

TABLE OF CONTENTS
Strategic Planning – Series 0000

| | |
|---------------------------------------|------|
| Commitment to Strategic Planning..... | 0100 |
| Planning Process | 0300 |
| Strategic Plan | 0500 |
| Mission..... | 0510 |
| Vision Statement..... | 0520 |
| Beliefs | 0530 |
| Strategic Improvement Plan..... | 0560 |

TABLE OF CONTENTS

Board of Directors – Series 1000

| | |
|--|-------|
| Legal Status and Operation..... | 1000 |
| Key Functions of the Board | 1005 |
| Director Districts..... | 1105 |
| Procedure | 1105P |
| Election | 1110 |
| Oath of Office | 1111 |
| Director Orientation | 1112 |
| Board Member Residency..... | 1113 |
| Board Member Resignation | 1114 |
| Vacancies | 1115 |
| Annual Organizational Meeting, Election of Officers..... | 1210 |
| Board Officers and Duties of Board Members | 1220 |
| School Director Legislative Program..... | 1225 |
| Procedure | 1225P |
| Secretary | 1230 |
| Committees | 1240 |
| Procedure | 1240P |
| Policy Adoption, Manuals, and Administrative Procedures..... | 1310 |
| Suspension of a Policy..... | 1320 |
| Administration in the Absence of Policy or Procedure | 1330 |
| Meeting Conduct, Order of Business and Quorum..... | 1400 |
| Executive or Closed Sessions | 1410 |
| Proposed Agenda and Consent Agenda..... | 1420 |
| Audience Participation..... | 1430 |
| Minutes | 1440 |
| Absence of a Board Member | 1450 |
| Conflicts of Interest..... | 1610 |
| The Board-Superintendent Relationship..... | 1620 |
| Evaluation of the Superintendent..... | 1630 |
| Board Member Expenses | 1731 |
| Board Member Insurance..... | 1732 |
| Board Member Compensation | 1733 |
| Annual Goals and Objectives..... | 1810 |
| Evaluation of the Board | 1820 |
| Training and Development for Board Members..... | 1822 |
| Participation in School Boards' Association | 1830 |

TABLE OF CONTENTS

Instruction – Series 2000

| | |
|--|-------|
| Student Learning Goals..... | 2000 |
| Accountability Goals | 2004 |
| School Improvement Plans | 2005 |
| Curriculum Development and Adoption of Instructional Materials..... | 2020 |
| Library Media Centers | 2021 |
| Electronic Resources..... | 2022 |
| Lesson Plans..... | 2023 |
| Online Learning | 2024 |
| Copyright Compliance | 2025 |
| Animals as Part of the Instructional Program..... | 2029 |
| Service Animals in Schools | 2030 |
| Program Evaluation | 2090 |
| Federal and/or State Funded Special Instructional Programs..... | 2104 |
| Program Compliance | 2106 |
| Remediation Programs..... | 2108 |
| Transitional Bilingual Instruction Program | 2110 |
| Substance Abuse Program | 2121 |
| Sexual Health Education..... | 2125 |
| HIV/AIDS Prevention Education | 2126 |
| Character Development | 2130 |
| Diversity-Multicultural Education | 2133 |
| Guidance and Counseling | 2140 |
| Suicide Prevention | 2145 |
| Co-Curricular Program | 2150 |
| Interscholastic Activities..... | 2151 |
| Noncurriculum-related Student Groups..... | 2153 |
| Special Education and Related Services for Eligible Students..... | 2161 |
| Procedure | 2161P |
| Education of Students with Disabilities under Section 504 of the Rehabilitation Act | 2162 |
| Response to Intervention..... | 2163 |
| Home or Hospital Instruction..... | 2165 |
| Career and Technical Education | 2170 |
| Parent, Family and Community Partnerships | 2180 |
| Highly Capable Programs..... | 2190 |
| Grade Organization..... | 2210 |
| School Calendar | 2220 |
| Summer School..... | 2240 |
| Alternative Learning Experience Programs..... | 2255 |
| Field Trips, Excursions and Outdoor Education..... | 2320 |
| Controversial Issues/Guest Speakers | 2331 |
| Flag Exercises | 2333 |
| Required Observances (Veterans Day, Constitution Day, and Temperance and Good Citizenship Day.....) | 2336 |
| Religious-related Activities and Practices | 2340 |
| High School Graduation Requirements | 2410 |
| Certificate of Educational Competency..... | 2411 |
| Diplomas for Veterans | 2412 |
| Equivalency Credit for Career and Technical Education Courses..... | 2413 |
| Grading and Progress Reports | 2420 |

| | |
|--------------------------|------|
| Promotion/Retention..... | 2421 |
| Homework..... | 2422 |

TABLE OF CONTENTS

Students – Series 3000

| | |
|---|----------|
| Qualifications of Attendance and Placement..... | 3110 |
| Part-time, Home-based, or Off-campus Students | 3114 |
| Homeless Students: Enrollment Rights and Services | 3115 |
| Enrollment..... | 3120 |
| Compulsory Attendance..... | 3121 |
| Excused and Unexcused Absences | 3122 |
| Withdrawal Prior to Graduation..... | 3123 |
| Removal/Release of Student during School Hours..... | 3124 |
| Child Custody | 3126 |
| District Attendance Areas | 3130 |
| District Attendance Area Transfers | 3131 |
| Release of Resident Students | 3140 |
| Nonresident Students | 3141 |
| International Student Exchange | 3142 |
| District Notification of Juvenile Offenders..... | 3143 |
| Release of Information Concerning Student Sexual and Kidnapping Offenders | 3144 |
| Rights and Responsibilities..... | 3200 |
| Safety and Civility in Schools..... | |
| Procedure | 3205P |
| Prohibition of Harassment, Intimidation and Bullying..... | 3207 |
| Nondiscrimination..... | 3210 |
| Freedom of Expression | 3220 |
| Freedom of Assembly | 3223 |
| Student Dress | 3224 |
| Student Privacy and Searches | 3230 |
| Student Records | 3231 |
| Parent and Student Rights in Administration of Surveys, Analysis or Evaluations | 3232 |
| Student Conduct..... | 3240 |
| Procedure | 3240.1P |
| Procedure | 3240.2P |
| Procedure | 3240.3P |
| Procedure | 3240.4P |
| Procedure | 3240.5P |
| Procedure | 3240.6P |
| Procedure | 3240.7P |
| Procedure | 3240.8P |
| Procedure | 3240.9P |
| Procedure | 3240.10P |
| Procedure | 3240.11P |
| Procedure | 3240.12P |
| Procedure | 3240.13P |
| Classroom Management, Corrective Actions or Punishment..... | 3241 |
| Closed Campus | 3242 |
| Student Driving..... | 3243 |
| Prohibition of Corporal Punishment | 3244 |
| Students and Telecommunication Devices | 3245 |
| Use of Reasonable Force | 3246 |
| Student Health..... | 3410 |
| Automated External Defibrillators (AED)..... | 3412 |

| | |
|---|------|
| Student Immunization and Life Threatening Health Conditions | 3413 |
| Infectious Diseases..... | 3414 |
| Accommodating Students with Diabetes | 3415 |
| Medication at School | 3416 |
| Catheterization | 3417 |
| Emergency Treatment..... | 3418 |
| Self-administration of Asthma and Anaphylaxis Medications | 3419 |
| Anaphylaxis Prevention..... | 3420 |
| Child Abuse, Neglect and Exploitation Prevention | 3421 |
| Student Sports—Concussion and Head Injuries | 3422 |
| Emergencies | 3432 |
| Associated Student Bodies..... | 3510 |
| Student Fees, Fines, Charges | 3520 |
| Fundraising Activities Involving Students..... | 3530 |

TABLE OF CONTENTS
Community Relations – Series 4000

| | |
|--|-------|
| Public Information Program | 4000 |
| Staff Communications Responsibilities | 4010 |
| Confidential Communications | 4020 |
| Public Access to District Records..... | 4040 |
| Procedures..... | 4040P |
| Distribution of Materials..... | 4060 |
| Citizens’ Advisory Committees and Task Forces..... | 4110 |
| School-support Organizations..... | 4120 |
| Title I Parental Involvement | 4130 |
| Safe and Orderly Learning Environment..... | 4200 |
| Regulation of Dangerous Weapons on School Premises..... | 4210 |
| Use of Tobacco on School Property | 4215 |
| Complaints Concerning Staff or Programs..... | 4220 |
| Public Performances | 4235 |
| Contests, Advertising and Promotions..... | 4237 |
| Use of Facilities | 4260 |
| Political Relationships with Governmental Agencies..... | 4300 |
| Relations with the Law Enforcement, Child Protective Agencies and the County Health Department..... | 4310 |
| Notification of Threats of Violence or Harm..... | 4314 |
| Release of Information Concerning Sexual and Kidnapping Offenders | 4315 |
| Cooperative Programs with Other Districts and Public Agencies..... | 4320 |
| Cooperation with Private and Parochial Schools and Day Care Agencies..... | 4330 |
| Election Activities..... | 4400 |

TABLE OF CONTENTS

Personnel – Series 5000

| | |
|---|-------|
| Recruitment and Selection of Staff | 5000 |
| Hiring of Retired School Employees | 5001 |
| Procedures | 5001P |
| Employment: Disclosures, Certification Requirements, Assurances and Approval..... | 5005 |
| Certification Revocation | 5006 |
| Nondiscrimination and Affirmative Action | 5010 |
| Collective Bargaining | 5020 |
| Applicability of Personnel Policies..... | 5021 |
| Contracts | 5050 |
| Drug-free Schools, Community and Workplace..... | 5201 |
| Federal Motor Carrier Safety Administration Mandated Drug and Alcohol Testing Program..... | 5202 |
| Employee Assistance Program | 5203 |
| Part-time Staff..... | 5221 |
| Job-sharing Staff Members | 5222 |
| Job Descriptions/Responsibilities | 5230 |
| Length of Work Day | 5231 |
| Evaluation of Staff | 5240 |
| Conflicts of Interest..... | 5251 |
| Staff Participation in Political Activities | 5252 |
| Maintaining Professional Staff/Student Boundaries..... | 5253 |
| Personnel Records..... | 5260 |
| Resolution of Staff Complaints..... | 5270 |
| Reporting Improper Governmental Action..... | 5271 |
| Termination of Employment..... | 5280 |
| Disciplinary Action and Discharge..... | 5281 |
| Compensation | 5310 |
| Garnishment and Personal Credit Problems | 5315 |
| Personnel Leaves | 5400 |
| Sick Leave..... | 5401 |
| Maternity Leave | 5402 |
| Emergency Leave..... | 5403 |
| Family Leave | 5404 |
| Leave Sharing | 5406 |
| Military Leave..... | 5407 |
| Jury Duty and Subpoena Leave | 5408 |
| Discretionary Leaves | 5409 |
| Holidays | 5410 |
| Staff Development | 5520 |
| Substitute Employment..... | 5610 |
| Student Teachers..... | 5641 |
| Internships..... | 5642 |

TABLE OF CONTENTS

Management Support – Series 6000

| | |
|--|-------|
| Program Planning, Budget Preparation, Adoption, and Implementation | 6000 |
| Procedures | 6000P |
| Fiscal Year | 6010 |
| System of Funds and Accounts | 6020 |
| Procedure | 6020P |
| Interfund Loans | 6021 |
| Financial Reports | 6030 |
| Expenditures in Excess of Budget | 6040 |
| Revenues from Local, State, and Federal Sources | 6100 |
| Procedure | 6100P |
| District Fundraising Activities | 6102 |
| Tuition | 6111 |
| Rental or Lease of District Real Property | 6112 |
| Gifts | 6114 |
| Uncollected Non-tax Revenue | 6119 |
| Investment of Funds | 6120 |
| Purchasing: Authorization and control | 6210 |
| Charge Cards | 6212 |
| Reimbursement for Travel Expenses | 6213 |
| Voucher Certification and Approval | 6215 |
| Reimbursement for Goods and Service: Warrants | 6216 |
| Bid Requirements | 6220 |
| Procedures | 6220P |
| Relations with Vendors | 6230 |
| Food and Beverage Consumption | 6240 |
| Risk Management | 6500 |
| Safety | 6510 |
| Staff Safety | 6511 |
| Infection Control Program | 6512 |
| Procedures | 6512P |
| Workplace Violence Prevention | 6513 |
| Insurance | 6530 |
| Procedure | 6530P |
| Student Insurance | 6535 |
| School District’s Responsibility for Privately Owned Property | 6540 |
| Sexual Harassment | 6590 |
| Transportation | 6600 |
| Student Safety Walking to School and Riding Buses | 6605 |
| Video Cameras on School buses | 6608 |
| Special Transportation | 6620 |
| Private Vehicle Transportation | 6625 |
| Driver Training and Responsibility | 6630 |
| School-owned Vehicles | 6640 |
| Contracting for Transportation Services | 6690 |
| Wellness | 6700 |
| Procedures | 6700P |
| Operations and Maintenance of School Property | 6800 |
| Capital Assets/Theft-sensitive Assets | 6801 |
| Energy Management/Education | 6810 |

| | |
|---|-------|
| Disposal of Surplus Equipment and/or Materials | 6881 |
| Procedures | 6881P |
| Sale of Real Property | 6882 |
| Closure of Facilities | 6883 |
| State Environmental Policy Act Compliance | 6890 |
| Pesticide Notification, Posting, and Record Keeping | 6895 |
| Facilities Planning | 6900 |
| Site Acquisition | 6905 |
| Construction Financing | 6910 |
| Construction Design | 6920 |
| Educational Specifications | 6921 |
| Architect and Engineering Services | 6925 |
| Contractor Assurances, Surety Bonds, and Insurance | 6950 |
| Maintenance of Records | 6955 |
| Change Orders | 6957 |
| Acceptance of Completed Project | 6959 |
| Naming Facilities | 6970 |
| Works of Art | 6971 |

COMMITMENT TO STRATEGIC PLANNING

Vision:

The districts enables each child in the schools to achieve his or her full potential by establishing a system for strategic planning that infuses every district activity with the district's vision, philosophical principles, and goals. The community is fully committed to the district and their students due to their full participation in the planning process.

Structure:

The Board of Directors recognizes that the goals of high quality education for all students and increasing student achievement require structures, processes, skills and ways of thinking that must be established for the district. The Board of Directors commits the district to the process of strategic planning in order to provide a fundamental governance and management structure for the district. The planning process, budget planning and policy development planning are part of the strategic planning cycle.

Accountability:

The strategic plan adopted by the district will be subject to and consistent with the constitutions and statutes of the United States and Washington state. Policies adopted by the Board and administrative practices will be measured against and consistent with strategic plan.

Planning will enable the district to respond to new developments and continually improve education within the discipline of the planning process. The board will regularly monitor and review the strategic plan for effectiveness.

Advocacy

Through the strategic planning process, the Board affirms its commitment to continuing and active involvement with the community, parents, staff and students. The district's planning, implementation and evaluation processes will incorporate staff, parents, and students.

PLANNING PROCESS

The district's strategic planning process includes the following elements:

- A. **Strategic Visioning and Planning Initiative:** The board shall initiate strategic visioning and planning by charging the district's district improvement team with overseeing the strategic planning process.

The superintendent, in consultation with the board, is authorized to appoint the district improvement team. A broad spectrum of community, parents, staff, and students will constitute the district improvement team. A chair of the district improvement team shall be selected by the team. The team will establish a schedule of planning meetings.

The district improvement team continues to oversee implementation of strategic plan over time. Vacancies are filled by the superintendent on the advice of the district improvement team and in consultation with the board.

- B. **Strategic Planning:** A series of planning sessions shall be held over the course of a year on dates established by the district improvement team. The process shall conclude with a draft strategic plan. The plan shall be submitted to the board for review, amendment and adoption following a public hearing. The strategic plan adopted by the board shall play an essential role in all district policy development.

- C. **Strategic Management and Implementation:** The management and implementation phase of the strategic planning process is primarily the responsibility of the administration. The district improvement subcommittee comprised of community members, parents, and teaching staff shall develop detailed plans to accomplish the goals of the strategic plan. The strategic action plans shall be reviewed by the board, and if adopted, shall be codified in the district's official policies.

- D. **Strategic Refocusing Meeting:** Every two years the district improvement team will report to the board in a public meeting on the implementation of the plan and recommend changes that may be necessary or beneficial. The board, in consultation with the administration, will review the progress of the plan, and consider amendments and changes in priorities in the plan in terms of changed and changing circumstances. Proposed amendments to components of the strategic plan shall be considered by the board for approval.

Cross Reference: Board Policy 0560

Strategic Improvement Plans

Adoption Date: 12.13.10
Auburn School District
Revised:

STRATEGIC PLAN

The strategic plan will be aligned with the district's mission, vision, and belief statements.

