. When an informal complaint of sexual harassment is made, the Title IX coordinator may inquire of the complainant regarding the report of sexual harassment to determine whether a formal complaint is warranted. The Title IX coordinator will inform the complainant that imposition of disciplinary sanctions or other actions that are not supportive measures against a respondent will not be available unless a formal complaint occurs.

F. A complainant may file a formal complaint at any time, including while receiving supportive measures.

IV. Supportive Measures

A. Supportive measures must be offered to the complainant, whether or not a 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.

B. Supportive measures may include:

1. An opportunity for the complainant to explain to the alleged harasser that the 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 a building administrator reviewing the district sexual harassment policy without identifying the complainant;

4. Developing a safety plan;

5. Modifications of class schedules;

6. Mutual restrictions on contact between the parties;

7. Increased security and monitoring of certain areas of the campus or school building; or

8. Providing staff and/or student training.

V. Confidentiality of Complaints

A. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures.

B. If a complainant requests that their name not be revealed to the alleged harasser or asks that the district not investigate or seek action against the alleged harasser, the request will be forwarded to the Title IX coordinator. The Title IX coordinator should inform the complainant that honoring the request may limit the district's ability to respond fully to the incident, including pursuing disciplinary action against the alleged harasser.

C. If the complainant still requests that their name not be disclosed to the alleged harasser or that the district not investigate or seek action against the alleged harasser, the district will need to determine whether 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.

VI. Retaliation Prohibited

Title IX and state law prohibit 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 provided information as a witness. The district

will investigate all allegations of retaliation and take actions against those found to have retaliated.

VII. Formal Complaints

A. Filing a Formal Complaint

1. Anyone may file a formal complaint of sexual harassment. 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 information known to the district for the complainant to review and approve. The Title IX coordinator may also conclude that the district needs to investigate based on information known to the district, regardless of the complainant's interest in filing a formal complaint.

2. The time period for filing a formal complaint to which Title IX does not apply is one year from the date of the incident. However, this 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 Chapter 392-190 WAC or guidelines supplementing that chapter issued by the Office of Superintendent of Public Instruction ("OSPI").

3. Complaints may be submitted by mail, fax, email, or hand-delivery to the Title IX coordinator. Any district employee who receives a complaint that meets these criteria will promptly notify the Title IX coordinator.

B. Title IX Coordinator Review of Formal Complaints

1. The Title IX coordinator will assess whether a formal complaint of sexual harassment meets the criteria for a Title IX complaint.

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).

3. The district will implement additional Title IX procedures 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, 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 under the control of the district (such as a student, an employee, or a volunteer);

   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.

4. If the formal complaint is determined not to meet the criteria for a Title IX complaint, the district will conduct the investigation and response procedures in accordance with Section VII.C, below.

5. If the formal complaint is determined to meet the criteria for a Title IX complaint, the district will conduct the investigation by implementing additional Title IX procedures and investigate in accordance with Section VII.D, below**.**

C. Formal Complaint Process

1. Acknowledging a Formal Complaint

   a) Upon receipt of a formal complaint, the Title IX coordinator will provide the complainant a copy of this procedure in a language that the complainant can understand.

   b) In response to notice of sexual harassment, the district will take prompt and appropriate action to investigate and take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and as appropriate, remedy its effects. To that end, the Title IX coordinator will receive and investigate all formal, written complaints of sexual harassment or information known to the district that the Title IX coordinator believes requires further investigation. The Title IX coordinator will delegate authority to participate in this process if such action is necessary to avoid any potential conflicts of interest.

2. Investigating a Formal Complaint

   a) Investigations will be carried out in a manner that is prompt, thorough, reliable, and impartial. During the investigation process, the complainant and respondent(s), if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants, respondents, and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The district and complainant may also agree to resolve the complaint in lieu of an investigation.

   b) When the investigation is completed, the investigator will compile a full written report of the complaint and the results of the investigation.

3. Mediation

   a) At any time during the complaint procedure set forth in WAC 392-190-065 through 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. Mediation may be terminated by either party at any time during the mediation process. Mediation 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: (a) 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 (b) 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.

