OCELOTS

VANCOUVER PUBLIC SCHOOLS

VPS

Tailored Learning Options

2026-2027 Student Handbook

Mission Statement

Recognizing that students are individually unique, the mission of Tailored Learning Options is to promote the success of each student by creating a personalized pathway to educational success. Tailored Learning Options is committed to preparing each student to be college, career and life ready.

Tailored Learning Options:

Back on Track/IMPACT, Open Doors, STAR, Vancouver Home Connection Vancouver Virtual Learning Academy

Height Campus
6450 MacArthur Blvd. Vancouver, WA 98661
360-313-4990

Lewis and Clark Campus
2901 General Anderson, Vancouver WA 98661
360-313-4350

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 Administrators 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 regulations are designed to involve the parent and student early in the resolution of discipline problems. Annually, the principal and the certificated staff of each school review these disciplinary procedures to ensure uniform enforcement. For more information go to https://vansd.org/strategic-plan/

Notice of Nondiscrimination

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.

Mission of Tailored Learning Options

Recognizing that students are individually unique, the mission of the Tailored Learning Options is to promote the success of each student by creating a personalized pathway to educational success. Each Tailored Learning Option is committed to preparing each student to be college, career and life ready.

Principal: Curt Scheidel
Associate Principal: Elizabeth Webber
Associate Principal: Morgan Parker
Associate Principal: Troy Winzer

Office Hours: 8:00 A.M.-4:00 P.M., Monday-Friday

Contents

Heights Campus Expectations 4

Health 4

Attendance 4

Heights Campus Safety Rules 4

VHC Playground Safety Rules 4

Heights Campus Student Behavioral Expectations 4

Personal items 5

Dress and Appearance Guidelines 5

Closed Campus 5

Plagiarism 5

Plagiarism progressive discipline procedure: 5

Firearms and Dangerous Weapons
5

Harassment, Intimidation and Bullying 6

Sexual Harassment 6

District and State Assessment Overview 6

STUDENT MANAGEMENT ODDS AND ENDS 6

Items Prohibited at School 6

Electronic Devices (Cell Phones) 7

1:1 Technology Devices 7

Valuables 7

School Visitors 7

Emergencies 7

Vancouver Home Connection Heights Campus 8

Benefits of a Partnership with VHC 8

Enrollment Status 8

Placement 8

Students with Special Needs 8

Scheduling/Classes 8

Parent Volunteers 9

Curriculum and Resources 9

Written Student Learning Plan (WSLP) 9

Course Syllabus 9

Weekly and Monthly Progress Review 9

Progress Reporting 9

VHC Elementary School at Heights (K-5th grade) 10

VHC Middle School at Heights (6th - 8th grades) 10

Academic, Attendance and Behavior Interventions 10
Vancouver Virtual Learning Academy **Error! Bookmark not defined.**1
Placement 11
Students with Special Needs 11
VVLA Elementary School at Heights (K-5th grade) 11
VVLA Middle School at Heights (6th -8th grades) 11
VVLA High School Program (9th - 12th grades) 11
Graduates on Individualized Education Plan (IEP) 12
World Language Proficiency Credit 12
CTE Equivalency Credit 12
Open Doors 13
Alternative Learning Experience Requirements and Procedures 14
Vancouver Public Schools Graduation Information 17Five Year Planning 17
Post Secondary Success 18
Scholarships and Financial Aid 19
Vancouver Schools Credit Information 21

Tailored Learning Options Expectations

Health

If a student has health needs requiring medication during school hours, the parent/guardian must provide a signed statement from the doctor. The statement must identify the medication, dosage, and how long it is to be taken. If the medication is not to be administered by the parent, a signed request to administer the medication must be on file. Authorization for Administration of Medication in School forms are available in the school office. For additional information regarding medication in school, see VPS Procedures.

Attendance

All students enrolled in Vancouver Public Schools shall be punctual and regular in attendance. An excused absence is identified by a written note, calling the attendance line at 360-313-4990 or sending an email to Heights.attendance@vansd.org by the parent/guardian for illness, medical appointments, dental appointments, emergencies, or pre-arranged absences.

Attendance is very important with all of our programs.. Students with frequent absences may be placed on an intervention plan requiring the student to attend more frequently. Weekly contact with the teacher/advisor is required to remain with Tailored Learning Options programs. Students who are not in contact weekly with the advising teacher through class attendance or other means will be withdrawn after 20 days of no contact.

Safety Rules and Expectations

Students are under the supervision of Heights staff as they pass to and from classes, attend classes and during the scheduled 30 minute lunch period. Students should only be on campus for scheduled classes, activities or meetings. Parents/Guardians are responsible for supervision and learning activities of their own children when a class is not scheduled and the parent is present.

Students must be picked up promptly at the end of their scheduled school day or lab session. Students cannot be released to adults or siblings unless that person is listed as an emergency contact or has been authorized by the parent/guardian in writing.

Please do not park or leave your car unattended while waiting at the front entrance. Please do not park outside of designated parking areas. Observe the recommended driving patterns. Your child's safety is important to us all.

Playground Safety Rules

Students that are using the playground before or after his/her last class are required to be under the supervision of a parent. VHC will not provide supervision for playground use outside of school hours.. VHC has a supervised morning and afternoon recess .
Tailored Learning Options Campuses doors must remain closed at all times during the day. Leaving outside doors open to access the playground before or after school, may compromise the safety and security for all.

Student Behavioral Expectations

To further our goal of creating a learning community which is safe, personal and positive for each student, the staff at Heights implements PBIS. PBIS (Positive Behavior Interventions and Supports) is a proactive and intentional approach to teaching students about school wide behavioral expectations. School-wide PBIS includes proactive strategies for designing, teaching and supporting appropriate student behaviors.

Expectations are explicitly taught

- In each classroom and defined by classroom and common area matrices.
- Common area expectations are posted
- Classroom norms are established

Examples of how we encourage appropriate behavior is through:

- Positive acknowledgment in the moment
- Classroom based incentives

Expectations have been established to promote a positive learning environment. Individual classroom expectations may vary depending on the unique needs of the students, but all behavioral expectations have been established to promote a positive learning environment. The following guidelines have been established to meet this goal:

- For students who demonstrate inappropriate behaviors, the staff has a commitment toward providing experiences to help them choose more appropriate behaviors in the future. Interventions for most inappropriate behavior may include:
    1. Verbal reminder
    2. Conversation with staff
    3. Written reflection
    4. Logical consequences. For example, a student may be asked to clean up an area if they were responsible for the mess or a student may be asked to replace property that they were responsible for damaging.
    5. Note, phone call, or conversation with parent/guardian.
    6. A student plan or letter identifying the inappropriate behavior and appropriate alternatives for the future
    7. Loss of privileges.
    8. Student, parent, and teacher conference.
    9. Parents asked to accompany the student while in class or lunch.

Any student who endangers the health or safety of others or whose behavior is not modified by the above-mentioned interventions will be considered a severe disruption and is subject to the Vancouver Public Schools policies for student conduct, which may include suspension.

Student Dress (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 a 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.

Closed Campus

Students are not allowed to leave our Tailored Learning Option Campuses after arriving for their lab or class times. Written parent authorization to leave during the scheduled day will need to be presented to staff prior to the students leaving.

Plagiarism

Plagiarism occurs when someone copies or takes the ideas or writings of others and presents them as if they were his or her own. For example, downloading a paper from the internet and changing the words is plagiarism.

Plagiarism Response:

1st time a student is caught cheating - redo the question/assignment
2nd time - zero for the assignment
3rd time - referral, block classes until parent/admin meeting

Firearms and Dangerous Weapons

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school provide transportation, or areas of other facilities being used exclusively for school activities unless specially authorized by state law. Such actions also are in violation of RCW 9.41.280 and is a criminal offense. For more information and detail on this policy, please see Section B of this handbook under "Weapons" (Policy 4210).

Please note that Orbeez, Splat Guns, or any other kind of propelled gell/water gun may also be considered a Weapon and result in Expulsion from the district.

Harassment, Intimidation, and Bullying

Heights campus and Vancouver Public Schools are committed to a safe, civil, respectful, and inclusive educational environment for all students, employees, parents/guardian, volunteers, and community members that is free from harassment, intimidation. or bullying. For more information and detail on this policy, please see Section B of this handbook under "Harassment & Bullying" (Policy 3207).

Sexual Harassment

Sexual harassment is any unwelcome and sexually oriented verbal, written or physical advance 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 is 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. For more information and detail on this policy, please see Section B of this handbook under "Sexual Harassment of Students" (Procedure 3205).