- A. **Perceptual Survey:** Internal and external perceptual surveys are a continual process that identify relevant internal and external information as factors that affect the district, and its strategic plan. The survey process shall develop a common perception of the school district through honest and open dialogue among and between the board, staff, community leaders, parents and students.

Internal Perceptual Survey and Analysis: In this phase of the survey process the district shall identify and analyze the following: strengths and weaknesses of programs, facilities and resources (e.g. people, knowledge, equipment and funds); and trends, such as educational research or management and governance issues and practices.

In this phase of the survey process the district shall:

External Perceptual Survey and Analysis: In this phase of the survey process, the district shall analyze the external environment including businesses and other public and private organizations, such as colleges and social agencies. Specifically, the phase shall identify: strengths and weaknesses in neighborhood composition, business support and growth, job mix, employment rates and tax base; and trends in technology, demographics, politics and the economy.

- B. **Strategic Improvement Plan:** The strategic improvement plan shall establish the detailed sequence of events and identify the resources to be employed in implementing the strategic plan.

The strategic improvement plan shall identify specific activities needed to achieve the specified result, the result personnel who will be involved and responsible, the resources needed and the time line.

Specific action steps to marshal resources shall include: Identifying financial requirements, labor and volunteers, facilities and equipment, and other materials; partnerships can be considered to obtain needed resources.

- C. **Goals, Target Objectives and Strategies:** These elements of the strategic plan establish the means of governing and administering the district in compliance with district goals and shall be definitive statements of intention or direction based on district vision and shall contain specific outcome(s). The goals shall take into account the data from the perceptual survey. Goals shall be targeted for completion within three years.

For each goal, a series of specific target objectives shall be established that provide measured steps (short, medium and long-range activities or events) toward the completion of the goal. The main purpose of target objectives are to design around obstacles and build in opportunities in advancing a goal by employing, redirecting, or creating resources. The target objectives shall address the issues of how to accomplish the goals, shall set deadlines and shall identify responsible personnel and resources. Target objects are specific, measurable, time-related and achievable.

Strategies are the means by which goals and target objectives shall be attained. A strategy can apply to more than one goal, for example the marketing and public relations strategy may apply to a number of goals.

MISSION

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

VISION STATEMENT

The vision of Auburn School District is to develop, in students, the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision making.

Adoption Date: 12.13.10
Auburn School District
Revised:

BELIEFS

Board Beliefs - A comprehensive public education is paramount. Effective leadership and high quality student learning are essential. Listed below are our core beliefs for improving student achievement and closing learning gaps:

- We believe every student can achieve high standards of learning
- We believe public schools are the foundation of good citizenship
- We believe in the responsible stewardship of resources
- We believe in sustainable community partnerships
- We believe in family and advocate involvement
- We believe public schools must value diversity
- We believe in safe and positive learning environments
- We believe in shared accountability for student success
- We believe in a culture of professional collaboration
- We believe in preparing students for success beyond high school

STRATEGIC IMPROVEMENT PLAN

The Auburn School District Strategic Improvement Plan provides a framework through which the district will support the schools in ensuring the academic success of each student. The district plan signals the start of a collaborative process that links the vision and goals set forth by the district with the school improvement plans developed by the buildings. The process emphasizes continuous improvement that engages all stakeholders in the quest to improve learning for all students. The district defines the “what” or destination and the schools determine the “how” or the best approach to get there. This is a shared commitment to accountability based on collaborative structures to improve learning for each student.

The framework of the district plan supports student achievement through the formation of professional learning communities. A professional learning community supports a culture of collaboration, mutual trust, openness to improve, disciplined inquiry and nurturing leadership. The district plan includes strategies to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians, students and community, which is characterized by trust and mutual respect.

The district plan sets the expectation that each student—regardless of ethnicity, language, disability or income level—can achieve high standards. Strategies incorporated into this improvement plan represent research-based practices that provide appropriate interventions and extended learning opportunities so students will achieve or exceed standards, graduate on time and be successful beyond high school.

District Mission

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

District Vision

The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision making.

District Beliefs

The board establishes belief statements that declare the commitment of Auburn stakeholders to improve learning for each student and to narrow the achievement gaps within the district. The beliefs developed by the board parallel the principles embedded in the Nine Characteristics of High Performing Schools.

LEGAL STATUS AND OPERATION

Legal Status

The board of directors of the Auburn School District is the corporate entity established by the state of Washington to plan and direct all aspects of the district's operations to the end that students shall have ample opportunity to achieve their individual and collective learning needs.

The policies of the board define the organization of the board and the manner of conducting its official business. The board's operating policies are those that the board adopts from time to time to facilitate the performance of its responsibilities.

Organization

The corporate name of this school district is Auburn School District No. 408, King County, State of Washington. The district is classified as a first-class district and is operated in accordance with the laws and regulations pertaining to first-class districts.

In order to achieve its primary goal of providing each child with the necessary skills and attitudes, commensurate with his/her ability, to become effective citizens, the board shall exercise the full authority granted to it by the laws of the state. Its legal powers, duties and responsibilities are derived from state statute and regulation. Sources such as the school code (Title 28A RCW), attorney general's opinions and regulations of the state board of education (Title 180 WAC) and the state superintendent of public instruction (Title 392 WAC) delineate the legal powers, duties and responsibilities of the board.

Number of Members and Terms of Office

The board shall consist of five members, elected by ballot by the registered voters of the district. Except as otherwise provided by law, board members shall hold office for terms of four years and until their successors are elected and qualified. Terms of board members shall be staggered as provided by law.

Newly elected directors shall take office at the first official meeting of the board of directors after the election results have been certified by the county auditor. Prior to beginning their term, directors shall take and subscribe to an oath of office.

| | | |
|-------------------|-------------------|---|
| Cross References: | Board Policy 1111 | Oath of office |
| Legal References: | RCW 28A.150.230 | Basic Education Act of 1977 |
| | RCW 28A.315.035 | Organization of school districts |
| | | RCW 28A.343.300 Director — Elections — Terms — Numbers |
| | RCW 28A.343.320 | Directors — Declaration of candidacy |
| | | RCW 28A.343.330 Directors — Ballots — Form |
| | RCW 28A.320.010 | Corporate powers |
| | | RCW 28A.320.020 Liability for debts and judgments |
| | RCW 28A.320.040 | Directors — Bylaws |

RCW 28A.343.360
RCW 29A.20.030

Directors — Oath of Office
Local officers, beginning of terms –
Organization of district boards of
directors

RCW 29A.20.040

Local elected officials, commencement
of term and office

KEY FUNCTIONS OF THE BOARD

Acting on behalf of the people of each community, the school board will fulfill the following functions:

Vision: The board, with participation by the community, shall envision the future of the school district's educational program and formulate goals, define outcomes and set the course for the school district. This will be done within the context of racial, ethnic and religious diversity and with a commitment to education excellence and equity for all students.

Structure: To achieve the vision, the board will establish a structure which reflects local circumstances and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework. This includes employing a superintendent, developing and approving policies, formulating budgets, setting high instructional and learning goals for staff and students, and nurturing a climate conducive to continuous improvement.

Accountability: The board's accountability to the community will include adopting a system of continuous assessment of all conditions affecting education, including assessments for measuring staff and student progress towards goals. The public will be kept informed about programs and progress. Staff and board training will be provided to ensure continuous improvement of student achievement.

Advocacy: The board shall serve as education's key advocate on behalf of students and their schools. The board shall work to advance the community's vision for its schools, pursue the district's goals, encourage progress and energize systemic change and ensure that students are treated as whole persons in a diversified society.

| | | |
|--------------------------|-------------------|---|
| Cross References: | Board Policy 0100 | Commitment to Strategic Planning |
| | Board Policy 0300 | Planning Process |
| | Board Policy 0700 | Strategic Plan Evaluation |
| | Board Policy 1310 | Policy Adoption, Manuals and Administrative Procedures |
| | Board Policy 1810 | Annual Goals and Objectives |
| | Board Policy 1820 | Evaluation of the Board |

Adoption Date: 10.25.10
Auburn School District
Revised:

DIRECTOR DISTRICTS

It is the responsibility of the Board of Directors to establish the boundaries of the internal director districts of the school district, and to redistrict the director districts as necessary.

The Board of Directors, with the assistance of the administration, the ESD and the State Redistricting Commission, shall develop a plan of proposed director districts within eight months of any of the following events:

- A. Receipt of federal decennial census data;
- B. Consolidation of the district with one or more other districts;
- C. Transfer of territory to or from the district;
- D. Annexation of territory to or from the district; or
- E. Approval by a majority of the district's voters of a proposal to divide the district into director districts.

| | | |
|-------------------|-----------------|---|
| Legal References: | RCW 29A.76.010 | Redistricting by counties, municipal corporations, and special purpose districts |
| | RCW 28A.343.030 | Directors' districts in certain school districts — Election to authorize division in school districts not already divided into director districts |
| | RCW 28A.343.040 | Division or redivision of district into director districts |
| | RCW 28A.343.050 | Dissolution of directors' districts |
| | RCW 28A.315.195 | Transfer of territory by petition – Requirements — Rules — Costs |

Management Resources: *Policy News*, August 2008 Restructuring First Class Director Districts

Adoption Date: 06.24.96
Auburn School District
Revised: 10.25.10

DIRECTOR DISTRICTS

Director districts will:

1. Be essentially equal in population;
2. Be compact and include geographically contiguous areas;
3. Will not favor or disfavor racial groups nor political parties; and
4. As much as possible, will coincide with natural boundaries and existing communities

At least one week before the board of directors considers adoption of director district plan, the board will hold a public hearing on the plan.

Within thirty days of adoption of the plan, legal descriptions and maps depicting the director districts will be submitted to the county auditor. If the plan is submitted after the fourth Monday in June of an odd-numbered year, the plan will not take effect until the following year.

Any registered voter in the district may challenge the plan within 45 days of the plan's adoption by requesting the superior court review the plan for compliance with the above criteria.

ELECTION

Board elections shall be held on the Tuesday following the first Monday in November of odd-numbered years.

A person is legally qualified to become a board member who is a United States citizen, and a qualified voter resident in the school district and appropriate director district, if any.

A person may become a candidate for a place on the board by filing a declaration of candidacy with the county auditor during the June filing period as prescribed by law. In the event that there are more than two candidates for any position on the board, a primary election shall be held on the third Tuesday of August in the manner prescribed by law. The two candidates receiving the greatest number of votes will appear on the election ballot in November.

In the event a school director position becomes vacant or a void in candidacy for a school director position occurs before the regular filing period begins, the candidates will go through the June filing period as proscribed in law. If the vacancy occurs after the filing period starts but before the eleventh Tuesday prior to the primary election, the county auditor shall establish a special three day filing period.

In the event a school director position becomes vacant or a void in candidacy for a school director position occurs after the eleventh Tuesday before the primary election, but before the eleventh Tuesday before the general election, then the county auditor shall establish a special three day filing period. In such a case, regardless of the number of candidates, there will be no primary, and the winner of the position will be the candidate receiving a plurality of the votes cast.

In the event a school director position becomes vacant or a void in candidacy for a school director position occurs after the eleventh Tuesday before the general election, the scheduled election is lapsed, the election deemed stricken from the ballot, no write-in votes counted and no candidate certified as elected. If an incumbent school director is serving in this instance, the director's service on the board will continue until the next school board election or until the director resigns. If no director is currently serving, the position will be filled by the board consistent with the board's policy on filling vacancies.

| | | |
|-------------------|---|---|
| Cross Reference: | Board Policy 1115 Board Policy 1610 | Vacancies Conflicts of Interest |
| Legal References: | RCW 28A.323.040 RCW 28A.343.300 RCW 28A.343.320 RCW 28A.343.330 RCW 28A.343.340 RCW 29A.04.151 RCW 29A.24.181 | Joint school districts — Designation of county to which joint school district belongs Directors — Terms — Numbers Directors — Declarations of candidacy — Positions as separate offices Directors — Ballots — Form Directors — When elected — Eligibility Residence Reopening of filing — After eleventh Tuesday before primary |

RCW 29A.24.191
RCW 29A.52.210
RCW 42.12.010

Scheduled election lapses, when
Local primaries
Causes of vacancy

Management Resources: *Policy News*, October 2006 Changes in Election Law

Adoption Date: 06.24.96
Auburn School District
Revised: 10.14.02; 09.26.05; 10.25.10

OATH OF OFFICE

According to statutory provision, each new director shall take an oath or affirmation to support the constitutions of the United States and the state of Washington and to promote the interests of education and to faithfully discharge the duties of his/her office to the best of his/her ability. A school district officer or notary public authorized to administer oaths must certify to this oath and the signature of the member. After properly completed, the oath of office shall be filed with the county auditor.

Legal Reference: RCW 28A.343.360 Oath of office

Adoption Date: 06.24.96
Auburn School District
Revised: 10.25.10

DIRECTOR ORIENTATION

The board will help newly elected or appointed directors to understand the policies and procedures of the board. To facilitate this process, new directors will be provided with:

- WSSDA publications (e.g., Open Public Meetings, Conflict of Interest, Governing Through Policy, Parliamentary Procedure);
- Goals for the school district and strategic plan, if developed;
- Board policies and administrative procedures;
- Student rights, responsibilities and conduct;
- District staff handbook;
- Student and staff handbooks from individual schools;
- Collective bargaining agreements;
- District and school budget(s);
- Financial status reports (most recent copies);
- Board minutes (past year);
- Achievement test results and relevant data for evaluating student learning; and
- Staff member job descriptions.
- Strategic Plan

The board president or a designee and the superintendent will assist each new director in the review of these materials and will review the role and function of the various administrators employed by the district. The orientation will include, as per district policy, how to: (1) arrange for visits of school or administrative offices; (2) request information regarding school operations; (3) respond to a complaint concerning staff or program; and (4) handle confidential information.

Directors will be encouraged to attend meetings, workshops and conferences to increase their knowledge and competencies.

BOARD MEMBER RESIDENCY

A school director must remain a resident of the school district to be eligible to continue to serve as a school board member. If a director's residence changes to a place outside the district, the director must resign and his/her eligibility to serve ends with the change of residence.

If a director is required to live within a specific director area of the district in order to be elected or appointed to the school board, and the director's residence changes to a place outside the director area, but within the district, the director may continue to serve on the school board until the next regular school district election (the fall of odd numbered years), at which time an election will be held to fill the board position for the director area the director no longer resides in. If the change of residence occurs after the filing period for the regular school district election, but before the election, and the director is in the first two years of his/her term, he/she may continue to serve from a residence outside the director area, but within the district, until the end of the term he/she was elected to.

If a director's director area boundaries are redrawn during his/her term of office, the director may serve out the term he/she was elected to.

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| Cross References: | Board Policy 1105 Board Policy 1110 Board Policy 1114 Board Policy 1115 | Director District Boundaries Elections Board Member Resignation Vacancies |
| Legal References: | RCW 28A.343.340 RCW 28A.343.350 RCW 29A.04.151 RCW 29A.76.010 RCW 42.12.010 AGO 1975 No. 8 | Directors — When elected — Eligibility Residency Residence Redistricting by counties, municipal corporations, and special purpose districts Causes of Vacancy Vacancy upon voluntary change of residence out of director district (note modification by 1999 amendment codified as RCW 28A.343.350) |

BOARD MEMBER RESIGNATION

If a board member's permanent residence ceases to be in the school district, the director shall resign immediately. Upon receipt of a director's written resignation for this or any other reason, the board shall discuss the resignation at its next regularly scheduled meeting. The board shall then acknowledge and announce the resignation.

The resignation shall be effective immediately unless otherwise stated. If a future date is stated, the resignation may be withdrawn anytime prior to the effective date.

Legal References: RCW 29A.04.151

Residence

Management Resources: *Policy News*, June 2009

Board Member Resignations

Adoption Date: 06.24.96
Auburn School District
Revised: 09.26.05; 10.25.10

VACANCIES

In case of a board vacancy, the remaining board members shall fill such vacancy by appointment. The board will receive applications from any qualified persons seeking to fill the position after suitable public notice. The board will appoint one of the candidates to serve until the next regularly scheduled board election, at which time a director shall be elected for the unexpired term, if any.

The appointment shall be approved, by roll call vote, by not less than three members of the board. If there exists fewer than three members, the educational service district board members shall appoint a sufficient number to constitute a legal majority of the board. Should the board fail to fill a vacancy within ninety (90) days from the creation of such vacancy, the educational service district board members shall fill such vacancy. Appointees shall be United States citizens and qualified voters resident in the school district and appropriate director district, if any.