4. Response of the Superintendent's Designee to a Formal Complaint

   a) The superintendent's designee will respond in writing to the complainant within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances require an extension of time. In the event an extension is needed, the district will notify the parties in writing of the reason for the extension and the anticipated

response date.

b) The response of the superintendent's 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 or remedies for the complainant the district will take, including an assurance that the district will take steps to prevent the recurrence and remedy the effects of the sexual harassment on the complainant and others, if appropriate; (4) notice of the right to appeal to the superintendent or designee and the necessary filing information; and (5) a statement concerning whether the district has failed to comply with Chapter 392-190 WAC or guidelines supplementing that chapter issued by OSPI and, in the event of noncompliance, the corrective measures deemed necessary to correct the noncompliance. At the time the district responds to the complainant, the district must send a copy of the response to OSPI.

c) The response will be provided in a language that 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.

d) If the complaint alleges harassment by a named respondent, the district will provide the respondent with notice of the outcome of the investigation, notice of any discipline or corrective action imposed by the district on the respondent, and notice of their right to appeal any discipline under relevant policies and procedures.

e) Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the mailing of the 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.

f) 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 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.

g) The complainant and the district may agree to resolve the complaint in lieu of an investigation. If the complaint is resolved to the satisfaction of the parties involved, no further action is necessary.

h) The decision of the superintendent's designee may be appealed as provided in Section VIII, below.

D. Formal Complaint Process with Additional Title IX Requirements

The following sections outline the process the district will take to respond to complaints of sexual harassment when state law and Title IX both apply.

1. Acknowledging a Title IX Formal Complaint

The Title IX coordinator will receive and investigate all formal, written complaints of sexual harassment or information that the Title IX coordinator believes requires further investigation. The Title IX coordinator will delegate authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Title IX coordinator will offer supportive measures to the complainant and may offer such measures to the respondent.

The district will acknowledge receipt of the formal complaint by providing the following written notice to the complainant and respondent:

a) A copy of the district's discrimination complaint procedure in a language the parties can understand.

b) Notice of the allegations potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. 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.

e) Notice of any provision in student conduct policies and procedures that prohibits false statements or submitting false information.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the initial notice described above, the district must provide notice of the additional allegations to the parties.

2. Investigating a Title IX Formal Complaint

a) The district must investigate allegations contained in a formal complaint.

b) The district must dismiss the formal complaint under Title IX if the conduct alleged would not constitute sexual harassment under Title IX regulations even if proven, did not occur in the district's education program or activity, or did not occur against a person in the United States. 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 (see Section VII.C, above).

c) The district may dismiss a Title IX formal complaint when: (1) a complainant notifies the Title IX coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; (2) the respondent is no longer enrolled in or employed by the district; or (3) specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Upon dismissal for any of the above reasons, the district must promptly send a written notice of dismissal and the reason(s) therefore simultaneously to the parties.

d) The district adopts a "preponderance of the evidence" as the standard of proof.

e) The district may consolidate formal complaints against more than one respondent or by more than one complainant, where the allegations of sexual harassment arise out of the same facts or circumstances.

f) The district's investigation of a Title IX complaint must:

i. Include a prompt and thorough investigation into the allegations in the complaint.

ii. 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.

iii. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

iv. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

v. 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.

vi. Provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, interviews, or other meetings, with sufficient time for the parties to prepare to participate.

vii. Include an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence.

viii. Ensure that credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

ix. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., the attorney-client privilege), unless the person holding such privilege has waived the privilege.

g) Before completing the investigative report, the investigator must 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 before the conclusion of the investigation. This includes evidence that the district does not intend to rely on in reaching a determination of responsibility, and 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 before completing the investigative report.

h) At least ten (10) days prior to making a determination regarding responsibility, the investigator must 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.

i) After sending the investigative report to the parties, but before reaching a final determination, the decision-maker must give each party the opportunity to submit written, relevant questions the 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 alleged conduct 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.

j) The district's Title IX investigative and grievance process is not required to include investigative hearings.

k) Temporary delay of the investigation process and/or an extension of timeframes described in this section are allowed for good cause with written notice to the complainant and the respondent and the reason for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

3. Discipline and Emergency Removals for Alleged Sexual Harassment under Title IX

a) A respondent who is accused of sexual harassment under Title IX is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The district may not impose any disciplinary sanctions, or other actions that are not supportive measures, against the respondent until the district has determined the respondent was responsible for the sexual harassment at the conclusion of the grievance process.

b) These additional Title IX sexual harassment procedures do not preclude a district from removing a student from school on an emergency basis consistent with Policy 3241 and Procedure 3241P, Student Discipline.