Corrective Action

If a student believes he/she is the victim of sexual harassment, he/she has 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. The student will be asked to complete a Harassment Report Form available in the main office. An investigation will be promptly conducted.

District and State Assessment Overview

Students enrolled at Heights will participate in grade-appropriate assessments required by the district and state.

Part-time Students

Students who are enrolled part-time have the option to take any formal assessments. This information may be useful to parents, students, and consultants in planning for each student's education.

If a part-time student would like to take an assessment, parents must inform the office of this decision.
Any student that is enrolled .8 FTE (80%) or greater at any one time during the school year will be required to participate in State assessments. Contact the Tailored Learning Options testing coordinator for any question

STUDENT MANAGEMENT ODDS AND ENDS

- Skateboards, Rollerblades, and other recreational transportation devices for safety reasons are prohibited from being used on school grounds. If they are a means of student transportation students will need to store them in a designated location on campus until the end of the school day. See VPS Regulation Personal Student Transportation.

Items Prohibited at School

Squirt guns	Knives	Handcuffs
Water balloons	Pointed studs	Stun guns
Snowballs	Choker chains	Masks
Stink bombs	Pepper spray	Balloons

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)

VHC elementary and middle school do not allow cell phones on site. We provide Yondr pouches which allow students to safely and securely store their phones and retrieve them at the end of the day. Gaming devices are also not allowed to be used at school unless a teacher provides explicit permission.

iPads and 1:1 Technology

Vancouver Public Schools issue students a one to one (1:1) technology device (typically an iPad or a Chromebook that can be used both at school and at home) as a means to promote achievement and provide flexible learning opportunities. Students and parents will be provided with a Technology Responsible Use and Safety Agreement and must agree to the terms of the agreement before they are issued a device.

Valuables

Valuables and money are brought to school at a student's own risk. We recommend that valuables not be 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.

School Visitors

All visitors must first check in through the front office. Parents and guardians are welcome to visit our school during normal business hours. Other visitors cannot be on campus. Exceptions may be made where there is an educational reason for visiting, such as a foreign student or students considering enrollment. These visits require 24-hour notice to the teachers involved, an approval from the principal, and a call from parents.

Emergencies

In the event of any emergencies, the following will hold true unless otherwise informed.

1. Students will follow the directions of the teacher and administrators.
2. Students will remain with their class or group until it is safe to return to normal activities.
3. Students may not leave campus at any time during emergencies unless told to do so.
4. All parents and guardians will be notified as soon as we are able to do so

Back on Track/IMPACT

Back On Track at Success Academy

Back on Track is a proactive support program for students in grades 5–12, designed to help them re-engage with learning and build the skills they need for long-term success. Students attend 2.25-hour sessions Tuesday through Friday-either in the morning or afternoon-at the Lewis and Clark Campus, with the option for remote sessions once or twice a week. The program emphasizes career and technical education (CTE), literacy, mathematics, and social-emotional learning (SEL) through in-person instruction, enriched by supplemental online learning. Grounded in culturally responsive and trauma-informed practices, Back on Track removes barriers to education, amplifies student strengths, and ensures equitable access for all. Collaboration with families, school departments, and community partners-alongside a multilingual approach that honors diverse cultural backgrounds-fosters meaningful, lasting engagement.

The program supports personal, social, emotional, and academic growth, with a special focus on self-confidence, character development, and building a strong sense of community. By integrating: Evidence-based instructional strategies (UDL), Therapeutic supports (CBT, DBT), Leadership development (Service Learning, Community Development), and Social-emotional skill building (Aggression Replacement Therapy, Social Skills Training). Back on Track creates a holistic learning environment where students experience belonging, strengthen resilience, and gain the tools they need to become confident, empathetic leaders-ready to succeed in school, work, and life.

IMPACT at Success Academy

IMPACT is an acronym that stands for Improvement of Mind, Pride, Achievement, Character, and Teamwork, which are the principles that are the foundation of the work that takes place within the program. IMPACT is Vancouver Public Schools' alternative to exclusionary discipline. This starts out as a Remote Learning Option with a weekly check in with an advisor from the Back on Track team. Students, families and advisors work together to build the skills needed to be successful in an in person option if that is available or desired.

This program focuses first and foremost on mental health and social-emotional learning to provide support and teach new skills to assist students when they return to their comprehensive building while simultaneously decreasing the recidivism rate of exclusionary discipline district-wide.

Scheduling/Classes
Each student's transcript is carefully reviewed upon enrollment to determine a personalized plan toward earning a high school diploma.

Graduates with an Individualized Education Plan (IEP)
Students who are on an IEP are expected to complete the district graduation requirements as well as complete their IEP goals, unless an IEP team determines that he/she requires modified expectations due to an identified disability. The IEP team should begin evaluating a student's graduation requirements at the time of their Sophomore year and an addendum will be a part of the IEP document to outline any modified graduation requirements.

In Person Learning Options:
Students in the Back on Track program will have access to in person learning options for the core content areas of math and English/Language Arts. Students will also earn credits for ongoing social emotional learning work that they engage in as part of the program requirements.

Virtual Learning Options:
For some courses, students may also choose to utilize Virtual Learning Options through Edgenuity. These courses follow the structures and systems that students in VLA (see above) would utilize.

Competency Based Learning and Credits:
Students in the Back on Track/IMPACT program earn credits toward meeting the graduation requirements for Vancouver Public Schools through a competency based, project based approach. Projects are designed to meet the essential standards for each course and can be tailored to meet the interests and focus areas students have.

High School Credit for World Language Proficiency AVANT

The Vancouver School District allows students with the ability to comprehend and communicate in languages other than English to earn high school credits by proving proficiency on state-approved world language tests.

How many credits can be earned?
One to four high school credits will be awarded based on the student's demonstration of proficiency. Total credits will be based on the lowest level of proficiency across the skill areas tested (reading, writing, listening, and speaking).

Who can take the world language proficiency exam?
Students currently in 8th grade through 12th grade who know a language other than English. This is not intended for students who have already earned credits in world language classes in middle school or high school

Equivalency Credit

Washington state law allows students to earn equivalency credit in Career and Technical Education (CTE) courses that have been approved for equivalency credit by the district. Equivalency credit is defined as credit earned in a course in one subject area that satisfies an academic requirement in a different subject area. Students should meet with the counselor to inquire about equivalency credit and the academic course equivalency options. College bound students are encouraged to check with each college they may apply to in order to determine if each college will accept equivalency accredited courses for college admissions.

Credit / No Credit Grading Options
Vancouver high schools permit an alternative grading system (credit/no credit) as follows:

- The request for credit/no credit must be initiated by the sixth week of the semester.
- Once the option has been approved, it remains in place for the semester. There will be no changes back and forth from grading on CR/NC.
- **Courses required for high school graduation are not eligible for the alternative grading system.**
- "CR" (credit) – The student's achievement demonstrates satisfactory progress in the mastery of knowledge and skills presented in the course.
- The "CR" or "NC" marks are not computed as part of the student's high school grade point average.
- **The NCAA (National Collegiate Athletic Association) computes courses taken credit/no credit as a "D" in its core course calculation.**

Open Doors

The Open Doors program serves credit deficient students ages 16 to 21 who are at risk of not graduating. Open Doors is a competency-based program where students are able to earn their high school diploma through specially designed individual projects and courses. Opportunities for Open Doors students also focus on real-life skills such as personal finance, completing job applications, and other independent living skills. Students are required to meet with their advising teacher at their scheduled lab time for 2 hours and 15 minutes per week at Heights Campus.

Students with an Individualized Education Plan (IEP)
Students with an IEP may be required to be on campus for additional time to meet their Individualized Education Plan goals.