Cross References: Board Policy 1114
Board Policy 1450

Board Member Resignation
Absence of Board Member

Legal References: RCW 28A.310.030
RCW 28A.343.370
RCW 8A.330.020

RCW 42.30.110

ESD Board
Directors--Filling vacancies
Certain board elections, manner and vote
required
Board member interviews in open public
session

ANNUAL ORGANIZATIONAL MEETING, ELECTION OF OFFICERS

At the first regular meeting at which newly elected board members are seated in election years and at the first regular meeting in December in non-election years, the board shall elect from among its members a president and a vice president to serve one-year terms. Officers shall not be elected following the appointment of a director to fill a vacancy on the board unless a majority of the board is appointed. If a board member is unable to continue to serve as an officer, a replacement shall be elected immediately. In the absence of both the president and the vice president, the board shall elect a president pro tempore who shall perform the functions of the president during the latter's absence. The superintendent shall act as board secretary. In order to provide a record of the proceedings of each meeting of the board, the superintendent shall appoint a recording secretary of the board.

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| Legal References: | RCW 28A.330.010 | Board president, vice-president — Secretary |
| | RCW 28A.330.020 | Certain board elections, manner and vote required Selection of personnel, manner |
| | RCW 28A.330.050 | Duties of superintendent as secretary |
| | RCW 28A.400.030 | Superintendent Duties |
| | RCW 29A.20.040 | Local elected officials, commencement of term of office |

Adoption Date: 06.24.96
Auburn School District
Revised: 09.26.05; 10.25.10

BOARD OFFICERS AND DUTIES OF BOARD MEMBERS

President

The president shall preside at all meetings of the board and sign all papers and documents as required by law or as authorized by action of the board. The president shall conduct the meetings in the manner prescribed by the board's policies, provided that the president shall have the full right to participate in all aspects of board action without relinquishing the chair, including the right to vote on all matters put to a vote.

It shall be the responsibility of the board president to manage the board's deliberation so that it shall be clear, concise, and directed to the issue at hand; summarize discussion and/or action before moving on to the next agenda item; and to generally manage the meeting so that the agenda is treated in an expeditious manner.

The president shall be the official recipient of correspondence directed to the board and shall provide, or cause to be provided to other board members and the superintendent, copies of the correspondence received on behalf of the board.

The president is authorized to consult with the superintendent on issues prior to presentation to the full board and perform tasks to facilitate board meetings.

In dealing with the media and the public in general, the president or his/her designee will serve as the spokesperson of the board. The president is authorized to report and discuss those actions which have been taken and those decisions made by the board as a body. The president shall avoid speculating upon actions or decisions which the board may take but has not yet taken.

The president shall confer with the superintendent regarding board meeting, study session and board retreat planning.

Officers of the Board: Vice President

The vice president shall preside at board meetings in the absence of the president and shall perform all of the duties of the president in case of his/her absence or disability.

Legislative Representative

A legislative representative shall serve as the board's liaison with the Washington State School Directors' Association Legislative Assembly. The legislative representative shall assume office July 1st in an even year for a two-year period. The legislative representative shall attend Washington State School Directors' Association Assemblies, conveying local views and concerns to that body and participating in the formulation of state legislative programs. The legislative representative shall monitor proposed school legislation and inform the board of the issues.

Duties of Individual Board Members

The authority of individual board members is limited to participating in actions taken by the board as a whole when legally in session. Board members shall not assume responsibilities of administrators or other staff members. The board or staff shall not be bound in any way by any action taken or statement made by any individual board member except when such statement or action is pursuant to specific instructions and official action taken by the board.

Each board member shall review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item.

Each member is obligated to attend board meetings regularly. Whenever possible, each director shall give advance notice to the president or superintendent of his/her inability to attend a board meeting. A majority of the board may excuse a director's absence from a meeting if requested to do so. The board may declare a board member's position vacant after four consecutive unexcused absences from regular board meetings.

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| Legal References: | RCW 28A.343.390 | Directors — Quorum — Failure to attend meetings |
| | RCW 28A.320 | Provisions applicable to all districts |
| | RCW 28A.330.100 | Additional powers of the board |
| | RCW 28A.330.030 | Duties of president |
| | RCW 28A.330.080 | Payment of Claims — Signing of warrants |
| | RCW 28A.330.200 | Organization of the board — Assumption of superintendent's duties by board member, when |
| | RCW 28A.330.040 | Duties of vice-president |
| Management Resources: | | |
| | <i>Policy News</i> , December 2007 | Role of the School Board President |

SCHOOL DIRECTOR LEGISLATIVE PROGRAM

The board will represent the district's interests in legislative action to promote the welfare of public education in the state of Washington or will direct those interests to be represented through its executive officer, the superintendent, or designee.

As a public entity, the board must operate within the bounds of state and federal laws affecting public education. To effectively meet these responsibilities to the public and students of the district, the board will work vigorously for the passage of new laws designed to advance the cause of effective schools and for the repeal or modification of existing laws that impede this cause. The board also supports a legislative program that fosters the maintenance of local control in decision making and governance within the district.

To achieve these goals, the board will periodically study, discuss, and weigh the merits of pending legislation for the purpose of establishing its official position through board action. When established, these official positions will be the position of the district in the legislative process.

Cross References: Board Policy 1220

Board Officers and Duties of Board
Members

Management Resources: *Policy News*, August 2009

Role of the Board Legislative
Representative

Adoption Date: 10.25.10
Auburn School District
Revised:

SCHOOL DIRECTOR LEGISLATIVE PROGRAM

Board Legislative Activities

The board will:

- A. Develop an annual legislative program through conferences with the Washington State School Directors' Association and the National School Boards Association.
- B. Support and work for legislation that promotes the quality of education within the school district, the region and the state of Washington.
- C. Commit to sending a team to the WSSDA/WASA Legislative Conference held each February.
- D. Stay informed of pending legislation and actively communicate concerns and make its position known to elected representatives at both the state and national levels by regular contact with their legislators in-district, in Olympia and in Washington D.C.
- E. Seek adequate funding for schools and full funding for state and federally mandated programs.
- F. Set aside board meeting time to discuss legislative issues, using resources such as WSSDA's Daily Legislative Updates and WSSDA's *Impact* newsletter.
- G. Respond appropriately to requests for legislative proposals, comments on legislative proposals, and development of priority positions.
- H. Ensure that local media representatives and legislators are invited to board meetings and school activities.
- I. Work for the achievement of common legislative objectives with WSSDA and with other concerned groups.
- J. Inform the public of its legislative priorities and outcomes of its legislative efforts.
- K. Designate one of its members to serve as legislative representative with the Washington State School Directors' Association.

Board members, individually or as members of professional organizations, will not represent positions conflicting with the district's on legislative matters unless it is made clear that such representation is not the official position of the district.

WSSDA Legislative Representative

The board's Washington State School Directors' Association legislative representative serves as the contact person and acts as the coordinator of the board's state legislative activities. The legislative representative also serves as the board's liaison with the Washington State School Directors' Association Legislative Assembly. The legislative representative shall assume office July 1 in an even year for a two-year period. The legislative representative shall:

- A. Attend Washington State School Directors' Association Legislative Assemblies conveying local views and concerns to that body and participating in the formulation of state legislative programs;
- B. Monitor proposed education legislation;
- C. Inform the board of pending legislative issues and existing or proposed WSSDA legislative positions; and
- D. Participate in WSSDA's activities related to legislative representatives.

SECRETARY

The superintendent as board secretary shall be responsible for:

- A. Maintaining an accurate and complete record of all board proceedings;
- B. Taking charge of the board's books and documents;
- C. Drawing and signing all warrants authorized by the board;
- D. Sending out notices of meetings and other relevant communications to board members and the public;
- E. Preparing agendas and supplementary documents as authorized by the board;
- F. Submitting required reports to the educational service district and to state and national agencies;
- G. Authorizing the investment of district surplus funds by the county treasurer; and
- H. Carrying out other duties as directed by the board and required by law.

Legal Reference: RCW 28A.400.030

Superintendent's duties

Adoption Date: 10.25.10
Auburn School District
Revised:

COMMITTEES

Committees of the board may be created by a majority of the board. The board president shall appoint board members to serve on such committees, the purpose and terms of which shall be determined by a majority vote of the board.

Cross Reference: Board Policy 4110

Citizen's Advisory Committees

Legal Reference: RCW 28A.320.040

Directors — Bylaws

COMMITTEES

BOARD SUBCOMMITTEES

Purpose

The Auburn School District Board of Directors recognizes that for efficiency and effectiveness, not all of its work can be done as a whole group. Therefore, each year, board members are appointed, by the Board president, to various subcommittees.

Subcommittee work develops the expertise of board members for the enhancement of whole board governance. The subcommittees assist the administration in planning and expediting administrative processes and meeting important timelines. Each subcommittee provides reports and updates to the whole board for the purpose of governance, student learning, creating conditions for success, accountability, and community engagement.

Structure and Design

Membership: Each year, the board president will appoint no more than two members to each of the board subcommittee. The superintendent, or his designee, will determine the district participants on each of the subcommittees.

Meeting Schedule: Each subcommittee will meet on an “as needed” basis. Each subcommittee will establish a meeting time and length that is effective for important initiative and project review, as well as designated time for in-depth questions, clarifications and explanations. A standing agenda is recommended to ensure that the meetings address the most important topics.

Responsibilities: The subcommittee will report important information to the whole board as part of the school board agenda as needed.

Priorities of Board Subcommittee

Each board subcommittee will establish with the Superintendent or his designee, important priorities as aligned to board goals, standards and strategic plans. Subcommittee work will represent the priorities of the whole school board. Significant fiduciary expenditures for initiatives and projects are priority issues for timely subcommittee review. When there are important initiatives and/or topics, the subcommittee should recommend that a workshop be scheduled to include all board members.

POLICY ADOPTION, MANUALS AND ADMINISTRATIVE PROCEDURES

Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion. Unless it is deemed by the board that immediate action would be in the best interests of the district, the final vote for adoption shall take place not earlier than the next succeeding regular or special board meeting. Any written statement by any person relative to a proposed policy or amendment should be directed to the board secretary prior to the second reading. The board may invite oral statements from staff members or patrons as an order of business.

When the board of directors is considering a district policy or amendment to policy that is not expressly or by implication authorized by state or federal law, but which will promote the education of kindergarten through twelfth grade students in public schools or will promote the effective, efficient or safe management and operation of the district, the proposed policy shall be described in any notice of the meetings at which the policy will be considered, if the notice is issued pursuant to the Open Public Meetings Act, Ch. 42.30 RCW. The board of directors will provide an opportunity for public written and oral comment on such policies before adoption or amendment.

In the event that immediate action on a proposed policy is necessary, the motion for its adoption shall provide that immediate adoption is in the best interest of the district. No further action is required. All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken and shall also be included in the district's policy manual.

Policy Manuals

The superintendent shall develop and maintain a current policy manual which contains the policies of the district.

The manual is intended both as a tool for district management as well as a source of information to patrons, staff and others about how the district operates. To that end, each administrator shall have ready access to the manual. In addition, a manual shall be available in each school library and such other places as the superintendent may determine for the use of staff, students and patrons.

All policy manuals distributed to anyone shall remain the property of the district. They shall be subject to recall at any time.

Administrative Procedures

The superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the board.

When a written procedure is developed, the superintendent shall submit it to the board as an information item. Such procedures need not be approved by the board, it may revise them when it appears that they are not consistent with the board's intentions as expressed in its policies. Procedures need not be reviewed by the board prior to their issuance; though on controversial topics, the superintendent may request prior board consultation.

Legal References: RCW 28A.320.010 Corporate powers
 RCW 28A.320.040 Directors--Bylaws

Adoption Date: 06.24.96
Auburn School District
Revised: 10.25.10

SUSPENSION OF A POLICY

A policy of the board shall be subject to suspension by a majority vote of the members present, provided all board members have received notice of the meeting and the notice included a proposal to suspend the policy and an explanation of the purpose. If such proposal is not made in writing in advance of the meeting, a policy may be suspended only by a unanimous vote of all board members present.

Legal References: RCW 28A.320.010
 RCW 28A.320.040

Corporate powers
Directors — Bylaws

Adoption Date: 06.24.96
Auburn School District
Revised: 10.25.10

ADMINISTRATION IN THE ABSENCE OF POLICY OR PROCEDURE

The superintendent and other staff to whom administrative or supervisory authority has been delegated shall be authorized to use their best judgment in the absence of a specific policy or procedure, provided that such action shall not be in conflict with the general aims and objectives of the district or with any local, state or national ordinances, statutes, regulations or directives. In the event there is doubt as to the appropriate course of action or if it is apparent that the consequences could be serious, the staff member is expected to contact the superintendent or other administrator who could provide appropriate assistance.

Whenever action in the absence of specific policy has been taken by a staff member which creates a potential for controversy or a potential for the incurring of district financial obligation or where the situation is likely to recur frequently, then such action shall be brought to the attention of the board at its next regular meeting. In situations where a reasonable person could determine that the above actions taken by a staff member should be brought to the immediate attention of the board, the superintendent shall be notified and he/she shall immediately consult with the board president as to the advisability of calling a special board meeting to review the staff member's action.

MEETING CONDUCT, ORDER OF BUSINESS AND QUORUM

Board meetings will be scheduled in compliance with the law and as deemed by the board to be in the best interests of the district and community. The board will function through (1) regular meetings, (2) special meetings, and (3) emergency meetings.

Regular Meetings

Regular meetings shall be held at 7:00 p.m. on the second and fourth Mondays of each month in the Administration Building board room or at other times and places as determined by the presiding officer or by majority vote of the board. If regular meetings are to be held at places other than the board room or are adjourned to times other than a regular meeting time, notice of the meeting shall be made in the same manner as provided for special meetings. All regular meetings of the board shall be held within the district boundaries. When a regular meeting date falls on a legal holiday, the meeting shall be held on the next business day at the regular time and place.

Special Meetings

Special meetings may be called by the president or on a petition of a majority of the board members. A written notice of a special meeting, stating the purpose of the meeting, shall be delivered to each board member not less than twenty-four (24) hours prior to the time of the meeting. Written notice shall also be sent not less than twenty-four (24) hours prior to the meeting to each newspaper and radio or television station that has filed a written request for such notices. Written notice may be delivered personally or by mail, facsimile or electronic mail. Final disposition shall not be taken on any matter other than those items stated in the meeting notice.

Emergency Meetings

In the event of an emergency involving fire, flood, earthquake, possible personal injury or property damage, the board may meet immediately and take official action without prior notification.

Public Notice

Public notice shall be properly given for any special meeting; whenever a regular meeting is adjourned to another time; or, when a regular meeting is to be held at a place other than the Administration Building board room.

All meetings shall be open to the public with the exception of executive sessions authorized by law. Final action resulting from executive session discussions will be taken during a meeting open to the public as required by law.

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

During the interim between meetings, the office of the superintendent, as board secretary, shall be the office of the board. The district's public records shall be open for inspection in the manner provided by and subject to the limitation of the law.

Quorum

Three board members shall be considered as constituting a quorum for the transaction of business.

Meeting Conduct and Order Of Business

All board meetings will be conducted in an orderly and business-like manner using *Roberts Rules of Order (Revised)* as a guide, except when such rules are superseded by board bylaws or policies. The order of business will be that indicated in the agenda. Any additions or changes in the prepared agenda may be requested by the superintendent or a board member and must be approved by majority vote of the board members present.

The board shall establish its regular order of business, but may elect to change the order by a majority vote of the members.

All votes on motions and resolutions shall be by “voice” vote unless an oral roll call vote is requested by a member of the board. No action shall be taken by secret ballot at any meeting required to be open to the public.

An oral roll call vote of all the members of the board is required for the election of board officers, filling a vacancy on the board, or for the selection of the school district superintendent, and a majority vote of all the members of the board is required for any person to be elected or selected for such positions.

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| Cross Reference: | Board Policy 1220 | Board Officers and Duties of Board Members |
| | Board Policy 1410 | Executive or Closed Sessions |
| Legal References: | RCW 28A.330.020 | Certain board elections, manner and vote required |
| | RCW 28A.320.040 | Directors — Bylaws |
| | RCW 28A.330.070 | Office of board — Records available for public inspection |
| | RCW 28A.343.370 | Directors — Filling vacancies |
| | RCW 28A.343.380 | Directors — Meetings |
| | RCW 28A.343.390 | Directors — Quorum — Failure to attend meetings may result in vacation of office |
| | RCW 42.30 | Open Public Meetings Act |
| | RCW 42.30.060 | Open Public Meetings — Voting by secret ballot prohibited |
| | Ch.42 U.S.C. §§ 12101-12213, | Americans with Disabilities Act |

Management Resources: *Policy News*, June 2005 Special Meeting Notice Requirements

Adoption Date: 06.24.96
Auburn School District
Revised: 12.10.07; 10.25.10

EXECUTIVE OR CLOSED SESSIONS

Before convening in executive session, the president shall publicly announce the general purpose for excluding the public from the meeting place and the time when the executive session will be concluded. The executive session may be extended to a stated later time by announcement of the president.