4. Title IX Informal Resolution Process

a) At any time prior to a determination in a formal Title IX complaint, the district may permit a complainant to waive the formal grievance process in favor of an informal resolution process not involving a full investigation and adjudication, provided that the district obtains the parties' voluntary, written consent. The district may not offer informal resolution of sexual harassment allegations against a respondent who is an employee of the district.

b) When facilitating an informal resolution process, the district will provide the parties with written notice disclosing: (1) the allegations; (2) the requirements for the informal resolution process; (3) the circumstances in which the parties would be precluded from continuing with a formal resolution process for the same allegations; (4) a party's right to withdraw from the informal resolution process and resume the formal grievance process at any time prior to agreeing to a resolution; and (5) any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

c) 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.

d) The Title IX informal resolution process will conclude within forty-five (45) calendar days of the complainant's decision to waive the formal complaint process, unless good cause exists for extension of the timeframe. If the informal resolution process has not concluded by that time and the complainant has not withdrawn the complaint, the Title IX coordinator will proceed with the investigation of the formal complaint in accordance with this procedure.

5. Response of the Superintendent's Designee to a Title IX Formal Complaint

The superintendent's designee will respond to the Title IX formal complaint as the decision-maker. The designee will not be the Title IX coordinator or the investigator. At the conclusion of the investigation, the decision-maker must issue a written determination of responsibility regarding the alleged sexual harassment within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances require an extension of the time limit. In the event an extension is needed, the district will notify the parties in writing of the reason for the extension and the anticipated response date.

The written determination of the decision-maker must be issued to the parties simultaneously and must include the following:

a) 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 hearings held;

c) A summary of the results of the investigation and findings supporting the determination;

d) Conclusions regarding the application of the district's policies to the facts, including a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed;

e) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary or other 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;

f) 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 the recurrence and remedy the effects of the sexual harassment on the complainant and others, if appropriate;

g) A statement concerning whether the district has failed to comply with Chapter 392-190 WAC or guidelines supplementing that chapter issued by OSPI; and

h) Notice of the parties' right to appeal to the district's superintendent or designee and the necessary filing information.

i) The response of the decision-maker will be provided in a language the complainant and respondent 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.

j) At the time the district responds to the parties, the district must send a copy of the response to OSPI.

k) Disciplinary sanctions and remedies for students that may be implemented following any determination of responsibility include those corrective actions described in Policy 3241 and Procedure 3241P including, without limitation, short- and long-term suspension, expulsion, and emergency exclusion. Disciplinary sanctions and remedies for employees that may be implemented following any determination of responsibility include, without limitation, written reprimands, suspensions without pay, demotion, transfer, nonrenewal, and termination consistent with any relevant collective bargaining agreement and district policy and procedure.

l) Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the 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.

m) The decision of the superintendent's designee may be appealed as provided in Section VIII.

VIII. APPEALS

A. Appeal to the Superintendent or Designee

1. Notice of Appeal and Hearing

a) If the complainant disagrees with the written decision of the superintendent's designee, the complainant may appeal the decision by filing a written notice of appeal with the superintendent within ten (10) calendar days following the date upon which the complainant received the response. If the Title IX requirements are used under Section VII.D, both the complainant and the respondent may appeal under this procedure, and the district will implement appeal procedures equally for both parties and provide written notice to the other party when an appeal is filed.

b) A party who is permitted to appeal under this procedure may appeal due to one or more of the following reasons, which are not exclusive: (1) the sufficiency of the factual findings; (2) the validity of the conclusions regarding whether there have been violations of law or district policy and procedure; (3) the appropriateness of the corrective actions or other remedies determined by the designee; (4) procedural irregularity that affected the outcome of the matter; (5) new evidence that was not reasonably available at the time the determination was made that could affect the outcome of the matter; or (6) the Title IX coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

c) The appealing party will be allowed a reasonable opportunity to submit a written statement for the appeal. If the Title IX requirements are used under Section VII.D, the other party will be allowed an equal opportunity to submit a written statement. The written statement should clearly identify the reason(s) for the appeal, explain the party's arguments, and set forth the party's desired remedy, if any. The written statement must be submitted to the decision-maker within twenty (20) calendar days following the filing of the notice of appeal, unless good cause exists for extension of the timeframe.