Open Doors is governed by WAC 392-700 that detail the requirements of the program, which include:

To remain in Open Doors (WAC 392-700-015) students must:
1) Meet the attendance period requirement.
"Attendance period requirement" is defined as, at minimum, two hours of face-to-face interaction with a designated program staff for the purpose of instruction, academic counseling, career counseling, or case management contact aggregated over the prior month.
AND
2) Meet an Indicator of academic progress every three months.
"Indicator of academic progress" means a standard academic benchmark that demonstrates academic performance which is attained by a re-engagement student. These indicators will be tracked and reported by the program and district, tribal compact school, or charter school for each student and for programs as a whole using definitions and procedures outlined by OSPI. Indicators of academic progress will be reported when a student does one of the following:

(a) Earns at minimum a 0.25 high school credit;
(b) Earns at minimum a whole college credit;
(c) Receives a college certificate after completion of a college program requiring at least forty hours of instruction;

(d) Receives an industry recognized certificate of completion of training or licensing received after completion of a program requiring at least forty hours of instruction;
(e) Passes one or more tests or benchmarks that would satisfy the state board of education's graduation requirements as provided in chapter 180-51 WAC;
(f) Passes one or more high school equivalency certificate measures (each measure may only be claimed once per enrolled student), or other state assessment;
(g) Makes a significant gain in a core academic subject based on the assessment tool's determination of significant gain (may be claimed multiple times in a year per enrolled student);
(h) Successfully completes a grade level curriculum in a core academic subject that does not earn high school or college credit;
(i) Successfully completes college readiness course work with documentation of competency attainment;
(j) Successfully completes job search and job retention course work with documentation of competency attainment;
(k) Successfully completes a paid or unpaid cooperative work based learning experience of at least forty-five hours. This experience must meet the requirements of WAC 392-410-315(2);
(l) Enrolls in a college level class for the first time (limited to be claimed once per enrolled student);
(m) Successfully completes an English as a second language (ESL)class;
(n) Successfully completes an adult basic education (ABE) class;
or
(o) Successfully completes a series of short-term industry recognized certificates equaling at least forty hours.

STAR

The S.T.A.R. Program at the Heights Campus provides targeted assistance for students in grades 9-12 who are not achieving their academic potential due to various challenges such as ACEs (Adverse Childhood Experiences), anxiety, depression, trauma, or homelessness.

Safety: Creating trauma-informed environments where students feel emotionally and physically secure.
Trust: Fostering authentic relationships that promote connection and understanding.
Adaptability: Offering flexible learning options through student voice that honor students' diverse experiences and circumstances.
Resilience: Supporting holistic growth and healing for academic and social-emotional success.

This program serves students by offering a supportive environment to learn about and work through social/emotional issues. The curriculum is based on Washington State SEL standards and includes life skills building, post-secondary planning and bridging connections with community agencies. Academically, students pursue a traditional 24 Credit Diploma through VLA Online Learning (grades 9-12) and Project Based/Competency Based Learning through Open Doors (grades 11-12) or VHC (grades 9-10). The program runs Tuesday through Friday, with students attending either morning or afternoon sessions in a single classroom setting. Transportation is provided if needed. S.T.A.R. is staffed with one teacher and one paraprofessional, with additional services available based on student needs. Regular attendance is essential, and special attendance contracts are created as needed. Students are referred to S.T.A.R. by school staff, and placement is determined by a committee based on individual needs and classroom dynamics. An intake meeting with the family ensures proper placement and addresses any questions.

Scheduling/Classes
Each student's transcript is carefully reviewed upon enrollment to determine a personalized plan toward earning a high school Diploma.

Competency Based Learning and Credits:
Students in the STAR program earn credits toward meeting the graduation requirements for Vancouver Public Schools through a competency based, project based approach. Projects are designed to meet the essential standards for each course and can be tailored to meet the interests and focus areas students have.

Virtual Learning Options:
For some courses, students may also choose to utilize Virtual Learning Options through Edgenuity. These courses follow the structures and systems that students in VLA (see above) would utilize.

Graduates with an Individualized Education Plan (IEP)
Students who are on an IEP are expected to complete the district graduation requirements as well as complete their IEP goals, unless an IEP team determines that he/she requires modified expectations due to an identified disability. The IEP team should begin evaluating a student's graduation requirements at the time of their Sophomore year and an addendum will be a part of the IEP document to outline any modified graduation requirements.

High School Credit for World Language Proficiency AVANT

The Vancouver School District allows students with the ability to comprehend and communicate in languages other than English to earn high school credits by proving proficiency on state-approved world language tests.

How many credits can be earned?
One to four high school credits will be awarded based on the student's demonstration of proficiency. Total credits will be based on the lowest level of proficiency across the skill areas tested (reading, writing, listening, and speaking).

Who can take the world language proficiency exam?
Students currently in 8th grade through 12th grade who know a language other than English. This is not intended for students who have already earned credits in world language classes in middle school or high school

Equivalency Credit

Washington state law allows students to earn equivalency credit in Career and Technical Education (CTE) courses that have been approved for equivalency credit by the district. Equivalency credit is defined as credit earned in a course in one subject area that satisfies an academic requirement in a different subject area. Students should meet with the counselor to inquire about equivalency credit and the academic course equivalency options. College bound students are encouraged to check with each college they may apply to in order to determine if each college will accept equivalency accredited courses for college admissions.

Credit / No Credit Grading Options
Vancouver high schools permit an alternative grading system (credit/no credit) as follows:

- The request for credit/no credit must be initiated by the sixth week of the semester.
- Once the option has been approved, it remains in place for the semester. There will be no changes back and forth from grading on CR/NC.
- **Courses required for high school graduation are not eligible for the alternative grading system.**
- "CR" (credit) – The student's achievement demonstrates satisfactory progress in the mastery of knowledge and skills presented in the course.
- The "CR" or "NC" marks are not computed as part of the student's high school grade point average.
- **The NCAA (National Collegiate Athletic Association) computes courses taken credit/no credit as a "D" in its core course calculation.**

Vancouver Home Connection at Heights Campus

Benefits of a Partnership with VHC

Vancouver Home Connection (VHC) is one of Vancouver Public Schools tailored learning option programs. VHC is a K-8 tailored learning option program designed for families who would like to take a more active role in their child's education. Vancouver Home Connection is a parent partnership program where parents partner with teachers to provide instruction. Enrolled families play an active role in their child's educational experience by providing a schedule that includes learning time at-home, as well as classroom instruction with certificated teachers and engagement in a small school setting.
Benefits:

- Program alignment with Washington State Standards
- Small class sizes
- Certified teachers
- Enrichment classes
- Parents work in partnership with their child's teacher(s)

Enrollment Status

Students attending Vancouver Home Connection receive instruction for 1665 minutes per week. Instructional time not received on school campus, is completed at home by the parent(s).

Placement

Grade placement – Upon enrollment in Vancouver Home Connection, two criteria will be used to place students in the appropriate grade. The first criterion is the last completed grade of the student, and the second criteria is chronological age.

Grade level acceleration - Vancouver Home Connection instructors set high standards for learning, personalize assignments as needed, and seek to challenge each student to perform to the best of his/her abilities. Opportunities to problem solve and apply learning occur at all levels. Group projects embrace students' divergent ideas and encourage creativity.

While Vancouver Home Connection recognizes the validity and high quality of home instruction, it is not recommended that parents arbitrarily accelerate their student's placement at Vancouver Home Connection. Highly capable students who wish to be considered for accelerated grade placement for a particular class must demonstrate mastery of all grade level learning standards for that subject. Accelerated grade placement will be considered on an individual basis and must be mutually agreed on by the parent, student, certified teacher, and principal.

Grade level retention - Vancouver Home Connection recognizes that all students learn at different rates, it is not recommended that parents arbitrarily retain their student's grade placement at Vancouver Home Connection. Students who are at a strategic or intensive level of instruction in reading, writing and/or math may be considered for specialized assistance that may assist in closing the learning gap. Retention may be considered on an individual basis and must be mutually agreed on by the parent, student, certified teacher, and principal.

Students with Special Needs

504

VHC is equipped to implement, review, and update 504 accommodation plans.

IEP (Special Education)

Special Education services are provided on an individual basis as defined by the student's IEP. Special education teachers may use "pull out" or "push-in" with students to meet the needs stated on their IEP. Special education teachers also work with general education teachers to ensure accommodations and modifications listed on the IEP are followed.

Scheduling/Classes

All classes are intended to be year-long classes unless otherwise noted in course descriptions. Schedule modifications require an update of the Student Learning Plan. Class changes may be made during a designated week of each month. Some foreign language and mathematics courses require screening for those students seeking mid-year enrollment.

Enrichment classes meet once a week and are reserved for students who are enrolled with Vancouver Home Connection. Some enrichment classes span several grade levels while others may limit enrollment to just a few grades. Carefully read class descriptions prior to enrollment.

Parent Volunteers

Because parent involvement is the keystone to success at Vancouver Home Connection, parents are encouraged to regularly volunteer. There are a variety of volunteer opportunities at VHC and we request at least 3 volunteer hours a school year. Please check with your child's teacher to find out what the areas of need are.

Parents/Guardians wishing to volunteer in classrooms must first complete a Washington State Patrol Identification and Criminal History Background Check, Volunteer Disclosure Statement, and Volunteer Expectation Agreement. We highly recommend that all parents take the time to complete these forms. For additional information, please contact the VHC office at 313-4990.

Parents who wish to work in classrooms are asked to contact the classroom teacher 24 hours in advance to prearrange your visit. Parents who attend classes are asked to be as unobtrusive as possible and follow the teacher's lead. Please do not discipline any child who is not yours. If you observe a problem behavior, bring it to the attention of the teacher or staff member. Positive redirection when working in class is acceptable.