An executive session may be conducted for one or more of the following purposes:

- A. To consider the selection of a site or the acquisition of real estate by lease or purchase when public knowledge regarding such consideration would cause a likelihood of increased price;
- B. To consider the minimum price at which real estate will be offered for sale or lease when public knowledge regarding such consideration would cause a likelihood of decreased price; however, the final action of selling or leasing public property shall be taken in a meeting open to the public;
- C. To review negotiations on the performance of publicly bid contracts when public knowledge regarding such consideration would cause a likelihood of increased costs;
- D. To receive and evaluate complaints or charges brought against a director or staff member; however, upon the request of such director or staff member, a public hearing or a meeting open to the public shall be conducted on such complaint or charge;
- E. To evaluate the qualifications of an applicant for public employment or to review the performance of a staff member; however, discussion of salaries, wages, and other conditions of employment to be generally applied within the district shall occur in a meeting open to the public, and when the board elects to take the final action of hiring, setting the salary of an individual staff member or class of staff members, or discharging or disciplining an employee, that action shall be taken in a meeting open to the public;
- F. To evaluate the qualifications of a candidate for appointment to the board; however, any interview of such candidate and final action appointing a candidate to the board shall be in a meeting open to the public; or
- G. To discuss with legal counsel representing the district matters relating to district enforcement actions, or litigation or potential litigation to which the district, the board, or a member acting in an official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the district. Potential litigation means matters protected by attorney-client privilege related to litigation that has been specifically threatened; litigation that the district reasonably believes may be commenced; or the litigation or legal risks of a proposed action or current practice of the district, if public discussion is likely to result in an adverse or financial consequence to the district.

The Open Public Meetings Act does not apply to certain board activities and public notice is not required prior to holding a closed session for any of the following purposes:

- A. Consideration of a quasi-judicial matter between named parties as distinguished from a matter having a general effect on the public or a class or group; or
- B. Collective bargaining sessions with employee organizations or professional negotiations with an employee, including contract negotiations, grievance meetings, and discussions relating to the interpretation or application of a labor agreement, or when the board is planning or adopting the strategy or position to be taken during the course of collective bargaining, professional negotiations, or grievance or mediation proceedings, or reviewing the proposals made in the negotiations or proceedings while in progress while in progress.

Legal References: RCW 42.30.110
 RCW 42.30.140

Executive sessions
Chapter controlling — Application

Management Resources: *Policy News*, June 2001

Legislature Addresses Executive Session

Adoption Date: 06.24.96
Auburn School District
Revised: 03.11.02; 10.25.10

PROPOSED AGENDA AND CONSENT AGENDA

The board secretary shall be responsible for preparing the proposed agenda for each meeting, in accordance with the president. Copies of the proposed agenda, minutes of the previous meeting and relevant supplementary information will be delivered to each board member at least three (3) days in advance of the meeting and will be available to any interested citizen at the superintendent's office twenty-four (24) hours prior to the meeting.

Consent Agenda

To expedite business at a school board meeting, the board approves the use of a consent agenda which includes those items considered to be routine in nature. The consent agenda will appear on the regular agenda following the approval of minutes of the previous meeting(s).

Any item which appears on the consent agenda may be removed from the consent agenda by a member of the board. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

Cross Reference: Board Policy 6215
 Board Policy 6020

Voucher Certification and Approval
System of Funds and Accounts

Adoption Date: 06.24.96
Auburn School District
Revised: 10.25.10

AUDIENCE PARTICIPATION

The board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of such comment, the board will provide a period at the beginning of the meeting during which visitors may make formal presentations. Such presentations should be scheduled in advance.

The board will also allow individuals to express an opinion prior to board action on agenda items the board determines require or will benefit from public comment. Written and oral comment will be accepted by the board before the adoption or amendment of policies not expressly or by implication authorized by state or federal law, but which will promote the education of kindergarten through twelfth grade students in public schools or will promote the effective, efficient or safe management and operation of the district. Individuals wishing to be heard by the board shall first be recognized by the president. Individuals, after identifying themselves, will proceed to make comments as briefly as the subject permits. Any representative of a firm eligible to bid on materials or services solicited by the board shall also be entitled to express an opinion. The president may interrupt or terminate an individual's statement when it is too lengthy, personally directed, abusive, obscene or irrelevant. The board as a whole shall have the final decision in determining the appropriateness of all such rulings.

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that arrangements for the modification can be made.

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| Legal References: | RCW 42.30.030 | Meetings declared open and public |
| | RCW 42.30.050 | Interruptions — Procedures |
| | 42 U.S.C. §§ 12101-12213 | Americans with Disabilities Act |

Adoption Date: 10.25.10
Auburn School District
Revised:

MINUTES

The secretary of the board shall keep the minutes of all board meetings. Minutes become official after approval by the board and shall be retained as a permanent record of the district. Minutes shall be comprehensive and shall show:

- A. The date, time and place of the meeting.
- B. The presiding officer.
- C. Members in attendance.
- D. Items discussed during the meeting and the results of any voting that may have occurred.
- E. Action to recess for executive session with a general statement of the purpose.
- F. Time of adjournment.
- G. Signature of presiding officer and date minutes approved.

When issues are discussed that may require a detailed record, the board may direct the secretary to record the discussion. Audio or video recordings shall be maintained on file as follows:

- If the recording is transcribed *verbatim* (word for word), the recording may be destroyed after one (1) year.
- If the recording is only used as a reference to create written minutes, the recording must be retained for six (6) years.

Unofficial minutes shall be delivered to board members in advance of the next regularly scheduled meeting of the board and shall also be available to other interested citizens. Minutes need not be read publicly, provided that members have had an opportunity to review them before adoption.

A file of permanent minutes of all board meetings will be maintained in the office of the board secretary to be made available for inspection upon the request of any interested citizen.

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| Cross Reference: | Board Policy 6570 | Property and Data Management |
| Legal References: | RCW 28A.400.030 | Superintendent's duties |
| | RCW 40.14.070 | Destruction of records |
| | RCW 42.32.030 | Public meetings — Minutes |

Management Resources: *Policy News*, April 2010

Retention of Board Meeting Minutes

Adoption Date: 10.25.10
Auburn School District
Revised:

ABSENCE OF A BOARD MEMBER

Whenever possible, each board member shall give advance notice to the president or superintendent of his/her inability to attend a board meeting.

The board may declare a board member's position vacant after four (4) consecutive unexcused absences from regular board meetings, if the absences were for reasons other than illness or active or training military duty.

If a board member is on active duty or training status with the military, the board shall grant an extended leave of absence to cover the period of service or training. The extended leave of absence may not have the effect of extending the board member's term. The board also has the authority to appoint a temporary successor to the absent board member's position. The temporary successor shall serve until the board member returns or the end of the board member's term.

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| Cross References: | Board Policy 1115 | Board Vacancies |
| Legal Reference: | RCW 28A.343.390 RCW 73.16.041 | Directors — Quorum — Failure to attend meetings Leaves of absence of elective and judicial officers |
| Management Resources: | <i>Policy News</i> , October 2001, | Law Grants Board Members Military Leave |

Adoption Date: 10.25.10
Auburn School District
Revised:

CONFLICTS OF INTEREST

No school director or the superintendent shall be beneficially interested, directly or indirectly, in any contract made by, through or under the supervision of the director or superintendent, except as provided below:

- Any contract, purchase of materials or activity paid for from school funds if the total volume received by the district officer or his or her business does not exceed \$1,500.00 in any calendar month. The district shall maintain a list of all contracts covered under this paragraph and the list shall be available for public inspection and copying.
- An individual director may be designated as clerk and/or purchasing agent at the prevailing hourly wage.
- The spouse of a director or the superintendent may be employed as a substitute teacher on the same terms and at the same compensation as other substitute teachers in the district. The superintendent must find that the number of qualified substitute teachers in the district is insufficient to meet the anticipated needs for short-term and one-day substitute teachers, and the superintendent must ensure that substitute teachers are assigned to available positions in a fair and impartial manner.
- Prior to approval of the employment of a director or spouse of a school director or superintendent, the board of directors shall be advised of the number of other individuals who are qualified for and interested in the position(s) to be filled. The district shall not discriminate in any way against any applicant for a certified position or any certificated employee on the basis of a family relationship with a school director or the superintendent. All employment decisions shall be made on the basis of choosing the applicant which furthers the best interest of the school district.
- If a person is employed by the district under contract as a classified or certificated employee before his or her spouse becomes a director or superintendent, the contract can be renewed for further employment, provided that the terms of the contract are commensurate with the pay plan or collective bargaining agreement operating in the district for that position.
- A director may not vote on the authorization, approval or ratification of a contract in which he or she beneficially interested and to which one of the exemptions described above applies.
- Whenever a director, or his or her spouse or dependent is employed by the district, the director shall refrain from participating in or attempting to influence any board action affecting the employment status of the director, spouse or dependent. Actions affecting employment status include, but are not limited to, hiring, establishing compensation and fringe benefits, setting working conditions, conducting performance evaluations, considering or imposing discipline and termination.

The superintendent shall maintain a log of any contract subject to this policy and annually or when a new director assumes office, shall inform the board of the existence of all such contracts.

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| Legal References: | RCW 28A.405.250 | Certificated employees, applicants for certificated position, not to be discriminated against |
| | RCW 28A.635.050 | Certain corrupt practices of school officials —Penalty |
| | RCW 42.23.030 | Interest in contracts prohibited-- Excepted cases |
| | RCW 42.23.040 | Remote interests |

Adoption Date: 10.25.10
Auburn School District
Revised:

THE BOARD-SUPERINTENDENT RELATIONSHIP

The successful operation of schools requires a close, effective working relationship between the board and the superintendent. The relationship must be one of trust, good will and candor. As the legally designated governing body, the board retains final authority within the district. The board exercises those powers that are expressly required by law and those implied by law. The superintendent is the board's professional advisor to whom the board delegates executive responsibility, and such powers as may be required to manage the district in a manner consistent with board policy and state and federal law.

The superintendent, as executive officer of the board, shall be responsible for the administration of the schools under applicable laws and policies of the district. The board shall delineate the duties of the superintendent and shall use them as the basis for evaluating the superintendent's performance. Unless specifically limited, the superintendent may delegate to other staff the exercise of any powers and the discharge of any duties imposed by district policy or a vote of the board. The delegation of power or duty shall not relieve the superintendent of responsibility for the actions taken under such a delegation.

In order to perform their responsibilities, board members must be familiar with the operations within the schools. The superintendent shall establish communication procedures which can enhance the board member's understanding of student programs and school operations.

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| Legal References: | RCW 28A.320.010 | Corporate powers |
| | RCW 28A.330.100 | Additional powers of the board (First Class Districts Only) |
| | RCW 28A.400.010 | Employment of superintendent — Superintendent's qualifications, general powers, term, contract renewal |
| | RCW 28A.400.030 | Superintendent's duties |

EVALUATION OF THE SUPERINTENDENT

The board shall establish evaluative criteria and shall be responsible for evaluating the performance of the superintendent as provided by statute.

The superintendent shall have the opportunity for confidential conferences with the board members on no less than three occasions in each year, the purpose of which shall be the aiding of the superintendent in his/her performance. The board, on the basis of the evaluation, may renew and/or extend the superintendent's contract for periods not to exceed three years.

Legal References: RCW 28A.405.100

Minimum criteria for the evaluation of
certificated employees, including
administrators — Procedure —
Scope — Penalty

Adoption Date: 10.25.10
Auburn School District
Revised:

BOARD MEMBER EXPENSES

The actual expenses of board members while traveling to and from and attending board meetings may be paid. The expenses of board members who attend conferences or meetings as representatives of the district may be paid. Such expenses for conferences may be paid in advance. A director may be reimbursed for gratuities not exceeding customary percentages for the cost of meals as well as reasonable amounts for such services as baggage handling when the costs are incurred while the individual is engaged in district business or other approved travel.

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| Cross References: | Board Policy 6213 Board Policy 6212 | Reimbursement for Travel Charge Card |
| Legal References: | RCW 28A.320.050 RCW 43.03.170 | Reimbursement of expenses — Advancing anticipated expenses Advance warrants — Issuance — Limitations |

Adoption Date:
School District Name
Revised: 04.01.97; 10.25.10

BOARD MEMBER INSURANCE

The district shall maintain sufficient insurance to protect the board and its individual members against liability arising from actions of the board or its individual members while each is acting on behalf of the district and within his/her authority as a board member.

An individual board member may participate at his/her own cost in any of the personal liability, life, health, health care, accident, disability, salary protection or other form of insurance made available to district staff if plan sponsors permit such participation.

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| Cross Reference: | Board Policy 6530 | Liability Insurance |
| Legal References: | RCW 4.24.470 | Liability of officials and members of governing body of public agency — Definitions |
| | RCW 4.96.010 | Tortious conduct of political subdivision — Liability for damage |
| | RCW 28A.400.350 | Liability, life, health, health care, accident, disability and salary insurance authorized — Premiums |
| | RCW 28A.400.360 | Liability insurance for officials and employees or agents of school districts and educational service districts — Defense, costs, fees — Payment of obligation |
| | RCW 28A.320.060 | Officers, employees or agents of school districts or educational service districts, insurance to protect and hold personally harmless |

BOARD MEMBER COMPENSATION

Each board member may receive compensation of fifty dollars per day or portion thereof for attending board meetings and for performing other services on behalf of the school district, not to exceed four thousand eight hundred dollars per year. Such compensation shall come from locally collected excess levy funds available for that purpose, and shall not cause the state to incur any present or future funding obligation.

Any board member may waive all or any portion of his/her compensation for any month or months during his/her term of office, by a written waiver filed with the district. The waiver may be filed any time after the director's election and before the date on which the compensation would otherwise be paid. The waiver shall specify the month or period of months for which it is made.

Legal Reference: RCW 28A.343.400

Directors — Compensation — Waiver

Adoption Date: 06.24.96
Auburn School District
Revised:

ANNUAL GOALS AND OBJECTIVES

Each year the board will formulate goals and objectives. The goals and objectives may include but are not limited to the board functions of vision, structure, accountability and advocacy.

At the conclusion of the year, the board shall reflect on the degree to which the goals and objectives have been accomplished by conducting a board self-evaluation and engaging in board development activities where needed.

Cross References: Board Policy 1005
 Board Policy 1820
 Board Policy 1822

Key Functions of the Board
Evaluation of the Board
Training and Development

Adoption Date: 10.25.10
Auburn School District
Revised:

EVALUATION OF THE BOARD

At the conclusion of each year, the board shall evaluate its own performance in terms of generally accepted principles of successful board operations and in relation to its annual goals and objectives. The board self-evaluation shall address performance in the key functions of school boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year.

Cross References: Board Policy 1005
 Board Policy 1810
 Board Policy 1822

Key Functions of the Board
Annual Goals and Objectives
Training and Development for Board
Members

Adoption Date: 10.25.10
Auburn School District
Revised:

TRAINING AND DEVELOPMENT FOR BOARD MEMBERS

In keeping with the need for continuing training and development to enhance effective boardsmanship, the board encourages the participation of its members at appropriate board conferences, workshops and conventions. Funds for participation at such meetings will be budgeted for on an annual basis.

Cross References: Board Policy 1005
 Board Policy 1810
 Board Policy 1820

Key Functions of the Board
Annual Goals and Objectives
Evaluation of the Board

Adoption Date: 10.25.10
Auburn School District
Revised:

PARTICIPATION IN SCHOOL BOARDS' ASSOCIATION

As required by law, the Auburn School District board members are members of the Washington State School Directors' Association. Since the association establishes the rate of membership dues at its annual meeting, provides services in response to members' needs and develops and implements a legislative program at the direction of its members, board members are encouraged to participate in the governance of the association. The dues for each board member shall be paid from the funds of this district.

Legal Reference: RCW 28A.345.020 Membership

Adoption Date: 06.24.96
Auburn School District
Revised: 10.25.10

STUDENT LEARNING GOALS

The goal of the school district shall be to provide opportunities for all students to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives and to enjoy productive and satisfying lives. Additionally, a goal of the district is to provide opportunities for each student to develop specific academic and technical skills and knowledge essential to meeting four student learning goals:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history including different cultures and participation in representative government; geography; arts; health and fitness;
3. Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

These goals will be placed within a context of a performance-based educational system in which high standards are set for all students. Parents are primary partners in the education of their children, and students take responsibility for their learning. How instruction is provided to meet these learning goals is the decision of the school board and district educators. An assessment system for determining if students have successfully learned the essential academic learning requirements based on the student learning goals shall be adopted by the district as the state board of education implements these assessments.

Legal References: RCW 28A.150.210
 RCW 28A.655.010

Basic Education Act — Goal
Washington commission on Student
Learning — Definitions

Management Resources: *Policy News*, October 2007

Basic Education Act Revisions

Adoption Date: 11.08.10
Auburn School District
Revised:

ACCOUNTABILITY GOALS

A. High School Graduation Rate Goals

The board shall annually adopt district-wide graduation goals and direct each high school to annually establish goals, subject to board approval, to increase the percentage of on-time graduates receiving a high school diploma beginning with the class of 2004.