2. Appeal Decision

a) The decision-maker for the appeal will be the superintendent or designee. The decision-maker who reached the determination regarding responsibility or dismissal, the investigator, and the Title IX coordinator will not be the decision-maker for purposes of an appeal under this

procedure. The district will ensure that any individual serving as a decision-maker for an appeal under this procedure has received the training required by this procedure.

b) The decision-maker for the appeal will review any written statements by the parties, the investigative report and associated evidence, the decision, and other material deemed relevant and material. The decision-maker will provide a written appeal decision to the appealing party within thirty (30) calendar days following the filing of the notice of appeal, unless good cause exists for extension of the timeframe. If the additional Title IX requirements are used under Section VII.D, the written appeal decision will be simultaneously sent to both parties.

c) The written appeal decision will describe the result of the appeal and the rationale for the result. The decision will include notice of the complainant's right to file a complaint with OSPI and will identify where and to whom the complaint must be filed. The district will send a copy of the appeal decision to OSPI.

d) The decision will be provided in a language that the parties receiving the decision can understand, which may require language assistance for parties with limited English proficiency in accordance with Title VI of the Civil Rights Act.

B. Complaint to OSPI

1. Filing of Complaint

a) If a complainant disagrees with the appeal decision of the district's superintendent or designee, or if the district fails to comply with the procedures in WAC 392-190-065 through 070, the party may file a complaint with OSPI.

b) A complaint must be received by OSPI on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the appeal decision of the superintendent or designee, unless OSPI grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.

c) 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, and the name of the school district that the student attends.

2. Investigation, Determination, and Corrective Action

a) Upon receipt of a complaint, OSPI may initiate an investigation, which may include conducting an independent onsite 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 designee.

b) Following an investigation, OSPI will make an independent determination as to whether the district has failed to comply with Chapter 392-190 WAC or the guidelines supplementing that chapter issued by OSPI 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.

3. Administrative Hearing

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

IX. Other Complaint Options

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

1. OCR enforces several federal civil rights laws that prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age.

2. Complaints to OCR must be filed within 180 calendar days of the date of the alleged discrimination.

Office for Civil Rights
U.S. Department of Education
915 Second Avenue Room 3310
Seattle, WA 98174-1099

Telephone: 206-607-1600
FAX: 206-607-1601; TDD: 800-877-8339
Email: OCR.Seattle@ed.gov
Website: www.ed.gov/ocr

B. Washington State Human Rights Commission (WSHRC)

1. WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools.

2. Complaints to WSHRC must be filed within six (6) months of the date of the alleged discrimination.

WSHRC
PO Box 42490
Olympia, WA 98504-2490
Email: frontdesk@hum.wa.gov
Telephone: 1-800-233-3247 Option #4
Facsimile: 1-360-586-2282
TTY: 1-800-300-7525
www.hum.wa.gov

X. Investigation Record Keeping

The district will maintain for a period of seven (7) years records of:

1. Each sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript required by federal law, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity.

2. Any appeal and the result.

3. Any informal resolution and the result.

4. Records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX.

5. All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

XI. Training and Orientation

A. A fixed component of all district orientation sessions for staff, students, and regular volunteers will introduce the elements of this procedure and the corresponding policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of their responsibilities when on notice of sexual harassment, the formal complaint procedures, 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 receive the portions of this component of orientation relevant to their 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/guardians.

D. 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 they do 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, including 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.

QUESTIONS? COMPLAINTS?
CONTACT THE PRINCIPAL OR THE EXECUTIVE DIRECTOR
OF TEACHING AND LEARNING FOR SECONDARY EDUCATION
Phone No. 360-313-1011

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.

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.)

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

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.

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 and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities unless specifically authorized by state law. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is a criminal offense.

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; and

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.

II. Reporting Dangerous Weapons and Discipline

A. 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 violate this policy will be subject to discipline. Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility 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.

B. 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.

C. No expulsion under RCW 28A.600.420 prevents the district from continuing to provide educational services in an alternative educational setting in compliance with RCW 28A.600.015. Any alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Examples of alternative settings include one-on-one tutoring and online learning.

III. Exceptions to State Law and this Policy

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 a school authorized convention, showing, demonstration, lecture, or firearm safety course;

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 over eighteen (18) years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

1. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and

2. Any non-student, at least eighteen years old, 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, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

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.

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 it 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.

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 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 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.

PERSONAL ELECTRONIC DEVICES
(Policy 2010)

The Board of Directors of Vancouver Public Schools believes that students need to be proficient and safe users of information, media, and technology to succeed in a digital world. The board also recognizes the ubiquity of cell phones and other personal electronic devices in society, including in schools, and believes that reducing student access to and use of personal electronic devices during the school day will improve engagement with learning and peer relationships, improve student mental and physical health, and reduce negative pressures created and reinforced by social media.

This policy establishes a uniform, districtwide policy that limits students' use of personal electronic devices during the school day.