Classroom visitors will need to check in at the VHC front desk and wear an identification badge.

While infants and toddlers are welcome at VHC under the supervision of their parents, it is understood that parents are responsible for younger siblings' behavior and will remove them if they cause any disruption to the learning environment.

Curriculum and Resources

Vancouver Home Connection will maintain an inventory of textbooks, workbooks and materials for parent reference. These items may be checked out for an appropriate period of time for those subjects that are being monitored by VHC.

Vancouver Public Schools approved curriculum is available to students enrolled at VHC. Your advising teacher will work with you to determine the appropriate resources for your child and supply you with the materials you need. Borrowed student resources will be cataloged and must be returned at the end of the year.

Written Student Learning Plan (WSLP)

The Written Student Learning Plan is a live document and must be completed prior to the beginning of each school year or upon enrollment at Vancouver Home Connection. It provides important information linking your VHC class schedule to required instructional hours as well as any additional support services the student and family may need. The Student Learning Plan requirements and assessment expectations are clearly identified and updated throughout the school year. These plans can be accessed through ParentVue on the Synergy Information System.

Course Syllabus

All classes have a course syllabus to indicate: the estimated weekly hours of participation, how course progress will be monitored, the necessary instructional materials, the learning standards and grading criteria.

Weekly and Monthly Progress Review

Students are required to make weekly contact with their classroom or advising teacher. Staff work together to review progress each month to assess student progress towards meeting grade level standards and successful course completion. Student progress may be further verified through the use of both formal and informal assessments. Assessment data (formative and summative) work samples, student projects, class and at home work, provide evidence towards demonstration of grade level proficiency. Advising teachers work with parents and students to develop intervention plans when students do not meet standard to determine next steps for subsequent learning. Monthly Progress Reviews will be reported in Synergy and available through ParentVue.

Progress Reporting

Progress Reports / Report Cards provide a brief summary of grade level expectations in each curricular area. Completed each semester, the Progress Report/Report Card also looks back at what has been achieved and provides a summary of a student's competency in each of the academic areas as well as lifelong learning skills.

Levels of Performance; Grades K - 5

Grade level proficiency in grades K - 5 is indicated by a score of 3 on the Progress Report. Progress Reports are completed two times per year (February and June). A student receiving a 3 at any point during the school year is on target to meet grade level expectations. A score of 4 indicates consistent performance that is significantly above what is expected of a student at a particular grade level. An asterisk denotes a skill that has not yet been introduced.

Some areas on the Progress Report use the number indicators in a slightly different way. In this section of the Progress Report, the numbers are used to represent frequency. For example, a score of 4 in this section represents a frequency of "almost always." Closely examine the Progress Report and discuss any questions you may have with your advising teacher.

Levels of Performance; Grades 6-8

Grade level proficiency in grades 6-8 is indicated by letter grades on the Report Card. Report Cards are completed 4 times per year (at the end of each quarter and semester). Students will receive letter grades in all cCore aAcademic classes taken at VHC. Elective classes are graded credit/no credit.

VHC Elementary School at Heights (K - 5th grade)

The elementary program at Heights Campus provides students and families with a perfect blend of home and in-person school experiences. VHC elementary is a 3 day program. Students are provided instructional support in Math, Science, Reading/Writing, and Social Studies, as well as receive instruction in social-emotional learning while attending in-person. All students also have access to Optional weekly electives that consist of PE, Art and STEM learning activities that are held during one of the three days on campus. Parents are provided the lessons in all academic areas to complete the learning at home on the days students are not on campus. VHC students meet in person three days a week at the Heights Campus with the other two days of the week students continuing their learning at home.

VHC Middle School at Heights (6th - 8th grades)

Vancouver Home Connection Middle School at Heights is an alternative educational program that provides an intimate, flexible and personalized learning environment. VHC middle school provides on-site instruction in core content areas three days a week with two days of learning supported by family at home. Students are assigned an advising teacher, who works collaboratively with each student's teachers to monitor and communicate academic progress monthly, to students and their parents.

Social-Emotional learning is woven into the culture in our Tailored Learning Options programs and students participate in regular Community Time with a focus on the Social Emotional Learning Competencies of self-awareness, social-awareness, self-management, relationship skills, and responsible decision-making. In addition to academic and SEL learning, middle school students will begin exploring career and college readiness planning as part of their ongoing VHC experience.

Due to our size and structure, VHC middle school is not able to provide the variety of courses that are available in comprehensive middle schools, but our *students are able to access athletic and music opportunities at their resident school.*

Attendance, Academic and Behavior Interventions

Students with excessive absences, low academic progress or behaviors that are interfering with the learning environment will have an intervention plan put in place. The Washington Student Learning Plan will also be adjusted to meet the needs of the student. Vancouver Home Connection requires students to be active learners and have support at home in their learning to achieve their greatest potential. Students spend less time at Heights Campus than a traditional school, which makes every school day incredibly important to learning success. Due to the small class sizes and inclusive learning environment, respectful and responsible behavior is an enforced expectation.

Vancouver Virtual Learning Academy

Virtual Learning Academy (VLA) on Heights Campus is an online tailored learning option for students 6 through 12th grade. Classes are assigned by each student's advising teacher through a district approved online platform. Advising teachers monitor student progress and meet weekly with students for two hours and 15 minutes. VLA provides students with a personalized online education, but also connects students with a community of like learners through Community Time meetings where students engage in social emotional learning.

Placement

Grade placement – Upon enrollment at Vancouver Virtual Learning Academy, two criteria will be used to place students in the appropriate grade. The first criterion is the last completed grade of the student, and the second criteria is chronological age.

Grade level acceleration - It is not recommended that parents arbitrarily accelerate their student's placement at Vancouver Virtual Learning Academy. Highly capable students who wish to be considered for accelerated grade placement for a particular class must demonstrate mastery of all grade level learning standards for that subject. Accelerated grade placement will be considered on an individual basis and must be mutually agreed on by the parent, student, certified teacher, and principal.

Grade level retention - While Vancouver Virtual Learning Academy recognizes that all students learn at different rates, it is not recommended that parents arbitrarily retain their student's grade placement at Vancouver Virtual Learning Academy. Retention may be considered on an individual basis and must be mutually agreed on by the parent, student, certified teacher, and principal.

Students with Special Needs

504

VVLA is equipped to implement, review, and update 504 Accommodation plans.

IEP (Special Education)

Special Education services are provided on an individual basis as defined by the student's IEP. Special Education teachers work with General Education teachers to provide a variety of services to meet the needs of each student in his/her least restrictive environment. This may include being onsite for additional hours of instruction.

VLA Middle School Program (6th - 8th grades)

Vancouver Virtual Learning Academy middle school is a home and school partnership program. Online learning in the middle school years is completed with an educational online platform that provides all learning and instruction for students to complete independently. This does require the student to be motivated to complete their learning daily during the school day with minimal direction. Without a strong home and school partnership, learning will be limited and students will not meet the expectations for weekly engaged learning time. The educational curriculum is aligned with Washington State Standards. The platform provides lessons, assignments and assessments all online. Every student is assigned to an advising teacher that meets with students one time weekly for check-in and social-emotional learning. Students are able and encouraged to come to Heights Campus weekly to meet with their Advising Teacher for support with their online learning, or they can meet with their Advising Teacher online weekly through a live and interactive session. The Washington State requirement for students to spend on learning remotely is about twenty-eight hours per week. Students should plan to spend five hours a day, five days a week in addition to their lab time with their advising teacher.

VLA High School Program (9th - 12th grades)

At Vancouver Virtual Learning Academy, high school credit may be earned toward the attainment of a high school diploma. Each semester credit (0.5) is based on 90 hours of learning time over the 18 week semester. Students should expect to spend a minimum of 25 hours per week of online schoolwork at home in addition to their 2 hour and 15 minute scheduled lab day. Students are encouraged to participate in their lab at Heights Campus, however, a fully remote option is also a possibility. To remain on track to graduate, a schedule of 6 classes per semester is required. For each HS graduation credit, VLA must directly monitor all classes attempted. Upon completion, records will be transferred to the student's neighborhood school in order to participate in graduation ceremonies and receive the earned diploma.

Students cannot be enrolled in more than one high school at a time unless they are accessing a course VVLA does not offer, (e.g. Video Technology), participating in Running Start, or attending Cascadia Technical Academy. VVLA will not share enrollment with more than one other school.

Scheduling/Classes
Each student's transcript is carefully reviewed upon enrollment to determine a personalized plan toward earning a high school diploma.