The minimum graduation rate goals through 2013 shall be as defined in WAC 180-105-060. Graduation rate goals in 2014 and each year thereafter for each group of students, identified in federal requirements, shall not be less than 85 percent.

B. District and School Reading and Mathematics Improvement Goals

The board shall adopt district-wide performance improvement goals for reading and mathematics for elementary, middle and high school (grade level bands); and direct each school in the district that administers the statewide assessment to adopt performance improvement goals to increase the percentage of students meeting the standard in reading and mathematics.

The following goals and calculation methodologies shall be established to measure and improve student achievement in reading and mathematics within the grade level bands as measured by the statewide assessment administered in the spring of 2003 through and including the spring of 2014.

1. The baseline of achievement for the district and schools within the grade level bands on the reading and mathematics assessments for each grade are the starting points established using the federal requirements in the Washington State No Child Left Behind (NCLB) Accountability Plan.
2. The goal for the district and for each school is to increase the percentage of students in the following categories in meeting or exceeding the reading and mathematics improvement goals on the state uniform bar as established using the federal requirements in the Washington State No Child Left Behind (NCLB) Accountability Plan:
 - a. All students;
 - b. Students of each major racial and ethnic group;
 - c. Economically disadvantaged students;
 - d. Students served in Special Education; and
 - e. Students served in the state's Transitional Bilingual Instructional Program.
3. The district and all schools shall demonstrate satisfactory progress toward the performance improvement goals by meeting the federal requirements or by showing improvements using the alternative "Safe Harbor" calculation.

Once a year the board shall issue a report to parents and present it in a public meeting. The report shall include the following:

- A. The district's and buildings' improvement goals.
- B. Student performance relative to the goals.
- C. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually the district will report in a news release the district's progress toward meeting the district and building goals. The report shall also be included in each school's annual school report.

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| Legal References: | RCW 28A.655.100 | Performance goals – Reporting requirements |
| | WAC 180-105-020 | Reading and Mathematics |
| | WAC 180-105-060 | High School Graduation |

Management Resources:

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| <i>Policy News</i> , June 2010 | High School Proficiency Examination Requirements Revised |
| <i>Policy News</i> , December 2005 | A+ Commission's Revised Performance Improvement Goals |
| <i>Policy News</i> , October 2003 | Accountability Bill Includes Policy Implications |
| <i>Policy News</i> , June 1999 | Boards must set reading goals |
| <i>Policy News</i> , June 1998 | CORRECTION: Reading goals policy |
| <i>Policy News</i> , August 1998 | |

SCHOOL IMPROVEMENT PLANS

Each school shall develop and adopt a school improvement plan or process, with annual review for progress and necessary changes. Each school shall submit its plan to the board of directors by the last board meeting in August of each year for initial approval and annual review and approval.

Each school improvement plan or process shall be data driven and shall promote a positive impact on student learning. A positive impact on student learning means promoting the continuous achievement of the state learning goals and essential academic learning requirements (EALRS), and the achievement of nonacademic growth in areas like public speaking, leadership, interpersonal relationship skills, team work, self-confidence and resiliency, so that students can meet the goals of Washington's basic education system: to become responsible citizens, to contribute to their own economic well-being and that of their families and communities, and to enjoy productive and satisfying lives.

Each school improvement plan or process shall be based on a building self-review that includes the active participation and input of building staff, students, parents and community members.

Each school improvement plan or process shall address the following elements:

- Characteristics of high-performing effective schools as identified by the office of the superintendent of public instruction and the educational service district (a plan may focus on one or several of the characteristics for up to three years);
- Safe and supportive learning environments;
- Educational equity factors including gender, race, ethnicity, culture, language and physical and mental ability;
- Use of technology;
- Parent and community involvement; and
- Other factors identified by the school community for inclusion in the plan or process.

Any school participation in a program of school improvement assistance through the state accountability system or the federal Elementary and Secondary Education Act shall constitute sufficient compliance with this policy.

Legal References: WAC 180-16-220

Supplemental basic education program
approval requirements

Management Resources: *Policy News*, October 2002

State Board Requires Annual School
Plan

Adoption Date: 02.09.04
Auburn School District
Revised: 11.08.10

CURRICULUM DEVELOPMENT AND ADOPTION OF INSTRUCTIONAL MATERIALS

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the curriculum shall be evaluated, adapted, and developed on a continuing basis and in accordance with a plan for curriculum growth. Instructional materials shall be selected to assist students in attaining the basic skills and work skills as required by the state.

All new courses or major modifications to existing courses must be approved by the superintendent prior to implementation. The superintendent, in turn, shall inform the board before the new course or major revision to an existing course is implemented.

The superintendent shall establish procedures for curriculum development which provide for involvement of community representatives and staff members at appropriate times, the annual review of selected areas on a cyclical basis, and any suggested changes that should be made as a result of the curriculum study. Such review shall take place at least once during each seven year period.

Selection and Adoption of Instructional Materials

The board is legally responsible for the selection of all instructional materials used in the district. Instructional materials shall be defined as all printed, filmed, or recorded materials furnished by the district for student use and/or included on students' reading lists. The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials shall be selected in conformance with:

- A. Applicable state and federal laws,
- B. The stated goals and/or standards of the district, and
- C. Procedures established by the instructional materials committee.

Criteria for Selection of Instructional Material

Staff shall rely on reason and professional judgment in the selection of materials of high quality materials that comprise a comprehensive collection appropriate for the instructional program. Instructional materials selected shall include, but are not limited to, those which:

- A. Enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.
- B. Stimulate student growth in conceptual thinking, factual knowledge, physical fitness and literary and ethical standards.
- C. Provide sufficient variety so as to present opposing views of controversial issues in order that students may develop the skills of critical analysis and informed decision making.
- D. Contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.

- E. Present objectively the concerns of and build upon the contributions, current and historical, of both sexes, and members of religious, ethnic and cultural groups. The district recognizes that under certain conditions biased materials may represent appropriate resources in presenting contrasting and differing points of view.
- F. Provide models which may be used as a vehicle for the development of self-respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.

Any requests from organizations which provide instructional materials and/or aids must be examined to insure that such materials meet the criteria above. The principal shall review for accuracy and educational value to the total school program all materials or activities proposed by outside sources for student or staff use.

The responsibility for preparing all student reading lists and for examining, evaluating and selecting all supplementary materials is delegated to the professional staff of the district. Textbooks shall be adopted by the board prior to their use in schools except for trial-use texts of a pilot nature, which may be authorized by the superintendent for use for a period of no more than one school year prior to board adoption. Materials approved for trial use shall be restricted to classes specified.

The superintendent shall insure that a listing of all textbooks used within the school curriculum is maintained in every district school and is available for public review.

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| Cross References: | Board Policy 6881 | Disposal of surplus property |
| Legal References: | RCW 28A.405.060 RCW 28A.320.230 RCW 28A.150.230 RCW 28A.640 WAC 392-190-055 WAC 180-44-010 | Course of study and regulations Instructional materials — Instructional materials committee Basic Education Act of 1977 — District school directors as accountable for proper operation of district — Scope — Responsibilities — Publication of Guide Sexual Equality Mandated for Public Schools Textbooks and instructional materials Responsibilities related to instruction |

LIBRARY MEDIA CENTERS

Library/media centers will be used to support the attainment of the state's learning goals. Each center shall be provided with a collection of print and electronic information, instructional equipment and other learning resource materials to promote a positive impact on student learning. These resources will support the district's school improvement plan and student mastery of the essential academic learning requirements in all subject areas..

Library media staff shall collaborate as instructional partners and informational specialist with teachers to develop student's information and technology skills. Staff shall assist students in meeting content goals in all subject areas and assist high school students with graduation requirements, specifically the culminating project and the high school and beyond plans. Library/media staff will assist students and teachers by providing access to materials and securing information from other sources.

The superintendent shall establish procedures for the selection of materials. Citizens who wish to express a concern about specific material included in the collection may do so according to the procedures outlined in 2020P.

Legal References: WAC 392-204
 392-190-055

Library Media Centers
Text books and instructional materials
— Scope — Elimination of sex bias
— Compliance timetable

Management Resources:

Policy News, April 2005

Policy News, October 2007

State Board of Education Revises
Library
Media Rules
Elimination of Outdated and Obsolete
Policies

ELECTRONIC RESOURCES

The Auburn Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that students need to be proficient users of information, media, and technology to succeed in a digital world.

Therefore, the Auburn district will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings. The district's technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work and to take ownership of their lives.

The board directs the superintendent or designee to create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities and to develop procedures to support this policy.

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| Cross References: | Board Policy 2020 | Curriculum Development and Adoption of Instructional Materials |
| | Board Policy 2025 | Copyright Compliance |
| | Board Policy 3241 | Classroom Management, Corrective Actions or Punishment |
| | Board Policy 4400 | Election Activities |
| | Board Policy 5281 | Disciplinary Action and Discharge |
| | Board Policy 3207 | Harassment, Intimidation and Bullying |
| | Board Policy 4040 | Public Access to District Records |
| | Board Policy 3231 | Student Records |
| Legal Reference: | 18 USC §§ 2510-2522 | Electronic Communication Privacy Act |
| Management Resources: | <i>Policy News</i> , June 2008 | Policy News |
| | <i>Policy News</i> , June 2001 | Congress Requires Internet Blocking at School |
| | <i>Policy News</i> , August 1998 | Permission required to review e-mail |

LESSON PLANS

To insure proper planning and continuity of instruction, each teacher shall prepare lesson plans for daily instruction. To facilitate effective instruction and in preparation for possible substitute teachers, lesson plans must be prepared sufficiently in advance of class presentation. The format for the lesson plans will be specified by the building principal, shall be reviewed on a regular basis, and must be readily available in the event a substitute teacher is needed.

Legal References: WAC 180-44-010

Responsibilities related to instruction

Adoption Date: 11.08.10
Auburn School District
Revised:

ONLINE LEARNING

The Auburn Board of Directors believes that a variety of learning options, including online courses and programs, are critical for 21st Century learners. The board recognizes that the online learning environment provides students with unique opportunities to become self-disciplined learners with life-long learning skills. Further, the board believes that online learning provides tremendous opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available.

Therefore, the board supports a range of online learning opportunities that are equally accessible to all students in the school district. The board directs the superintendent to provide information to parents, students and staff regarding online learning options and the guidelines for participation.

The superintendent or designee will develop procedures to implement this policy. The procedures will include, but not be limited to, a description of student access to online learning courses/programs, student eligibility criteria, the types of online courses available to students, methods the district will use to support student success, payment of course fees and other costs, granting of course credit and conditions under which no credit will be awarded.

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| Cross References: | Board Policy 2022 Board Policy 2255 Board Policy 2410 | Electronic Resources Alternative Learning Experience Programs Graduation Requirements |
| Legal References: | RCW 28A.225 RCW 28A.250 RCW 28A.230.090 RCW 28A.320.035 RCW 28A.150.262 RCW 28A.150.220 WAC 180-51 WAC 392-121-182 WAC 392-121-188 WAC 392-410-310 WAC 392-502 | Compulsory School Attendance and Admission Online Learning High School graduation requirements or equivalencies – Reevaluation of graduation requirements – Review and authorization of proposed changes – Credit for courses taken before attending high school – Postsecondary credit equivalencies. Contracting out – Board’s powers and duties – Goods and services Defining full-time equivalent student – Students receiving instruction through alternative learning experience online programs – Requirements – Rules Basic Education – Minimum instructional requirements – Program accessibility – Rules (Effective September 1, 2011) High School Graduation Requirements Alternative learning experience requirements Instruction provided under contract Equivalency course of study – Credit for correspondence courses, electronically mediated courses, and college courses. Online Learning |
| Management Resources: | <i>Policy News</i> , December 2009 | Online Learning Policy Required |

Adoption Date: 11.08.10
Auburn School District
Revised:

COPYRIGHT COMPLIANCE

The board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes.

Severe penalties may be imposed for unauthorized copying or using of audiovisual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

- A. **The Purpose and Character of the Use.** The use must be for such purposes as teaching or scholarship.
- B. **The Nature of the Copyrighted Work.** Staff may make single copies of: book chapters for use in research; instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.
- C. **The Amount and Substantiality of the Portion Used.** Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- D. **The Effect of the Use upon the Potential Market for or Value of the Copyrighted Work.** If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the district's procedures or is permissible under the law should contact the superintendent or the person designated as the copyright compliance officer. The latter will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required.

The superintendent, copyright compliance officer or designee shall file with the federal Copyright Office, and post the same information on the district's web site, his or her designation as the district's agent, in the district's role as an Internet service provider, to receive notifications that claim that users of the district's Internet network have infringed copyright.

Cross Reference: Board Policy 2022 Electronic Information Systems (Network)

Legal References: P.L. 94-553, Federal Copyright Law of 1976 (U.S. Code, Title 17)
P.L. 105-304 Digital Millennium Copyright Act of 1998

Management Resources: *Policy News*, October 2001, Copyright Information Update

Adoption Date: 06.24.96
Auburn School District
Revised: 11.08.10

SERVICE ANIMALS IN SCHOOLS

The Auburn Board of Directors acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” as required by federal laws and Washington State’s law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses and at school activities.

A “service animal” means an animal that is trained for the purpose of assisting or accommodating a disabled person’s sensory, mental or physical disability.

The parent/guardian of a student who believes the student needs to bring a service animal to school or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 coordinator or director of special services, as appropriate, will determine whether or not to permit the service animal in school.

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| Cross Reference: | Board Policy 2029 | Animals as Part of the Instructional Program |
| | Board Policy 2161 | Education of Students with Disabilities |
| | Board Policy 2162 | Education of Students with Disabilities Under Section 504 |
| | Board Policy 3210 | Nondiscrimination |
| | Board Policy 5010 | Nondiscrimination and Affirmative Action |

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| Legal References: | American Disabilities Act (ADA), Revised Title II Regulations, §35 | Service animals |
| | Section 504 of the Rehabilitation Act of 1973 | |
| | RCW 28A.642 | Discrimination Prohibition |
| | RCW 49.60.040 | Definitions |
| | WAC 162-26 | Public accommodations, disability discrimination |
| | WAC 392-145-021(3) | General Operating Requirements |
| | WAC 392-172A-01035 | Child with a Disability or Student eligible for Special Education |
| | WAC 392-172A-01155 (3) | Related Services |
| | WAC 392-190 | Equal Educational Opportunity – unlawful discrimination prohibited |

Adopted: 03.26.12
Auburn School District
Revised:

PROGRAM EVALUATION

The board requires efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the board shall provide:

- A. A clear statement of expectations and/or standards for the district's instructional programs,
- B. Staff, resources and support to achieve the stated expectations and/or standards; and
- C. A plan for evaluating instructional programs and services to determine how well expectations and/or standards are being met.

The district will utilize a variety of assessment processes to:

- A. Determine the effectiveness of the instructional programs,
- B. Assess the progress of individual students in attaining student learning goals or standards,
- C. Diagnose the needs of individual students who are not progressing at their expected rates, and
- D. Identify students who are in need of specialized programs.

Parents who wish to examine any assessment materials may do so by contacting the superintendent. Parent approval is necessary before administering a diagnostic personality test. Parents will be notified of their child's performance on any test or assessment conducted under the Washington State Assessment Program. No tests or measurement devices containing any questions about a student's or his/her family's personal beliefs and practices in family life, morality and religion shall be administered unless the parent or guardian gives written permission for the student to take such test, questionnaire or examination.

The superintendent shall prepare an annual report which reflects the degree to which district goals and objectives related to the instructional program have been accomplished. The superintendent shall annually review the assessment processes and procedures to determine if the purposes of the evaluation program are being accomplished. Specifically, the district shall adjust its curriculum if student performance under the Washington State Assessment Program indicates the district's students need assistance in identified areas.

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| Legal References: | RCW 28A.230 | Compulsory Coursework and Activities |
| | WAC 392-500-020 | Pupil tests and records — Tests — School district policy in writing |
| | WAC 392-500-030 | Pupil tests and records — Certain tests, questionnaires, etc. — Limitations |
| | WAC 392-500-035 | Pupil tests and records — Diagnostic personality tests--Parental permission required |

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| Management Resource: | <i>Policy News</i> , December 2000 | Portions of HB 1209 Take Effect |
| | <i>Policy News</i> , October 2007 | Elimination of Outdated and Obsolete Policies |

Adoption Date: 06.24.96
Auburn School District
Revised: 11.08.10

FEDERAL AND/OR STATE FUNDED SPECIAL INSTRUCTIONAL PROGRAMS

The district shall participate in those special programs which are funded by state or federal government for which a local need can be defined and for which a local program would be developed if funds were available. Board approval shall be required before submission of an application for such a program.

The superintendent shall adopt procedures in order that planning, implementation and evaluation phases of a special program are in compliance with the rules and regulations of the funding agency. Applications may include, but not be limited to, programs for gifted, remedial and minorities.