I. Personal Electronic Device

A. "Personal electronic device" means any mobile phone or other portable electronic device that is capable of making and receiving calls or text messages, accessing the Internet, listening to music, playing a video game, or streaming or watching a video.

B. Examples of personal electronic devices include, but are not limited to, cell phones, smartwatches, headphones or earbuds, tablets, gaming devices, and similar electronic devices.

C. This policy does not apply to school-issued electronic devices, such as school-issued laptops and tablets.

II. Student Use of Personal Electronic Devices During the School Day

A. For elementary schools, personal electronic devices must be "off and away" at all times throughout the school day.

B. For middle and high schools, personal electronic devices must be "off and away" during all instructional times throughout the school day.

C. "Off and away" means that personal electronic devices are stored out of sight and not accessed (e.g., stored in a backpack or locker) and placed in a setting that does not disrupt students or the learning environment (e.g., turned off or placed in silent mode). Staff may require students to place personal electronic devices in pouches or storage bins during class.

D. Students are permitted to wear smartwatches but may not use their "smart" features (e.g., texting and internet searching) during the school day, except as allowed for middle and high school students during non-instructional times.

E. Use of personal electronic devices by middle and high school students during non-instructional times must also comply with the district's and school's other rules and behavior expectations, including but not limited to Policy 3207, Prohibition of Harassment, Intimidation and Bullying of Students, and Policy 3210, Nondiscrimination.

F. Any use of personal electronic devices to record fights or engage in harassment or bullying, or to access or share such content with others, is strictly prohibited. Students who engage in such conduct may be subject to disciplinary processes and consequences consistent with Policy and Procedure 3241, Student Discipline.

G. The district is not responsible for stolen, lost, or damaged personal electronic devices. Students who bring personal electronic devices to school do so at their own risk.

III. Exceptions

The following exceptions to this "off and away" policy apply:

A. With teacher permission, students may use personal electronic devices during class for instructional or educational use. The purpose of this exception is to provide equitable access to learning and to allow use of devices when it enhances learning opportunities and is incorporated into classroom instructional plans. *This exception does not allow students to use personal electronic devices for non-instructional activities during class, including when students have completed their assigned work before the end of the class period.*

B. This policy does not prohibit students from using personal electronic devices during the school day in accordance with an approved accommodation plan, including accommodations documented in an individualized education program (IEP), Section 504 plan, or individual health plan.

VI. Addressing Noncompliance

A. Students who do not follow this policy may be subject to interventions or disciplinary steps consistent with Policy and Procedure 3241, Student Discipline. Students do not have an absolute right to possess or use personal electronic devices at school, except in accordance with an approved accommodation plan.

B. Initial violations of this policy will typically result in a warning. Repeated violations may result in additional consequences, including but not limited to confiscation of the personal electronic devices. Confiscated devices will be returned to students or their parents after the school day. The district and its staff are not responsible for stolen, lost, or damaged devices that have been confiscated as a result of noncompliance with this policy.

C. For the safety of all students and staff, students are expected to follow staff instructions during emergency situations, such as medical emergencies or schoolwide emergencies as outlined in Policy 3432, Emergencies. However, students will not be subject to disciplinary consequences for use of personal electronic devices during such emergencies.

V. Notice of Personal Electronic Device Policy and Family Education

A. Information about this policy will be shared with families prior to the start of the school year and included in the student and parent handbook for each school.

B. Each school will annually review with students the expectations of this policy, including the restrictions on and allowable uses of personal electronic devices during the school day.

C. The district will annually provide educational opportunities and resources to support families in encouraging healthy technology habits with students.

VI. Communication Between Students and Families During the School Day

A. For elementary schools: As outlined in this policy, elementary students are not permitted to use personal electronic devices during the school day, including to check or respond to messages from their family. Families should contact the school directly if they need to communicate with their student during the school day.

B. For middle and high schools: As outlined in this policy, middle and high school students are not permitted to use personal electronic devices during instructional times, including to check or respond to messages from their family. Families should not expect that students will be able to respond to messages during class and should contact the school directly if they need to communicate with their student during instructional times.

C. Personal or family emergencies: In cases of a personal or family emergency, a student may use their personal electronic device briefly, with the permission of a staff member.

VII. Staff Use of Personal Electronic Devices

This policy does not restrict staff use of personal electronic devices during the work day. However, staff are encouraged to be mindful of their device use at school when students are present, for the purpose of modeling healthy technology habits and maintaining the integrity of the learning environment.

VIII. Policy Review

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