Graduates with an Individualized Education Plan (IEP)
Students who are on an IEP are expected to complete the district graduation requirements as well as complete their IEP goals, unless an IEP team determines that he/she requires modified expectations due to an identified disability. The IEP team should begin evaluating a student's graduation requirements at the time of their Sophomore year and an addendum will be a part of the IEP document to outline any modified graduation requirements.

High School Credit for World Language Proficiency AVANT

The Vancouver School District allows students with the ability to comprehend and communicate in languages other than English to earn high school credits by proving proficiency on state-approved world language tests.

How many credits can be earned?
One to four high school credits will be awarded based on the student's demonstration of proficiency. Total credits will be based on the lowest level of proficiency across the skill areas tested (reading, writing, listening, and speaking).

Who can take the world language proficiency exam?
Students currently in 8th grade through 12th grade who know a language other than English. This is not intended for students who have already earned credits in world language classes in middle school or high school

Equivalency Credit

Washington state law allows students to earn equivalency credit in Career and Technical Education (CTE) courses that have been approved for equivalency credit by the district. Equivalency credit is defined as credit earned in a course in one subject area that satisfies an academic requirement in a different subject area. Students should meet with the counselor to inquire about equivalency credit and the academic course equivalency options. College bound students are encouraged to check with each college they may apply to in order to determine if each college will accept equivalency accredited courses for college admissions.

Credit / No Credit Grading Options
Vancouver high schools permit an alternative grading system (credit/no credit) as follows:

- The request for credit/no credit must be initiated by the sixth week of the semester.

- Once the option has been approved, it remains in place for the semester. There will be no changes back and forth from grading on CR/NC.
- **Courses required for high school graduation are not eligible for the alternative grading system.**
- "CR" (credit) – The student's achievement demonstrates satisfactory progress in the mastery of knowledge and skills presented in the course.
- The "CR" or "NC" marks are not computed as part of the student's high school grade point average.
- **The NCAA (National Collegiate Athletic Association) computes courses taken credit/no credit as a "D" in its core course calculation.**

Alternative Learning Experience Requirements and Procedures

I. Definitions

A. Alternative learning experience (ALE) means a course or, for grades Kindergarten through eight, grade-level course work, that is a delivery method of basic education and:

1. Is provided in whole or in part independently from a regular classroom setting or schedule, but may include components of direct instruction;
2. Are supervised, monitored, assessed, evaluated and documented by a certificated teacher employed or contracted by the school district.
3. Are provided in accordance with a written student learning plan that is implemented pursuant to the district's policy and Chapter 392-121, WAC.

B. Online courses are courses or grade-level coursework where:

1. More than half of the course content is delivered electronically using the internet or other computer-based methods;
2. More than half of the teaching is conducted from a remote location through an online course learning management system or other online or electronic tools;
3. A certificated teacher has the primary responsibility for the student's instructional interaction. Instructional interaction between the teacher and the student includes, but is not limited to, direct instruction, review of assignments, assessment, testing, progress monitoring, and educational facilitation; and
4. Students have access to the teacher synchronously, asynchronously, or both.

C. Remote course means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for less than twenty percent of the total weekly time for the course.

D. Site-based course means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for at least twenty percent of the total weekly time for the course.

II. Student Eligibility

A. ALE courses will be available to all students, including students with disabilities.

B. All students in grades K-12 are eligible to participate in ALE programs.

III. Student Performance

A. Students participating in ALE will be evaluated monthly by a certificated instructional staff, or, for students whose written student learning plans include only online classes, school based support staff, to track student progress toward completion and to establish whether an intervention plan should be developed, in accordance with WAC 392-121-182.

B. The methods for determining satisfactory progress shall be outlined in the written student learning plan and may include:

1. Progress grades;
2. Assignment completion rates;
3. Non-academic factors such as attendance, attitude, and behavior; and
4. Local school expectations.

IV. Student Responsibilities

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

B. Students are required to regularly attend scheduled class times.

V. Parent Responsibilities

A. Upon receipt of the district's description of the difference between home-based instruction and ALE, the parent must sign documentation attesting that he/she understands the difference.

VI. District Verification of Student Work

The district will use reliable methods to verify a student is doing his or her own work. These include, but are not limited to:

A. Proctored examinations;

B. Proctored projects;
C. In-person presentations; or
D. Real-time presentations using videoconference technology.

VII. Reporting Requirements

A. Annual Report to the Superintendent

The school district official responsible for overseeing all programs courses will report at least annually to the superintendent or designee. This annual report will include at least the following:

1. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;
2. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE course; the number of certificated staff in each ALE course;
3. A description of how the course supports the district's overall goals and objectives for student academic achievement; and
4. Results of any self-evaluations.

B. Monthly Report to the Superintendent of Public Instruction

The district must report monthly to the Superintendent of Public Instruction:

1. Accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences; and
2. Information about the resident and serving districts of such students.

C. Annual Report to the Superintendent of Public Instruction

1. The district must submit an annual report to the Superintendent of Public Instruction detailing the costs and purposes of any expenditures made to purchase or contract for instructional or co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or services made available to students enrolled in the district's regular instructional program.
2. The number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program; and
3. Enrollment of students (separately identified) where ALE instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392-121-188.

VIII. Assessment Requirements

A. All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the district.

B. Part-time students must also be assessed at least annually. However, part-time students who are either receiving home-based instruction under Chapter 28A.200, RCW or who are enrolled in an approved private school under RCW 28A.195, are not required to participate in the assessments required under Chapter 28A.655, RCW.

C. Any student whose alternative learning experience enrollment is claimed as greater than 0.8 full-time equivalent in any one month through the January count date must be included by the district in any required state or federal accountability reporting for that school year, subject to existing state and federal accountability rules and procedures.

D. Students enrolled in nonresident district alternative learning experience courses or course work who are unable to participate in required annual state assessments at the nonresident district must have the opportunity to participate in such required annual state assessments at the district of physical residence, subject to that district's planned testing schedule. It is the responsibility of the nonresident enrolling district to establish a written agreement with the district of physical residence that facilitates all necessary coordination between the districts and with the student and, where appropriate, the student's parent(s) to fulfill this requirement. Such coordination may include:

1. Arranging for appropriate assessment materials;
2. Notifying the student of assessment administration schedules;
3. Arranging for the forwarding of completed assessment materials to the enrolling district for submission for scoring and reporting; and
4. Arranging for any allowable testing accommodations, and other steps as may be necessary.

E. The agreement may include rates and terms for payment of reasonable fees by the enrolling district to the district of physical residence to cover costs associated with planning for and administering the assessments to students not enrolled in the district of physical residence. Assessment results for students assessed according to these provisions must be included in the enrolling district's accountability measurements, and not in the district of physical residence's accountability measurements.

IX. Students who drop out of ALE courses

A school district offering or contracting to offer an alternative learning experience course to a nonresident student must inform the resident school district if the student drops out of the course or is otherwise no longer enrolled.

Vancouver Public Schools Graduation Information

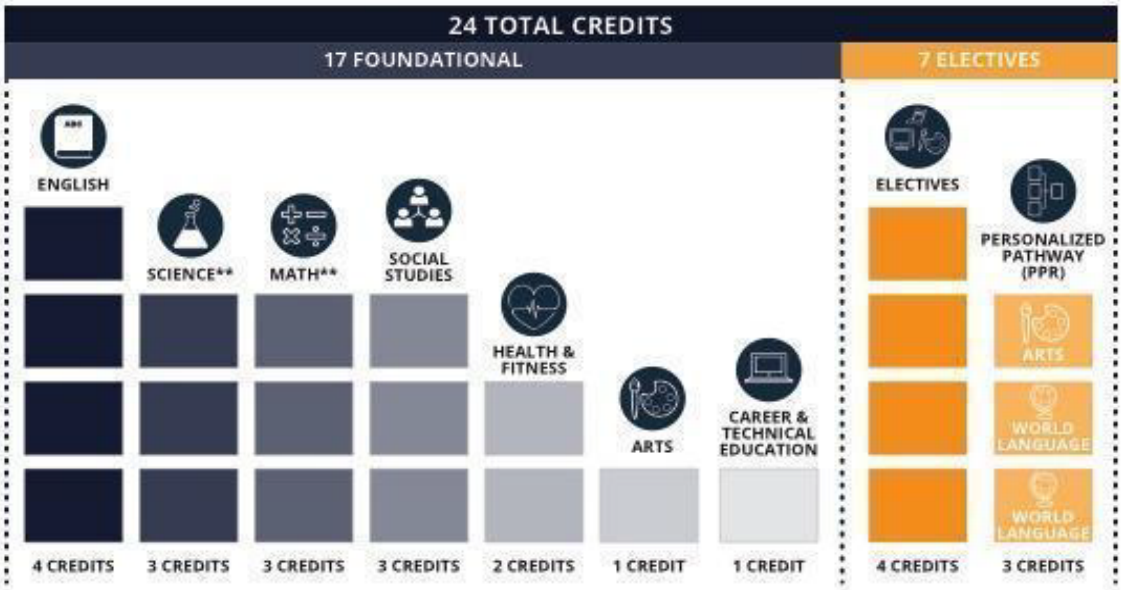
Vancouver Schools Graduation Information

All Washington public school students must meet the following non-credit, credit, and graduation pathway requirements to graduate and **Enroll** in a 4 year or two year college or technical school, **Enlist** in the U.S. Military, or be **Employed**.