Pursuant to federal law, school districts receiving Title I funds to provide educational services to students must do so in accordance with Title I of the No Child Left Behind Act of 2001. It is the Board's intent that Title I funds shall be used efficiently and effectively to benefit the academic opportunities and progress of students in school-wide or Targeted Assistance Programs.

Title I funds shall be used to provide educational services that are in addition to the regular services provided for district students. By adoption of this policy, the Board ensures equivalence among schools in teachers, administrators and auxiliary personnel and equivalence in the provision of curriculum materials and supplies.

Legal References: RCW 28A.300.070

Receipt of federal funds for school
purposes — Superintendent of public
instruction to administer

20 U.S.C. 1120 A(C)

Required Comparability Report for Title

I

Adoption Date: 11.08.10
Auburn School District
Revised:

PROGRAM COMPLIANCE

Annually, on or before October 1, the superintendent shall determine if the district is in compliance with the following program requirements:

- A. Appropriate measures are taken to safeguard all student and school district permanent records against loss or damage.
- B. Provision is made for the supervision of instructional practices and procedures.
- C. Current basic instructional materials are available for required courses of study.
- D. A program of guidance, counseling and testing services is maintained for students in all grades offered by the school district.
- E. A learning resources program is maintained.
- F. The physical facilities of each building are adequate and appropriate for the educational program offered.
- G. There is adequate provision for the health and safety of all pupils within the custody of the school district.
- H. A current policy statement pertaining to the administration and operation of the school district is available in each building's administrative office including, but not limited to, policies governing the school building and classroom visitation rights of non-students.
- I. The district is in compliance with the statutes which prohibit unequal treatment of individuals on the basis of race, sex, creed, color, disability and national origin in activities supported by common schools.
- J. Within each school, the school principal has determined that appropriate student discipline is established and enforced. The school principal has conferred with the certificated employees in the school building in order to develop and/or review building disciplinary standards and the uniform enforcement of those standards.
- K. Written high school graduation requirements and rules have been adopted by the school district board of directors.
- L. Equivalence among schools in teachers, administrators and auxiliary personnel and equivalence in the provision of curriculum materials and supplies among schools who receive Title I funds.

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| Cross References: | Board Policy 1310 | Policy Adoption, Manuals and Administrative Procedures |
| | Board Policy 2090 | Program Evaluation |
| | Board Policy 2140 | Guidance and Counseling |
| | Board Policy 2020 | Curriculum Development and Adoption of Instructional Materials |
| | Board Policy 2104 | Federal and/or State Funded Special Instructional Programs |
| | Board Policy 2410 | High School Graduation Requirements |
| | Board Policy 3200 | Student Rights and Responsibilities |
| | Board Policy 3210 | Nondiscrimination |
| | Board Policy 3410 | Student Health |
| | Board Policy 3231 | Student Records |
| | Board Policy 4000 | Public Information Program |
| | Board Policy 4040 | Public Access to District Records |
| | Board Policy 5240 | Evaluation of Staff |
| | Board Policy 6800 | Operation and Maintenance of District Facilities |

REMEDIATION PROGRAMS

The district, within its financial capacity, will offer programs that are designed to meet the needs of educationally disadvantaged students. Eligible students may receive services from one of three special needs programs — special education, learning assistance (LAP) and Title I of the No Child Left Behind Act of 2001.

The district or individual school shall conduct a needs assessment and shall develop a plan for the use of LAP funds. Such a plan shall be determined in consultation with an advisory committee, including, but not limited to, parents of participants; teachers; principals; administrators; and school directors. The plan shall include:

- A. District and school-level data on reading, writing and mathematics achievement;
- B. Processes to identify under-achieving students to be served at each site for program services;
- C. How accelerated learning plans are developed and implemented for participating schools;
- D. How state and classroom assessments are used to inform instruction;
- E. How focused and intentional instruction strategies are identified and implemented;
- F. How highly qualified staff are developed and support the program at each site;
- G. How resources from other federal, state, district and school programs are coordinated with School Improvement plans and district strategic plans to support underachieving students;
- H. How a program evaluation will be conducted to determine the direction and elements of the program for the following school year; and
- I. Identification of the program activities the district will implement.

The plan shall be approved by the board of directors prior to submission to the state.

In compliance with the federal law, the board of directors adopts a parent involvement policy, developed jointly with, agreed upon by and distributed to the parents of children participating in the federal remediation program. The parent involvement policy is 2180—Parent, Family, and Community Partnerships.

The superintendent is directed to identify eligible students and their special needs; design a program(s) that will satisfy those needs by interfacing, when advantageous, federal remediation assistance, learning assistance (LAP), and special education services; monitor the progress of such programs; and provide assurances to state and federal agencies that such programs are in compliance with program requirements of each program with regard to conditions such as staff qualifications, staff-student ratios, student records, facilities and materials, financial accounting, reporting and program and student evaluation.

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| Cross References: | Board Policy 2161 | Education of Students with Disabilities |
| | Board Policy 2180 | Parent, Family and Community |
| | | Partnerships |
| | Board Policy 4130 | Title 1, Parent Involvement |
| | Board Policy 6100 | Revenues from Local, State and Federal |
| | | Sources |
| Legal References: | RCW 28A.165.010-090 | Learning Assistance Program |
| | WAC 392-162 | Special Program — Remediation |
| | | Assistance |
| Management Resources: | <i>Policy News</i> , June 2005 | Learning Assistance Policy Updated |

TRANSITIONAL BILINGUAL INSTRUCTION PROGRAM

The Auburn Board of Directors has the highest commitment toward ensuring an equal educational opportunity for every student. While English is the basic language of instruction in the district's schools, the district will provide a Transitional Bilingual Instruction Program for children whose primary language is not English, and whose English skills are sufficiently deficient or absent to impair learning. The district's Transitional Bilingual Instruction Program is designed to enable students to achieve competency in English. Annually, the board of directors will approve the district's Transitional Bilingual Instruction Program.

The district and its staff shall:

- A. Communicate, whenever feasible, with parents of English language learners in a language they can understand;
- B. Assess and determine, by means of a state approved placement test, student eligibility within 10 days of enrollment and attendance;
- C. Annually assess, by means of the state approved test, improvement in English language proficiency for each eligible English language learner;
- D. Provide professional development training for administrators, teachers, counselors and other staff on the district's bilingual instruction program, appropriate use of instructional strategies and assessment results, and curriculum and instructional materials for use with culturally and linguistically diverse students; and
- E. Provide for continuous improvement and evaluation of the district's program to determine its effectiveness.

For purposes of providing such services, the superintendent shall establish procedures for implementing the district's Transitional Bilingual Instruction Program.

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| Legal References: | RCW 28A.180 | Transitional Bilingual Instructional Program |
| | WAC 392-160 | Transitional Bilingual Instruction Program |
| | WAC 162-28-040 | English language limitations and national origin discrimination. |

SUBSTANCE ABUSE PROGRAM

The board recognizes that the abuse of alcohol, and the use and abuse of controlled illegal, addictive, or harmful substances including anabolic steroids is a societal problem and may represent an impairment to the normal development, well-being and academic performance of students. To ensure the safety, health and well-being of all students, the board is committed to the development of a program which emphasizes drug and alcohol abuse prevention, intervention, aftercare support and necessary corrective actions. The program will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol. The program will be age-appropriate and developmentally based for all students in all grades.

The board recognizes the effects to the school, home and community resulting from the abuse of alcohol and the use and abuse of controlled illegal, addictive or harmful substances including anabolic steroids. While the primary obligation to seek assistance rests with the student and his/her parent(s)/guardian(s), school staff shall work with the home and community to develop and implement a comprehensive prevention and intervention program. The board of directors shall seek the support, cooperation and coordination of public and private agencies through formation of an advisory committee, including representatives from the instructional staff, students, parents, state and local law enforcement staff and the county coordinator of alcohol and drug treatment or a representative of a treatment provider.

The superintendent is directed to develop and implement procedures to assess the scope of the problem of the use of addictive substances such as alcohol, drugs and nicotine, and to reduce and/or eliminate the problems associated with the use of alcohol, drugs and nicotine.

Parents and interested community members are encouraged to visit the school and/or classroom to observe classroom activities and review instructional materials. At the conclusion of each year, the district will evaluate the effectiveness of the program.

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| Cross References: | Board Policy 5203 | Staff Assistance Program |
| Legal References: | RCW 28A.210.310 | Prohibition on use of tobacco products on school property. |
| | 28A.170.075 | Substance Abuse Prevention and Intervention |
| | 20 U.S.C. 3171 et seq. | Drug-free Schools and Community Act |

SEXUAL HEALTH EDUCATION

The Auburn Board of Directors is authorized by law to determine whether sexual health education instruction will be offered in the district. The board has determined that such a program will be offered to students, consistent with state law.

Sexual health education instruction offered by the district shall be medically and scientifically accurate, age appropriate, appropriate for students regardless of gender, race, disability status, or sexual orientation and include information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases. Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. The district's sexual health education program shall be consistent with the *2005 Guidelines for Sexual Health Information and Disease Prevention* developed by the Department of Health and the Office of Superintendent of Public Instruction.

The superintendent will provide parents/guardians an opportunity to review the materials to be used and provide information on excluding their child from sexual health education instruction.

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| Cross Reference: | Board Policy 2020 | Curriculum Development and Adoption of Instructional Materials |
| | Board Policy 2126 | AIDS Prevention Education |
| Legal References: | RCW 28A.300.475 | Medically Accurate Sexual Health Education — Curricula — Participation excused — Parental review |
| | RCW 28A.600.480(2) | Reporting of harassment, intimidation, or bullying Retaliation prohibited — Immunity |
| | WAC 392-410-140 | Sex Health Education — Definition — Optional course or subject matter — Excusal of students |
| Management Resources: | <i>Policy News</i> , February 2009 | Healthy Youth Act |
| | <i>Policy News</i> , August 2007 | Sex Education Curriculum and Instruction |

Adoption Date: 11.08.10
Auburn School District
Revised:

HIV/AIDS PREVENTION EDUCATION

The life-threatening dangers of HIV (human immunodeficiency virus) and AIDS (acquired immune deficiency syndrome) and its prevention shall be taught in the district. HIV/AIDS prevention education shall be limited to the discussion of the life-threatening dangers of the disease, its transmission and prevention. Students shall receive such education at least once each school year beginning no later than the fifth grade.

The HIV/AIDS prevention education program shall be developed in consultation with teachers, administrators, parents, and other community members including, but not limited to, persons from medical, public health, and mental health organizations and agencies. The curricula and materials used in the HIV/AIDS education program may be the model curricula and resources available through OSPI or, if developed by the school district, be approved for medical accuracy by the State Department of Health, HIV/AIDS Prevention and Education Services (Office on AIDS). District-developed curricula shall be submitted to HIV/AIDS Prevention and Education Services accompanied by an affidavit of medical accuracy stating that the material in the district-developed curricula has been compared to the model curricula for medical accuracy and that in the opinion of the district the district-developed materials are medically accurate. Upon submission of the affidavit and curricula, the district may use these materials until the approval procedure to be conducted by HIV/AIDS Prevention and Education Services has been completed.

At least one month before teaching HIV/AIDS prevention education in any classroom the district will conduct, during weekend and evening hours for the parents and guardians of students, at least one presentation concerning the curricula and materials that will be used for such education. The parents and guardians shall be notified of the presentation and that the curricula and materials are available for inspection. No student may be required to participate in HIV/AIDS prevention education if the student's parent or guardian, having attended one of the district presentations, objects in writing to participation.

The curriculum for HIV/AIDS prevention education shall be designed to teach students which behaviors place a person dangerously at risk of infection with the human immunodeficiency virus (HIV) and methods to avoid such risk including, at least:

- The dangers of drug abuse, especially that involving the use of hypodermic needles; and
- The dangers of sexual intercourse, with or without condoms.

The program of HIV/AIDS prevention education shall stress the life-threatening dangers of contracting HIV/AIDS and shall stress that abstinence from sexual activity is the only certain means for preventing the transmission of HIV through sexual contact. The instruction shall also stress that condoms and other artificial means of birth control are not a certain means of preventing the transmission of HIV; and, reliance on condoms puts an individual at risk for exposure to the disease.

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| Cross References: | Board Policy 3414 | Infectious Diseases |
| | Board Policy 2125 | Health, Family Life and Sex Education |
| Legal References: | RCW 28A.230.070 | AIDS Education in public schools |
| | RCW 28A.300.475 | Medically accurate sexual health education |
| | 70.24.250 | Repository and Clearing House for AIDS |
| | | Education and Training Materials |
| Management Resources: | <i>Policy_News</i> , December 2008 | HIV/AIDS Prevention Education |

Adoption Date: 05.08.06
Auburn School District
Revised: 11.08.10

CHARACTER DEVELOPMENT

As part of its mission, the board is committed to the development of the fundamental principles of honesty, honor, industry and economy. To this end, the school and its staff will practice and teach morality, altruism, diligence and a respect for human dignity. The educational philosophy and practices of the school shall go beyond knowledge of character and/or moral development; it shall also involve prizing what is good and doing what is good.

The superintendent shall convey clear expectations for teachers and administrators regarding their roles regarding character and/or moral development.

Legal References: RCW 28A.230.020

Fundamentals in conduct

Adoption Date: 11.08.10
Auburn School District
Revised:

DIVERSITY-MULTICULTURAL EDUCATION

The Board recognizes the cultural diversity of students, staff, parents and community members of our school district and acknowledges the educational importance of valuing the diversity of all people in our pluralistic society. Diversity includes but is not limited to: race, religion, gender, culture, age, physically challenged and all other perceived differences.

The Board recognizes that diversity-multicultural education is an interdisciplinary process to be integrated into the total school program rather than a single, one-time event or series of activities.

To this end, the Board is committed and supportive of the following:

- A. The inherent dignity and the equal and inalienable rights of all students and staff.
- B. The right to and responsibility for an educational environment which extends equal rights to all without discrimination through its policies and practices.
- C. Universal respect for and observance of these rights to ensure that all students are provided a school and classroom environment in which they are free to learn, encouraged to accept and respect themselves and to treat others with dignity and respect.
- D. A staffing composition of administrators, teachers and all other personnel that is representative of the cultural diversity in the district. Membership in all school district committees shall also be representative of the cultural diversity in the district.
- E. An education of superior quality for all students that includes greater appreciation of and respect for human individuality and cultural differences and similarities which contribute to our democratic nation as a whole, and more particularly the cultural contributions that make up our community.
- F. Training in diversity-multicultural education issues for all board members, district staff, administrators, teachers, paraprofessionals, volunteers and community members participating in school-sponsored activities.

The superintendent is directed to integrate the purposes and aims of diversity-multicultural education into all aspects of the school program.

GUIDANCE AND COUNSELING

The Auburn Board of Directors recognizes that guidance and counseling is an important part of the district's total program of instruction and is integral in achieving the district's mission of academic excellence and success for all students. The district will provide counseling and guidance services in accordance with state laws and regulations, school improvement plans, ethical standards, and district policies and procedures.

The Board believes school counselors serve a vital role in maximizing student achievement and supporting a safe, compassionate learning environment. In the Auburn district, the purpose and role of the school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling program that personalizes education and supports, promotes, and enhances the academic, personal, social, and career development of all students, based on the national standards for school counseling programs of the American School Counselor Association.

It is the goal of the Auburn Board of Directors that the district's comprehensive school guidance and counseling program will assist every student in acquiring the knowledge, skills and attitudes needed to become an effective student, responsible citizen, productive worker and a lifelong learner.

The Board will provide resources to support the foundation, content, and continuous improvement of a comprehensive K-12 school counseling program, consistent with best practices described in state and national models. All school counseling programs will include the following elements: guidance curriculum, individual student planning, responsive services, and systems support for the counseling program. The superintendent or a designee will develop procedures to implement this policy.

Legal References: RCW 28A.410.043

School counselor certification

Adoption Date: 11.08.10
Auburn School District
Revised:

CO-CURRICULAR PROGRAM

The board recognizes that the goals and objectives of the district can best be achieved by providing a broad offering of purposeful learning experiences, some of which are more appropriately conducted outside of the approved curriculum of the district. Such activities shall ordinarily be conducted wholly or partly outside the regular school day and shall be available to all students who voluntarily elect to participate. The co-curricular program encompasses approved curriculum-related activities.

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

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

- A. The purposes and/or objectives shall be part of a specific program or course offering;
- B. The participating students shall be currently enrolled in a related course or program or possess the entry level knowledge and/or skills to successfully participate in the activity;
- C. The group shall be supervised by a qualified staff member;
- D. The cost of the activity must not be prohibitive to student or district;
- E. The activity must comply with Title IX requirements;
- F. All activity must take place on school premises unless approved in advance by the school principal; and,
- G. The activity must not be secretive in nature.