Non-Credit:

1. **High School & Beyond Plan** - A tool to guide students through high school and think about their future. Plans are personalized and designed in https://login.xello.world/ to help students set, visualize, and work to achieve goals. See Page 6 for additional information.
2. **Washington State History** – Usually met in 7th grade in middle school. If not, 1.0 of World Themes: Washington Perspectives or a competency-based course fulfills this requirement.

Minimum Credit Requirements for High School:



**The 3rd credit of science and the 3rd credit of math are chosen by the student based on the student's interest and High School and Beyond Plan, and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal (WAC 180-51-068).

Graduation Pathways: Class of 2020 and Beyond

- **CTE Sequence** - Complete sequence of CTE courses
- **ASVAB Score** - Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery)
- **Smarter Balanced HS Assessment or WA-AIM (ELA and/or math)**
- **SAT/ACT** - Meet or exceed the graduation scores in the math and ELA portions
- **Dual Credit** - Earn College Credit in ELA and/or math through a dual credit course
- **Bridge to College Course** - Pass a ELA and/or math Bridge to College course
- **AP/IB Courses or Exams** - For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or pass the course with at least a C+

Vancouver Public Schools

Five-Year Planning Sheet – 2020 and Beyond

Credit Requirements						
Subject	College and Career Graduation Reqs	9th Grade	10th Grade	11th Grade	12th Grade	Post-High School Plan (circle your plan)
Visual or Performing Art	2.0	1 credit can be PPR				**Four-year college or university** (special entrance requirements)
English	4.0	English	English	English *AP options recommended for college entrance	English *AP options recommended for college entrance	**Two-year college, transfer to four-year college** (high school diploma required)
Math**	3.0	Math (Algebra)	Math (Geometry)	Math (Algebra 2 or math aligned with PPR)	*A math class or math based science in the senior year is required for college entrance	**Professional/Technical Training** • Community College • State Technical School • Other specialized school or college (high school diploma required)
Social Studies	3.0		World Themes/ WA State Perspectives	U.S. History *AP options recommended for college entrance	CWP *AP options recommended for college entrance	
Science	3.0	Environmental Science or Biology	Biology or Chemistry or Physics	Chemistry or Physics	*A math class or math based science in the senior year is required for college entrance	**Military** • Enlist (high school diploma required) • ROTC (special entrance requirements) • Prep. School (special entrance requirements) • Academy (special entrance requirements)
CTE	1.0	CTE courses aligned with HSBP				
P.E.	1.5	P.E.	P.E.			
Health	0.5	Health (9th or 10th)				
Elective	4.0					**Apprenticeship** (high school diploma required)
World Language	2.0	Both can be PPR				**Work; On-the-Job Training** (high school diploma required)
TOTAL	24.0	|	|	|	|	

***The 3 Math Credits consist of:**

- Algebra, Geometry, and Algebra 2 or (students will take three years of math even if they begin at a higher level in the sequence i.e. Geometry, Algebra 2, Precalculus).
- The third credit may also be completed through election of an alternative math credit supporting a Personalized Pathway (PPR) in the High School and Beyond Plan.

REMINDER:

Make sure to look at the academic and class requirements for the colleges (2-year, 4-year, or technical) you are interested in attending.

xello

Post Secondary Success

MINIMUM COLLEGE ADMISSIONS STANDARDS at Washington's Public Four-Year Colleges

REQUIRED CREDITS

- ☐ 4 credits of English
- ☐ 3 credits of Math (including Algebra II or higher)
- ☐ Senior year quantitative math or science
- ☐ 3 credits of Social Studies
- ☐ 3 credits of Science
- ☐ 2 credits of the same World Language
- ☐ 1 credit of Arts

GPA

- ☐ Maintain at least a 2.0 grade point average

SAT and ACT

- ☐ Take the SAT or ACT
- ☐ Have the scores sent directly to the colleges you want to attend

CAREER/TECHNICAL AND COMMUNITY COLLEGE REQUIREMENTS

There are many educational institutions for career/technical education in addition to many community colleges throughout the state of Washington. Regular admission leading to an AS degree (Associate of Science, one to two year program certification) or an AA degree (Associate of Arts leading to a BA degree), students need to complete the following:

1. As many math and science courses as possible.
2. Submit an official high school transcript or GED test results.
3. Complete entrance exams.

It is strongly recommended that students take the same course of study required for entrance to a 4-year college.

REQUIREMENTS FOR MILITARY SERVICE

The Armed Forces constitute America's largest employer. Military service provides educational opportunities and work experience in literally hundreds of occupations. The following are important requirements to keep in mind if planning to enter a branch of the military:

1. High School Diploma Required
2. No criminal record
3. At least 17 years of age
4. Drug free life-style
5. Physically qualified
6. Good moral character

Entrance into the Military also requires the completion of the Armed Services Vocational Aptitude Battery (ASVAB) assessment. Each branch of the military has a different minimum qualifying score, which fluctuates over time. Please see your Career Center for more information.

ASVAB

(The Armed Service Vocational Aptitude Battery) Grades 10, 11, and 12

The ASVAB is conducted by the US Department of Defense at no cost or obligation to the student. This test is conducted during the fall. The student may also use these results in making career choices. The military uses this assessment to determine job assignments if an individual elects to enlist in the military.

Scholarships and Financial Aid

WHERE CAN I LOOK FOR SCHOLARSHIPS?

Your high school counselor or career specialist is a good place to start. Here are some places to begin your research:

TheWashBoard.org: thewashboard.org

FastWeb: fastweb.com

Beyond Dreaming Scholarship List: scholarshipjunkies.org

College Board: bigfuture.collegeboard.org

WHAT TYPES OF SCHOLARSHIPS CAN I APPLY FOR?

Academic/Merit: Based on GPA, test scores and/or coursework

Athletic: Based on athletic performance

Creative: Based on talent in art, music, dance

Community service: Based on involvement in your school or community

Diversity: Based on race, ethnicity, family heritage, religion, sexual orientation, etc.

Need: Based on financial need

Other: Leadership, alumni, etc.

College Bound Scholarship

This program promises tuition (at public institution rates) and a small book allowance for income-eligible students in the state of Washington who sign up in the 7th or 8th grade, work hard in school, stay out of legal trouble, and successfully apply to a higher education institution when they graduate. Students may sign up in the 7th or 8th grade, and need only apply once. The deadline for all applicants is by June 30 at the end of their 8th grade year. For more information go to: www.wsac.wa.gov/PreparingForCollege/CollegeBound

Requirements to receive the College Bound Scholarship

1. **Academic requirements to receive the College Bound Scholarship (CBS).**

   You must:
   - **Graduate** from a Washington State High School
   - Have a **2.0 cumulative GPA or higher** (the average of all high school classes)

2. **If I applied for the College Bound Scholarship when I was in middle school and received a College Bound certificate, does that guarantee that I will receive the Scholarship?**

   No, there are several more steps you must complete to receive the scholarship. In addition to the academic requirements (see above) you must also meet the income requirement and be a good citizen in your school and your community.

Completing the Free Application for Federal Student Aid (FAFSA) provides the college's financial aid staff the information to determine if you meet the income requirement. Since the College Bound Scholarship is need-based, it may not be a part of your financial aid award, if your need has been fully met by other grants and scholarships. You must also be accepted to college and complete the college's financial aid paperwork in a timely manner. While you must be a U.S. citizen or eligible non-citizen, you do not need to have a social security number (SSN) to apply.

Scholarships and Financial Aid

FINANCIAL AID INFORMATION

There is **only one way** to find out if the federal government will offer your family any type of financial aid to help pay for your post-high school education: **You must file a FAFSA form**. FAFSA stands for Free Application for Federal Student Aid.

State Financial Aid for DREAMers - Washington Application for State Financial Aid
Eligibility for several Washington State financial aid programs has expanded to include students who are ineligible for federal financial aid due to immigration status. Students who meet individual program, income, or residency requirements for the State Need Grant, the College Bound Scholarship, State Work Study, or Passport Scholarship should complete the free WASFA (Washington Application for State Financial Aid) to apply for state financial aid (www.readysetgrad.org/WASFA).

To maximize your chances of getting financial help from the government, you should file a completed FAFSA form via the Internet on October 1 of your senior year or as soon as possible after that date. Students should apply in October of each year they are enrolled in college when they anticipate attending any college the following autumn.

File your FAFSA via the Internet at www.fafsa.ed.gov.

If you have questions about how to complete your FAFSA, go to www.FederalStudentAid.ed.gov and look for the "Frequently Asked Questions" section. Or call toll-free, 1-800-4-FED-AID. Or ask for assistance from the staff of the financial aid office of the college or university to which the student is applying.

COLLEGE ENTRANCE ASSESSMENTS

PSAT - *(Preliminary Scholastic Aptitude Test)*
(PSAT School Day administered each Fall on high school campuses for grade 10 students at no cost)
The PSAT offers students reliable information about their scholastic abilities in relation to other students in high schools across the nation and students who have already entered college. Results of this test may qualify students for scholarship awards.

SAT - *(College Entrance Examination Board Scholastic Aptitude Test) Grades 11 and 12*
(SAT School Day administered each Spring on high school campuses for grade 11 students at no cost)
The SAT is accepted by most public and private colleges in Washington State and by many out-of-state institutions. Students enlisted in military academics or applying for ROTC scholarships are encouraged to take the SAT in the spring of their junior year. The SAT may be taken more than once.

ACT
(American College Test) Grades 11 and 12
The ACT is accepted by most colleges in Washington State and many out of state institutions. Some scholarship and/or aid programs require ACT results. Students interested in military academics or in ROTC scholarships should take the ACT in the Spring. The ACT may be taken more than once.

REMINDER:
Make sure to look at the academic and class requirements for the colleges (2-year, 4-year, or technical) you are interested in attending.

xello

Vancouver Schools Credit Information

CLASS STANDING TOWARDS GRADUATION

Students are placed in a grade level based on when they enter 9th grade. In order to graduate on time (4 years after entering 9th grade) students must make satisfactory progress each year earning required credits towards graduation.

9th Grade – 6 credits earned by end of school year

10th Grade – 12 credits earned by end of school year

11th Grade – 18 credits earned by end of school year

Anyone earning fewer than 15 credits at the close of the junior year should plan on credit recovery to finish high school.

12th Grade – 24 credits earned by end of school year

Students with fewer than 18 credits entering their senior year must have a realistic plan for credit recovery on file with the counselor before scheduling senior level classes including CWP and Senior English.

EQUIVALENCY and 2-for-1 CREDIT

Washington state law allows students to meet two graduation requirements by taking Career and Technical Education (CTE) courses that have been approved for equivalency credit by the district. Equivalency and 2-for-1 credit is defined as credit earned in a course in one subject area that satisfies academic requirements in two subject areas. Students should meet with their counselor to inquire about equivalency and 2-for-1 credit options. College bound students are encouraged to check with each college they may apply to in order to determine if each college will accept equivalency credited courses for college admissions.

CREDIT EARNED BEFORE HIGH SCHOOL

Beginning with the school year 2019-2020, credit earned before high school is automatically applied to the high school transcript unless students/families choose to opt out. Students can opt out by making a request in writing. Students/families can request that the courses be non-numerical grades (Pass/Fail) or removed completely.

Mathematics and Science

The Algebra, Geometry, Algebra 2, and Environmental Science courses taught in the middle school are comparable to high school courses. Students who successfully completed these courses in middle school will receive high school credit once enrolled in high school.

HIGH SCHOOL CREDITS FOR SPECIFIC COURSES IN GRADES 7 AND 8

Students currently enrolled in grades 9 through 12 in Vancouver Public Schools may petition for high school credit toward graduation if they have successfully completed a world language.

World Language

The world language program offered at the middle school level is a two-year sequence. Both years combined equal one year of high school world language. Students who successfully complete world language in both grades 7 and 8 may request that one credit be added to their high school transcript. No partial credit is given.

Spanish and Mandarin Language Learning

Secondary Language Learning Pathway programs at the middle school level include two periods of instruction in the target language daily. Students enrolled in these programs may, upon (1) recommendation for placement into Year 3 instruction at 9th grade and (2) successful completion of Year 3 in 9th grade may request that two credits of the target language be added to their high school transcript.

CREDIT/NO CREDIT GRADING OPTIONS

Vancouver high schools permit an alternative grading system (credit/no credit) as follows:

- The request for credit/no credit must be initiated by the sixth week of the semester.
- Once the option has been approved, it remains in place for the semester. There will be no changes back and forth from grading on CR/NC.
- **The CR/NC grading option is only for elective courses and world language competency credit.**
- **Courses required for high school graduation are not eligible for the alternative grading system.**
- "CR" (credit) – The student's achievement demonstrates satisfactory progress in the mastery of knowledge and skills presented in the course.
- The "CR" or "NC" marks are not computed as part of the student's high school grade point average.
- **The NCAA (National Collegiate Athletic Association) computes courses taken credit/no credit as a "D" in its core course calculation.**

SECTION B TABLE OF CONTENTS

NOTICE OF NONDISCRIMINATION 2

STUDENT/PARENT RIGHTS 7

STUDENT CONDUCT EXPECTATIONS & RULES 9

PUPIL RIGHTS (PPRA) 11

EDUCATION RECORDS RIGHTS (FERPA) 12

ATTENDANCE LAW & ABSENCES 13

ELECTRONIC RESOURCES 21

HOMEWORK & GRADING 26

GRADUATION 32

STUDENT DRESS 33

STUDENT DISCIPLINE 34

CHOICE SCHOOLS AND PROGRAM 59

MEDICATION IN THE SCHOOL 62

HARASSMENT, INTIMIDATION & BULLYING 65

SEXUAL HARASSMENT OF STUDENTS 78

STUDENT RECORDS 93

STUDENT SAFETY 101

TOBACCO 105

WEAPONS 106

EQUITY 108

GENDER INCLUSIVE SCHOOL 110

PERSONAL ELECTRONIC DEVICES 114

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 (7th) 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 (5th) 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 (7th) 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 (15th) 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 (4th) 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 (5th) through twelfth (12th) 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)

Our School Protects Students from Harassment, Intimidation, and Bullying (HIB)

We strive to make our school a safe and inclusive environment 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 explains what HIB is, what to do when you see or experience it, and how our school responds to it.

What is HIB?

A. State law (RCW 28A.600.477(5)(b)(i)) defines HIB as "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 (discrimination based on a protected status) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:
   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."

B. HIB often involves one student having, or appearing to have, more power than another student. While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.

C. HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

How can I make a report about HIB?

A. **Talk to any school staff member,** start with whoever you feel most comfortable with, such as a teacher, counselor, coach, or other school staff. You can report HIB by telling school staff in person or in writing (written reports can be made in your home language; please ask your school or district for support with translation). You can make your report anonymously/without giving your name or confidentially (asking that your name not be shared with other students or parents/caregivers involved). No student will be disciplined based only on an anonymous or confidential report.

B. If a staff member learns about, sees, or hears HIB happening, they must act quickly to stop the behavior(s) and keep it or them from happening again. Our district also has a HIB Compliance Officer who helps prevent and respond to HIB. The District's HIB compliance officer is:

   Andre Hargunani
   HIB Coordinator, Director of Student Welfare and Attendance
   Vancouver Public Schools
   2901 Falk Rd.
   Vancouver, WA 98661
   360-313-1000
   Andre.hargunani@vansd.org

What happens after I make a report about HIB?

A. When you report HIB, school staff must act quickly to stop the behavior and prevent it from happening again. If you and the school agree the problem is resolved, then no further action may be needed. But, if you feel that you or someone you know is facing HIB that is unresolved, severe, or keeps happening, you should ask for an official HIB investigation by completing an Incident Reporting Form HIB Reporting Form.

B. The school must also make sure that students who report HIB are not treated badly for speaking up. This is called retaliation, and it is not allowed.

What is the investigation process?

A. The HIB investigation begins if you submit the HIB Incident Report Form HIB Reporting Form and the incident meets the definition of HIB toward a student. When you submit the Incident Reporting Form, the HIB Compliance Officer or the staff member leading the investigation must notify the families of the students involved that a complaint was received. They must make sure a prompt and thorough investigation takes place. The investigation is usually finished within five school days. If it takes longer, the school will keep you updated, generally once a week, until it is done.