Curriculum related activities, whether approved by the board as part of the ASB or by the principal, must meet at least one of the following criteria:

- A. The subject matter of the activity is actually taught or will soon be taught in a regularly offered course;
- B. The subject matter of the activity concerns the body of courses as a whole;
- C. Participation in the activity is required for a particular course; or
- D. Participation in the activity results in academic credit.

The board directs the superintendent to develop appropriate procedures for proper planning, funding, approval and implementation of all activities offered within the above guidelines.

The principal shall be responsible for administering the co-curricular program in the school. An opportunity will be made available in each school for students, including those with disabilities, to participate in some aspect of the program. A survey shall be conducted at least once every three (3) years to assure that the recreational and athletic activities program accurately responds to the needs and desires of both boys and girls.

The district shall evaluate its intramural and interscholastic program at least once each year to ensure that equal opportunities are available to members of both sexes with respect to participation in interscholastic and/or intramural programs.

Cross References: Board Policy 2151

Legal References: 20 U.S.C. §§ 4074
RCW 28A.325.020

RCW 28A.600.200

RCW 28A.640.020

WAC 392-138-010

WAC 392-190-030

WAC 392-190-040

Interscholastic Athletics

Equal Access Act

Associated student bodies — Powers
and responsibilities affecting

Interscholastic athletic and other extra-
curricular activities for students,
regulation of — Delegation,
conditions

Regulations, guidelines to eliminate
discrimination — Scope

Definitions

General — Recreational and athletic
activities — Equal opportunity
factors considered

Recreational and athletic activities —
student interest — Required survey
instrument

INTERSCHOLASTIC ACTIVITIES

The board recognizes the value of a program of interscholastic activities as an integral part of the total school experience to all students of the district and to the community. The program of interscholastic activities shall include all activities relating to competitive sport contests, games or events, or exhibitions involving individual students or teams of students of this district when such events occur between separate schools within this district or with any schools outside this district. The board expects that:

- A. All interscholastic activities and events shall be in compliance with the rules and regulations of the Washington Interscholastic Activities Association (WIAA). The schools of the district shall not participate in any out-of-season athletics that are not sanctioned by the WIAA. The district shall not be responsible or liable for nonschool-sponsored programs or for programs that are organized, promoted or participated in by staff members without school approval. The district shall not be responsible for or control and incur liability for summer and/or out-of-season activities unless specifically sponsored by the school district. The superintendent shall establish rules defining the circumstances under which school facilities may be used and under which announcements of summer sports leagues and/or clinics may be channeled to students.
- B. An athletic coach must be properly trained and qualified for an assignment as described in the coach's job description.
- C. A syllabus which outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach. A coach must secure permission in advance if he/she wishes to deviate from the syllabus.
- D. Coaching stipends and all gifts to a coach that exceed five hundred dollars (\$500.00) in a season shall be approved by the board of directors.
- E. Inservice training opportunities will be afforded each coach so that he/she is trained to attend to the health care needs of participants. Prior to a sports season, the coach will prepare a plan for handling medical emergencies at practice sessions and games (home and away).
- F. Participants will be issued equipment that has been properly maintained and fitted.
- G. All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the district, shall be inspected on a regular basis.
- H. Nonprescribed medications, including such items as analgesic balms, vitamins and salt tablets, must be approved by the superintendent before they may be available for use by coaches and/or athletic trainers. After athletic training medications have been approved, the coach and/or trainer must secure authorization from the parent and the student's doctor before the medications may be used during the athletic season. If such release is not on file, the nonprescribed medications may not be used. This provision does not preclude the coach and/or trainer from using approved first aid items.

A sign will be posted that warns students that eligibility to participate may be denied if anabolic steroids are used for the purpose of enhancing athletic ability.

- I. The board recognizes that certain risks are associated with participation in interscholastic sports. While the district will strive to prevent injuries and accidents to students, each participant and his/her parent(s) or guardian(s) will be required to sign a statement which indicates that the parent(s) and the student acknowledge the risks of injuries resulting from such participation and give assurance that the student will follow the instructions of the coach.
- J. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A written report shall be completed when a student is injured while participating in a school-supervised activity. A participant shall be free of injury and shall have fully recovered from illness before participating in any activity.
- K. Each student participating in interscholastic athletic activities is required to have or obtain medical insurance for expenses incurred as a result of injuries sustained while participating in the extracurricular activity. Students shall provide evidence of coverage with a minimum limit of \$25,000 in medical expenses or shall obtain such coverage through the insurance plan offered to all students participating in activities in the district. No student will be denied the ability to participate solely because the student's family, by reason of low income, is unable to pay the entire amount of the premium for such insurance. The superintendent or his or her designee may approve partial or full waiver of premiums to permit all students to obtain the required medical insurance.

The superintendent shall annually prepare, approve and present to the board for its consideration a program of interscholastic activities for the school year. The superintendent shall prepare rules for the conduct of student activities including, but not limited to, use of alcoholic beverages; use of tobacco; use or possession of illegal chemical substances or opiates not prescribed by a physician; physical appearance; curfew; unsportsmanlike conduct; absence from practice; gambling; or any infraction of civil law. Rules and disciplinary actions related to rule violations shall be distributed to each participant and his/her parents prior to the beginning of an interscholastic activity season.

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| Cross References: | Board Policy 2121 | Substance Abuse Program |
| | Board Policy 3413 | Student Immunization and Life Threatening Conditions |
| | Board Policy 3414 | Infectious Diseases |
| | Board Policy 3416 | Medication at School |
| | Board Policy 3418 | Emergency Treatment |
| | Board Policy 3422 | Competitive Sports — Concussion and Head Injuries |
| | Board Policy 4260 | Use of School Facilities |
| | Board Policy 6510 | Safety |
| | Board Policy 6512 | Infection Control Program |
| | WIAA Handbook | |

Legal References: RCW 28A.400.350

RCW 28A.600.200

RCW 69.41.330

RCW 69.41.340

Management Resources: *Policy News*, August 2009

Policy News, October 2007

Liability, life, health, health care,
accident, disability, and salary
insurance authorized — when
required — Premiums

Interscholar athletic and other extra-
curricular activities for students —
Authority to regulate – Delegation
of authority — Conditions

Public Warnings — School districts

Student athletics — Violations —
Penalty

Concussion and Head Injuries

Legislation

Elimination of Outdated and Obsolete
Policies

NONCURRICULUM-RELATED STUDENT GROUPS

Pursuant to the Equal Access Act, the board authorizes non-curriculum-related student groups to meet before, after school or during noninstructional time, subject to the approval of the principal. Such approval shall be granted provided that activities of the group are not disruptive to school operations and the members of the group comply with the rules established by the superintendent and/or school principal. The board authorizes the superintendent to develop administrative procedures to create or maintain this “limited open forum.”

The principal shall approve the noncurriculum-related student meeting or activity provided that:

1. The meeting shall be voluntary and initiated by students.
2. The school or its staff shall not be a sponsor of the group.
3. The meeting shall not materially and substantially interfere with the orderly operation of the school.
4. Students shall be responsible for the direction, control and conduct of the meeting. Guests must be registered and must not be regular participants.
5. The use of public funds for other than incidental and/or monitoring costs shall not be permitted. Funds acquired by non-curriculum related student groups shall be held in an associated student body account which shall be accessible by that student group.
6. A staff member shall not be compelled to attend when the meeting is contrary to his/her belief.
7. The constitutional rights of all persons shall be respected.

The principal shall be responsible for the assignment of a room and for the approval and/or assignment of a staff member to monitor the meeting.

Cross References: Board Policy 2150 Co-curricular Program

Legal References: 20 U.S.C. 4071-4074 Equal Access Act
 Wash. Const. Art. I, § 11
 Wash. Const. Art. IX, § 4

Adoption Date: 06.24.96
Auburn School District
Revised: 11.08.10

SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS

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

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

Not all students with disabilities are eligible for special education services. The needs of those students will be addressed individually and, if appropriate, the student will be provided accommodations or modifications required under Section 504 of the Rehabilitation Act in accordance with district policy and procedures. *Title II of the Americans with Disabilities Act, and the Washington laws against discrimination. Free Appropriate Public Education (FAPE).*

Mediation or Resolution Agreements

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

Certificate of Attendance

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

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

Each eligible student in special education in the district will be afforded a full education opportunity. This goal will be met consistent with the state's goals through ensuring the provision of a free appropriate public education, complying with state and local procedures, and improving performance goal indicators. The district shall comply with state and federal requirements for special education. The superintendent shall develop procedures consistent with state and federal laws and rules to implement the following:

- free appropriate public education;
- confidentiality of personally identifiable information;
- identification, evaluation, eligibility, and reevaluation;
- participation in assessments;

- development of individualized education program (IEP) and placement;
- participation in regular education, least restrictive environment (LRE);
- procedural safeguard; parent participation; transition from Part C to Part B services for preschool children; students in private school unilaterally placed by parents; staff qualifications and personnel development; and program administration and evaluation.

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|-----------------------|------------------------------------|---|
| Cross-References: | Board Policy 2162 | Education of Students with Disabilities under Section 504 |
| | Board Policy 3231 | Student Records |
| | Board Policy 3241 | Classroom Management, Corrective Actions or Punishment |
| Legal References: | RCW 28A.605.020 | Parents' Access to Classroom or School Sponsored Activities |
| | 28A.155 | Special Education |
| | 49.60 | Law against Discrimination |
| | WAC 392-172A | Rules for the Provision of Special Education |
| | 20 U.S.C. 1400 et seq. | Individuals with Disabilities Education Improvement Act of 2004 |
| | 42 U.S.C. 12131-12133 | Americans with Disabilities Act of 1990 |
| | 28 CFR Part 35 | Nondiscrimination on the Basis of Disability in State and Local Government Services |
| | 34 CFR Part 99 | Family Education Rights and Privacy Act (FERPA) |
| | 29 U.S.C. 794 | Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794 |
| | 34 CFR Part 104 | Nondiscrimination on the basis of handicap in programs and activities receiving or benefiting from federal financial assistance |
| | 34 CFR Part 300 | Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities |
| | 34 CFR Part 303 | Early Intervention Program for Infants and Toddlers with Disabilities |
| Management Resources: | | |
| | <i>Policy News</i> , December 1999 | Rule Adoption Leads to Special Education Policy |
| | <i>Policy News</i> , June 2007 | Graduation Ceremonies for Special Education Students |
| | <i>Policy News</i> , December 2007 | Updated Special Education Policy and Procedure |

Adoption Date: 11.27.95
Auburn School District
Revised: 06.12.00; 06.14.04; 03.24.08; 11.08.10

INSTRUCTION

SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS

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

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

FREE APPROPRIATE PUBLIC EDUCATION

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

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

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

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

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

EARLY INTERVENTION

The district participates in the provision of early intervention services to eligible children with a disability, birth to three, consistent with the state lead educational agency's policies and procedures and the regulations implementing Part C of the IDEA.

STUDENTS COVERED BY PUBLIC OR PRIVATE INSURANCE

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

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

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

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

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

PARENT PARTICIPATION IN MEETINGS

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

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

When a meeting is scheduled parents will be:

- Notified of the meeting early enough that they will have an opportunity to attend; and
- Notified of the purpose, time, and location of the meeting and who will be in attendance.

When the meeting is to address the IEP or placement, the parent will be:

- Notified that the district or the parent may invite others who have knowledge or special expertise of the student; and
- Meetings shall be scheduled at a mutually agreeable time and place.

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

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

This documentation will be kept in the student's special education file. Notification and documentation of attempts will be the responsibility of the case manager.

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

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

The district will ensure parents have access to their child's classroom and school sponsored activities for purposes of observing class procedure, teaching material and class conduct. Such access must not disrupt the classroom procedure or learning activities. Follow building and district procedures to arrange.

IDENTIFICATION AND REFERRAL (CHILD FIND)

IDENTIFICATION

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

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

The district will consult with parents and representatives of private school students to ensure its child find activities are comparable in private schools located within district boundaries. These consultations will occur annually by meetings and/or written communication.

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

- Notification to parents of child find activities in its annual informational packet;
- Notification to parents district-wide through local papers or other media;
- Information regarding child find on the district's Web site;
- Notification to private schools located in the district's boundaries;
- District informational mailings;
- Posting notices regarding screening and referral in school buildings and public locations including laundromats, day cares, community preschool sites and physicians' offices;
- Notifying and coordinating with the designated Part C lead agencies;
- Early childhood screenings conducted by the district;
- Coordination with other public and private agencies and practitioners;
- Written information provided to district staff on referral procedures;
- Training teachers and administrators on referral/evaluation/identification procedures;

- Review of student behavior, discipline and absentee information and information gathered from district-wide assessment activities.

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

The district's special education department conducts early childhood screenings for ages birth to five. These occur monthly at various elementary schools. When parents or others inquire about screenings, the caller will be referred to the special education department.

The screening process involves the following:

- Parents are asked to provide information to assist in assessing their child; and
- Children are screened to assess cognitive, communication, physical, social-emotional and adaptive development.

Parents will be notified at the screening of the results and the parents will also be provided written notice of the results within ten days of the screening. If the screening supports evaluation, obtain written consent for evaluation at the exit interview if possible, or include consent forms with the written notice notifying the parents of the results. If the screening results indicate that the child does not need an evaluation, written notice shall be sent to the parents within 10 days of the screening explaining the basis for the district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

REFERRAL

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

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

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person shall notify a school counselor or school psychologist. The school counselor: (a) records the referral; (b) provides written notice of the referral to the parent; and (c) advises the case study/guidance team to collect and review district data and information provided by the parent to determine whether evaluation is warranted.

During the referral period the case study/guidance team will collect and review existing information from all sources, including parents. Examples may include:

- Child's history, including developmental milestones;
- Report cards and progress reports;
- Individual teacher's or other provider information regarding the child including observations;
- Assessment data;
- Medical information, if provided;
- Other information that may be relevant to assist in determining whether the child should be evaluated.

If the review of data occurs at a meeting, the parent will be invited. The case study/guidance team provides written notice to the parents of the decision regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the special education department.

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

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

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

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

When the parent provides consent, the district shall select an evaluation group. The evaluation group is to complete the evaluation with 35 school days after parent consent, unless:

- The parents and district agree in writing to extending the timeline;

- The parent fails or refuses to make the student available for the evaluation; or
- The student enrolls in another school district after the evaluation is begun but before completion and the parent and new district have an agreement for completion of the evaluation.

If a parent does not provide consent, notify the evaluation case manager. District staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student is homeschooled or is unilaterally placed in a private school.

ELIGIBILITY—PART C STUDENTS

Students turning three, who were previously determined eligible for early intervention services under Part C of IDEA, must be evaluated for initial eligibility for special education services. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

EVALUATION REQUIREMENTS

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

The evaluation must be an individual assessment designed to determine:

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

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

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

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

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

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

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

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP Team determines that no additional data is needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The district will follow the evaluation procedures outlined in WAC 392-172A.

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

SPECIFIC LEARNING DISABILITY (SLD)

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

EVALUATION OF TRANSFER STUDENTS

If a student transfers into the school district while an evaluation process is pending from the other district, the evaluation case manager is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35 school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, the parents will be provided prior written notice of the timeline needed to complete the evaluation and the reasons for the additional time needed.

ELIGIBILITY

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

- A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency.
- Eligibility may be determined by documented professional judgment when:
 - Properly validated tests are unavailable; or
 - Corroborating evidence indicates that results were influenced due to measuring a disability.

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

Parents will also be provided with prior written notice of the eligibility decision within ten school days of the decision. The special education department is responsible for sending the notice.

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

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

When a special education student is expected to graduate prior to age 21, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The district will provide prior written notice to parents and adult students that the student is expected to graduate and will no longer be eligible for special education services. The district will also provide the parents and student with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals. Refer to high school graduation policy 2410 and procedure 2410P.

EVALUATION REPORT

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

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

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

- Describe how the disability or disabilities affect the student’s involvement and progress in the general curriculum;
- Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days and location of services;
- Include other information, as determined through the evaluation process and parent input;
- Include the additional information required for the specific learning disability eligibility category;
- Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
- Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions shall prepare a statement presenting the conclusion.

The evaluation case manager is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings.

REEVALUATIONS

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

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

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

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

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

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

- Whether the student continues to be eligible for special education and any necessary related services;
- The present levels of performance and educational needs; and
- Whether any additions or modifications to the student's program are needed.

This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing:

- If additional testing is needed, the district will request written parental consent for reevaluation;
- If the parents do not return the signed consent form, the district shall send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice;
- If the parents do not respond to the request for consent, the district can proceed with the reevaluation;
- If the parents refuse to consent to the reevaluation, the evaluation group will notify the special education director so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parents refusal to consent.

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

- Whether the student continues to be eligible and in need of special education;
- Present levels of performance and educational needs of the student; and

- Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

This notice will occur within ten school days of the eligibility decision. The special education department is responsible for sending the notice.

REEVALUATION AND GRADUATION

No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 21. Instead, the district will provide prior written notice and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals.