B. When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must share the results with you within two school days.

C. This response should include:
   1. A summary of what the investigation found
   2. A decision about whether the HIB was substantiated (found to have happened)
   3. Any steps the school will take to address the problem
   4. Clear information about how you can appeal the decision

D. If HIB is confirmed, the school will address it.

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

A. For the student named as the "targeted student" in a complaint:
   If you disagree with the school district's decision, you may appeal. To appeal, send a written request asking the superintendent (or the person they've assigned) to review the investigation. They will send you a written decision.

B. For the student named as the "aggressor" in a complaint:
   A student found to be an "aggressor" in a HIB complaint may not appeal the decision of the investigation itself. They can, however, appeal any corrective actions (consequences) that come from the HIB investigation findings.

What information may I have about other students?

A. Student privacy laws limit what the school can tell you about any intervention or discipline given to another student. You will be told whether HIB was found to have happened and that steps were taken, even if the details of those steps impacting all students involved cannot be shared.

B. For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage at HIB Reporting Form or the district's HIB Policy 3207 and Procedure 3207.

How do I make a HIB complaint about a staff member?

This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff member's behavior, ask your school for information on how to report it.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because of a **protected status**, including their race, ethnicity, color, national origin, immigration or citizenship status, sex, gender identity, gender expression, sexual orientation, homelessness, religion, creed, disability, neurodivergence, 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 behavior that is threatening, harmful, or humiliating. It happens when the behavior is based on a student's protected status and is serious enough to create a hostile environment. A **hostile environment** is created when behavior 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. To review the district's Nondiscrimination Policy 3210 and Procedure 3210, visit VPS Nondiscrimination Policy and Procedure.

What is sexual harassment?

A. **Sexual harassment** is unwelcome behavior or communication that is sexual in nature and seriously 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 accept unwelcome sexual behavior or communication to receive something in return, such as a better grade or a place on a sports team.

B. Examples of sexual harassment include:
   1. Pressuring a person for sexual actions or favors.
   2. Unwelcome sexual touching.
   3. Written, graphic, or electronic messages that are sexual in nature.
   4. Sharing sexually explicit texts, emails, or pictures.
   5. Making sexual jokes, spreading sexual rumors, or making suggestive comments.
   6. Physical violence, including rape and sexual assault.

C. Our school does not discriminate based on sex. We prohibit sex discrimination in all education programs, activities, and employment, as required by Title IX and state law.
   To review the district's Sexual Harassment Policy 3205 and Procedure 3205, visit: VPS Sexual Harassment Policy and Procedure

What should my school do about discriminatory and sexual harassment?

When a school learns about possible discriminatory harassment or sexual harassment, it must investigate and take steps to stop the unwanted behavior. The school must address any effects of the harassment on the student at school, including eliminating the hostile environment, and prevent the harassment from happening again.

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

A. **Talk to a Coordinator or submit a written complaint.** You may contact the following school district staff to report your concerns, ask questions, or learn more about how to resolve your concerns. If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.

   Concerns about discrimination:
   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:
   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:
Barb Laurenzo
Section 504 Coordinator
Vancouver Public Schools
2901 Falk Rd.
Vancouver, WA 98661
360-313-1000
barb.laurenzo@vansd.org

Concerns about discrimination based on gender identity:
Andre Hargunani
Gender-Inclusive Schools Coordinator, Director of Student Welfare and Attendance
Vancouver Public Schools
2901 Falk Rd.
Vancouver, WA 98661
360-313-1000
Andre.hargunani@vansd.org

B. To **submit a written complaint**, describe the behavior or incident that you believe may be discriminatory. 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 so the school district can investigate it promptly. You must submit your complaint within one year of the behavior or incident.

What happens after I file a discrimination complaint?

A. The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator will make sure your complaint is investigated promptly and thoroughly. The investigation will be completed within 30 calendar days unless you agree to a different timeline. If exceptional circumstances require more time, the Civil Rights Coordinator will notify you in writing and tell you the expected date for the response.

B. When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. The response will include:
   1. A summary of the investigation results.
   2. A determination of whether the school district failed to comply with civil rights laws.
   3. Any corrective actions or remedies that are needed.
   4. Information about how to appeal the decision.

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

If you disagree with the decision about your complaint, you may appeal the decision to Vancouver School District Board of Directors. You may then file a complaint with the Office of Superintendent of Public Instruction (OSPI). For more information about this process, including important deadlines, see the school district's Nondiscrimination Procedure 3210 and Sexual Harassment Procedure 3205.

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

Harassment, intimidation, or bullying (HIB) can be discrimination if it is based on a protected status. 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 school district will investigate the complaint using both the Nondiscrimination Procedure 3210 and the HIB Procedure 3207 to fully address your concerns.

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, whether or not they have legally changed their name.
   2. Update students' gender designation so they accurately reflected in school records.
   3. Provide students with access to restrooms and locker rooms that align with their gender identity.

4. Ensure students can participate in sports, physical education classes, field trips, and overnight trips consistent with their gender identity.
5. Keep students' health and education information private and confidential.
6. Allow students to wear clothing that reflects their gender identity and enforce dress codes without regard to a student's gender or perceived gender.
7. Create an inclusive, respectful environment and protect students from teasing, bullying, or harassment based on their gender or gender identity.

B. To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211, visit VPS Gender Inclusive Schools Policy and Procedure. 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 on page ##.

Our School is Committed to Students and State Law

A. Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something—or fails to do something—that they knew, or reasonably should have known, would violate state law. Under ESHB 1296, OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

B. These laws include requirements related to:
1. Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)
2. Harassment, intimidation, or bullying (RCW 28A.600.477)
3. Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
4. Use of restraint or isolation (RCW 28A.600.485)
5. Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?

A. You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.

B. If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at How to File a Complaint, and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.

C. Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

D. When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you written notice of the allegations under investigation. After the investigation is complete,

OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

Who else can help with HIB, Discrimination, or Willful Noncompliance Concerns?
Office of Superintendent of Public Instruction (OSPI)

A. All reports must start locally at the school or district level, even if the complaint involves the school or school district. School personnel should not retaliate against students or families for making a formal complaint.

B. 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, as well as complaints alleging willful noncompliance with state law under ESHB 1296.

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

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

OSPI Office of Legal Affairs (For more details on the willful noncompliance complaint process)

- Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints
- Email: OLA@k12.wa.us

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Office of the Education Ombuds works with families, communities, and schools to help solve problems so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution, coaching, facilitation, and training on family and community engagement and systems advocacy.

1. Website: www.oeo.wa.gov
2. Email: oeoinfo@gov.wa.gov
3. Phone: 1-866-297-2597

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: www.ed.gov/
Email: ocr@ed.gov
Phone: 800-421-3481

Our School is Committed to Safety at School Activities and Events

Washington State wants school activities and events, like athletic competitions, performances, and other extracurricular activities, to be safe for everyone who takes part in them or watches them.

What does state law say?

Washington State law has long banned intimidation, force, and threats of violence at school events. ESB 5272 (which takes effect in 2026) made those protections stronger. It now also covers officials and volunteers at extracurricular athletic activities, and it has created new consequences for breaking the law. For non-students, if they are convicted of a crime, they may be banned from school activities for up to 18 months, receive a fine, or go to jail for no more than 6 months. For students, other school consequences, including removal from school, may also apply under RCW 28A.600.015.

How is this different from HIB?

A. This is different from our school's HIB policy, which deals with conduct between students through a school process. ESB 5272 covers more people and more situations and is enforced through criminal law and school discipline procedures instead of the school's HIB process.

B. The expectations in this section are broader. They apply to everyone at school activities — students, parents, and community members alike — and they cover behavior toward everyone involved, not just students. This section and the HIB section work together but cover different situations.

What should I do if I experience or witness this conduct?

1. **Call 911** if there is an immediate safety concern
2. **Report to a coach, event supervisor, school administrator, or other trusted adult** as soon as possible. They can connect you with the right support and make sure the right steps are taken
3. **If a student was the target** of the conduct, you may also be able to file a report under our school's HIB policy — see the HIB section of this handbook for more information

Who can I contact with questions?

For questions about safety at school events, contact your school principal or the District's Director of Safety and Athletics, Hugo Salmeron at hugo.salmeron@vansd.org

For questions about whether conduct student-to-student may also be HIB, contact the HIB Compliance Officer:

Andre Hargunani
HIB Coordinator, Director of Student Welfare and Attendance
Vancouver Public Schools
2901 Falk Rd.
Vancouver, WA 98661
360-313-1000
Andre.hargunani@vansd.org

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:

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

<u>By Mail</u>:
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.