INDEPENDENT EDUCATIONAL EVALUATIONS (IEE)

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

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

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

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

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

- Licensed, credentialed or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;
- Knowledgeable and experienced in evaluating children with similar disabilities;
- Geographically located within the state of Washington; and
- Available to the district at a maximum fee which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

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

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

INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

TRANSITIONS OF BIRTH TO THREE STUDENTS TO PRESCHOOL

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

- The early childhood administrator is responsible for coordinating with the Regional Family Resource coordinator for timely execution of transition planning conferences, that are arranged at least 90 days before the student's third birthday;
- Participants will review the child's program options for the period from the child's third birthday through the remainder of the school year;
- If a student is determined eligible for special education services, an IEP will be developed and implemented by the student's third birthday. If the third birthday is not during the school year and when appropriate, the IEP may set a start date of the beginning of the school year.

IEP DEVELOPMENT

The IEP is the written statement reflecting the implementation of instructional programs and other services for special education students based on the evaluation and student needs.

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

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

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

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

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

The IEP team includes:

- The parents of the student;
- Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment;
- Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
- A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources;
- An individual who can interpret the instructional implications of the evaluation results;
- Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;

- The student, when appropriate, or when required;
- Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
- If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative can not attend the meeting, district personnel shall keep the representative informed of the meeting and obtain agency information that will assist in the service provision;
- Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

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

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

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

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

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

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

IEP PREPARATION AND CONTENT

IEP teams will consider the recommendations in the most recent evaluation to develop the IEP. In developing the IEP, the team should consider:

- The strengths of the student including the academic, developmental and functional needs of the student and the concerns of the parents for enhancing the education of their child;
- Whether a behavior plan, including positive supports and possible aversive interventions should be considered;
- Whether the student with limited English proficiency has language needs;
- Whether Braille instruction is appropriate for a student who is blind or visually impaired;
- Whether a student has other language and communication needs; and
- Whether assistive technology devices or services are needed.

IEP content includes:

- The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;
- Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;
- A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum and be educated and participate with other special education students and non-disabled students and participate in extracurricular and other nonacademic activities;
- A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular and non-academic activities;

- A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s) and why the particular alternative assessment is appropriate for the child;
- The date for the beginning of services and the anticipated frequency, location and duration of services and modifications;
- A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Information to the parents can be provided through the use of progress reports or report cards or other agreed means, but the information must be provided at least as often as information is provided to students without disabilities;
- The projected beginning date for the special education and related services;
- With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. Transition services description must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment, independent living skills where appropriate; and transition services (including course of study) needed to assist the child in reaching those goals;
- Aversive interventions, if required, Any interventions considered must be provided by trained staff and only considered after the determination has been made that positive interventions alone are not effective. Any questions about the need for or use of aversive interventions should be referred to the special education administrator. When aversive interventions are considered the IEP team will include a certificated employee who understands the appropriate use of interventions and concurs with the need and shall include a person who works directly with the student;
- A statement regarding transfer of rights at the age of majority. The IEP case manager will provide prior written notice to the student one year prior to student turning 18 years of age;
- Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by May 15 to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress and emerging skills.

TRANSFER STUDENTS

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

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

The district must take reasonable steps to promptly obtain records, including IEP supporting documents and any other records related to special education or related services from the previous school.

PLACEMENT

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

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

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

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

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

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

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

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. These opportunities may include but not be limited to participation in recreational activities, school assemblies, clubs, counseling services and health services. Limits on nonparticipation or conditions of participation must be designated in the IEP.

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

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

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

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

- Data-based judgments in IEP development;
- Judgments (data-based) in determining LRE;
- The reasonable probability of the placement option(s) assisting the student to attain annual goals and objectives and the quality of services needed; and

- The consideration of potentially harmful effects upon the student or on the quality of services needed.

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

STUDENTS UNILATERALLY ENROLLED IN PRIVATE SCHOOLS BY PARENTS

Prior to December 1 of each year, the district shall conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries and who do not wish to enroll in a public school to receive special education and related services. The district special education administrator shall have timely and meaningful consultation with appropriate representatives and parents of private school students *and* make determinations about who will receive services and what services will be provided. The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

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

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

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

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

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

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

PROCEDURAL SAFEGUARDS

CONSENT

The district will obtain informed, written parental consent before:

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

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

Informed consent means that the parent or adult student:

- Has been fully informed of all information that is relevant to the activity for which the district is asking consent, and that the information is provided in his or her native language or other mode of communication;
- Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists any records which will be released and to whom; and

- Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

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

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

NOTICE OF PROCEDURAL SAFEGUARDS

The school district shall provide a copy of the procedural safeguards notice to the parents of eligible special education students and students referred for special education and adult students one time a year and:

- Upon initial referral or parent request for evaluation;
- Upon receipt of the parent's first state complaint and first request for due process hearing in a school year;
- Upon a disciplinary action that will result in a disciplinary change of placement; and
- Upon request by the parent.

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

PRIOR WRITTEN NOTICE

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

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

The prior written notice will include:

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

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

- Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or
- Providing notice orally if the written language is not a native language.

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

TRANSFER OF EDUCATIONAL RIGHTS TO AN ADULT STUDENT

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding. When the student turns 18, the district will notify the parent and student that the educational rights have transferred to the student and will send any required notices to both the parent and the adult student. The IEP case manager is responsible for providing the notice.

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

CONFIDENTIALITY AND RECORDS MANAGEMENT

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

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

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

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the district amend the information. Policy and Procedure 3600, Student Records, describes the process and timelines for challenges and hearings regarding student records.

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

Records management is also governed by Policy and Procedure 3600, Public Access to District Records.

SURROGATE PARENTS

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

The special education administrator is responsible for determining the need for appointment of a surrogate parent.

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

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

In cases where the student is in out of home care the district must determine the legal custodial status of the child.

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

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

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

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

The person selected as a surrogate:

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

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

MEDIATION

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

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

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

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

DUE PROCESS HEARING

Both parents and districts may file due process hearings involving the identification, evaluation, placement or provision of FAPE to a student. IDEA requires that specific information be provided as part of a due process hearing request. The requirements are identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, the district will provide the parent with a due process hearing request that contains the required information. Due process hearing request forms are available at the special education department and on the OSPI Special Education and Administrative Resources Web site.

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the special education administrator. If the parent has not filed the request for hearing with OSPI, the district will forward the parent request to OSPI Administrative Resources Section. The district may not delay or deny a parent's due process hearing request. Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The district special education administrator is responsible for providing the parents a copy of the procedural safeguards in this situation and documenting that the safeguards were provided to the parent.

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

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

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

DISCIPLINE

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

Removal Up to Ten Days

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

Removal for More than Ten Days

Once a student has been removed from placement for a total of ten school days in the same school year, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP the case manager in consultation with one or more of the student's teachers, shall make the determination of such necessary services.

If the IEP team members described in the manifestation determination section determine that the behavior is not a manifestation of the student's disability and the removal is a change of placement, the district may apply the same disciplinary measures that apply to students without disabilities. However, the student must continue to receive services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The relevant IEP team members, selected by the parent and the district, shall determine appropriate services.

CHANGE IN PLACEMENT

A change of placement occurs when a special education student is:

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

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the building principal and special education is subject to review through due process and judicial proceedings. When exceeding 10 days, the building administrator will contact the special education director.

MANIFESTATION DETERMINATION

Within ten school days after the date on which the decision to change the placement is made the district shall conduct a "manifestation determination" of the relationship between the student's disability and the behavior subject to the disciplinary action.

The review of the relationship between a student's disability and the behavior subject to the disciplinary action shall be done in a meeting by the parent and relevant members of the IEP team who are selected by the parent and the district. The IEP case manager will notify the parent in order to determine relevant IEP team member and providing notice of the meeting. The team shall review all relevant information in the student's file, including the IEP, teacher observations and information provided by the parent to determine:

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

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability and the contemplated disciplinary action shall not proceed.

If the team determines, specifically, that the conduct was the direct result of the district's failure to implement the IEP, the district must take immediate action to remedy the deficiencies.

If the IEP team determines that the conduct was a manifestation of the student's disability, the team must:

- 1) Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan; or
- 2) Review the existing behavioral intervention plan and modify it to address the behavior; and
- 3) Return the child to the placement removed from unless the parents and the district agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons or bodily harm.

SPECIAL CIRCUMSTANCES

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

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

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

- Be selected so as to enable the student to participate in the general curriculum, although in another setting and to progress toward meeting the goals set out in the student's IEP; and

- Include services and modifications designed to address the behavior or to prevent the behavior from recurring.

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

- The district can demonstrate beyond a preponderance of the evidence that maintaining said student's current placement is substantially likely to result in injury to the student or others;
- The district has made reasonable efforts to minimize the risk of harm in the current placement, including the use of supplementary aids and services; and
- The proposed interim alternative educational setting has been proposed by school personnel in consultation with the student's special education teacher and meets the requirements of WAC 392-172A.

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

BASIS OF KNOWLEDGE

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

The district is deemed to have knowledge if:

- The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
- The parent requested that the student be evaluated for special education services; or
- The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

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

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

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

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

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

STAFF QUALIFICATIONS

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

All employees will hold such credentials, certificates or permits as are now or hereafter required by the SBE for the particular position of employment and shall meet such supplemental standards established by the district.

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

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

If the district must temporarily assign a classroom teacher without a special education endorsement to a special education position, the district human resources department will document in writing that:

- The district is unable to recruit a teacher with the proper endorsement who was qualified for the position; and/or
- The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; and/or

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

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

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

PERSONNEL DEVELOPMENT

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

- Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents and volunteers;
- Training must be provided annually to all personnel who may be providing aversive interventions under a student's IEP;
- Inservice training schedules will be developed based upon the results of the district assessment and in support of needs identified;
- Training activities will be conducted for regular general and special education staff, staff of other agencies and organizations and private school staff providing services for special education student; and
- Training for classified staff in the state recommended core competencies will occur through the district, paraeducator.com and ESD staff.

PUBLIC PARTICIPATION

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

EDUCATION OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled under this policy even though they are not eligible for services pursuant to the Individuals with Disabilities Education (IDEA).

Section 504 of the Rehabilitation Act of 1973 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a “qualified disabled person” under Section 504 if he or she (1) has a physical or mental impairment that substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working), has a record of such an impairment, or is regarded as having such an impairment; and (2) is between the ages of 3 to 21 years old.

The district shall comply with the federal policies that require free appropriate public education, childfind, equal educational opportunity, confidentiality of information, parent involvement, participation in least restrictive environment, evaluations, placement, reevaluation, programming to meet individual needs, placement procedures, nonacademic services, preschool and adult education programs, disciplinary exclusion, transportation, procedural requirements, appropriate funding, accessibility, special issues related to drug or alcohol addicted students, special considerations for students having AIDS or HIV infection, and special issues related to ADD/ADHD students.

A. Free Appropriate Public Education

The district shall provide a free appropriate public education (regular or special education and related aids and services) to school-age children with disabilities in the district's jurisdiction. Instruction shall be individually designed to meet the needs of the students with disabilities as adequately as the needs of the students without disabilities are met.

B. Childfind

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

C. Equal Educational Opportunity

The district shall provide students with disabilities an equal opportunity to participate in and benefit from the educational services it provides to students without disabilities. The teachers of students with disabilities shall meet comparable standards for certification that teachers of students without disabilities meet. Facilities shall be of comparable quality and appropriate materials and equipment shall be available.

D. Confidentiality of Information

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

E. Parent Involvement

The district shall obtain the informal consent of parents or guardians before conducting an initial evaluation of a student. The district will notify parents or guardians of the evaluation results and any programming and placement recommendations. The district will notify parents or guardians before initially placing a student with disabilities, conducting subsequent evaluations of the student, or implementing a significant change in the student's placement. The district shall notify parents or guardians of their right to review and challenge the district's program and placement decisions if they disagree with them. Section 504 does not give parents the right to participate in a meeting during which their child's program is designed and placement is determined, as does the IDEA. However, this practice is recommended.

F. Participation in the Least Restrictive Environment

1. Academic setting. To the maximum extent appropriate to the needs of students with disabilities, the district shall educate students with disabilities with students without disabilities. In order to remove a child from the regular educational environment, the district must demonstrate that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily for the student with disabilities. Whenever the district places a student in a setting other than the regular education environment pursuant to this paragraph, it shall take into account the proximity of the alternate setting to the student's home.
2. Non-academic setting. In providing or arranging for the provision of non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR 104.37, the district shall ensure that students with disabilities participate with students without disabilities in such activities and services to the maximum extent appropriate to the needs of the student with disabilities in question.

G. Evaluations

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

Examples of significant changes in placement include:

- a. Expulsion;
- b. Suspensions which exceed 10 consecutive days in a school year;
- c. Cumulative short-term suspensions which create a pattern of exclusion;
- d. Transferring a student to home instruction;
- e. Graduation from high school; and/or
- f. Significantly changing the composition of the student's class.

2. The district shall establish policies and procedures for evaluation and placement which assure that tests and other evaluation materials:
 - a. Have been validated and are administered by trained personnel
 - b. Are tailored to assess educational need and are not merely based on IQ scores
 - c. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual, or speaking skills (unless the test is designed to measure these particular deficits)

H. Placement Procedures

In interpreting evaluation data and in making placement decisions, the district shall (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior, (2) establish procedures to ensure that information obtained from all such sources is documented and carefully considered, (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options, and (4) ensure that the student is educated with his/her peers without disabilities to the maximum extent appropriate.

Residential placements will be provided by the district if necessary to provide a free appropriate education to a student with disabilities.

In regard to out-of-district placements, if the district affords a free appropriate education to a student but the parent chooses to place the child elsewhere, the district is not responsible to pay for the out-of-district placement.

I. Reevaluations

The district shall provide for periodic reevaluation of students with disabilities. No time frame is specified in Section 504; however, the every 3 years requirement of the IDEA will be encouraged. A reevaluation is also required before any "significant change of placement," as defined above in Part "G."

J. Programming to Meet Individual Needs

The district recognizes that to be appropriate, educational programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of students without disabilities are met. To adequately meet individual needs, academic and related services for students with disabilities may need to be significantly different in character from those offered to students without disabilities. A documented procedure such as the development of an individualized accommodation plan by a knowledgeable team of educational professionals is recommended.

K. Nonacademic Services

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

1. **Counseling Services.** In providing personal, academic or vocational counseling, guidance, or placement services to its students, the district shall provide these services without discrimination on the basis of disability. The district shall ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are students without disabilities with similar interests and abilities.
2. **Physical education and athletics.** In providing physical education courses and athletics and similar programs and activities to any of its students, the district shall not discriminate on the basis of disability. As the district offers physical education courses and operates or supports interscholastic, club, or intramural athletics, it shall provide an equal opportunity for qualified students with disabilities to participate in these activities. The district may offer to students with disabilities physical education and athletic activities that are separate or different from those offered to students without disabilities only if separation or differentiation is consistent with the requirements of 34 CFR § 104.34 and only if no qualified student with disabilities is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

L. Preschool and Adult education Programs

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

M. Disciplinary Exclusion

1. Students with disabilities are protected from being improperly excluded from school for disciplinary reasons. Certain disciplinary exclusions of students with disabilities from school constitute a significant change in the student's educational placement. Such disciplinary exclusions cannot be implemented until the district has satisfied the required change of placement procedures.

2. Qualified students with disabilities should be recognized as having a disabling condition before discipline is imposed on them, especially before imposing long-term suspension (a suspension of more than five days duration) or regular expulsion upon a qualified student with disabilities that could constitute a significant change of placement. The school principal or educational staff person responsible for the imposition of discipline must ensure that a group of qualified professionals determine whether or not there is a causal relationship between the student's misconduct and his or her disability. They are also to consider the appropriateness of the student's current placement and program. This determination will take into account the student's current evaluation and Individualized Accommodation Plan (IAP), under Section 504. For students considered disabled under Section 504, there is no obligation to provide educational services during periods of long-term suspension or expulsion when the student's misconduct has been properly determined not to be disability-related or due to an inappropriate placement or program. When a student's misconduct is determined causally related to his/her disabling condition, procedures at #4 below shall be instituted in lieu of either long-term suspension or expulsion.
3. When a student poses an immediate and continuing danger to him or herself and/or others (see WAC 180-40-295), an emergency expulsion of up to ten (10) days may be used to alleviate immediate risk on the condition that procedures at WAC 180-40-300, be modified to require the regular disciplinary hearing be held within ten (10) school business days whether the student or parent/guardian requests a hearing or not. The purpose of this regular disciplinary hearing is to determine the nature of, and consequences for, the misconduct.

In the event the student is covered by or believed to be covered by Section 504, the Section 504 Compliance Officer (or designee) must attend and participate in this hearing. The Section 504 Compliance Officer (or designee) shall advise the hearing officer on Section 504 restrictions. Even if the student and/or parent/guardian refuse to attend this hearing, the hearing shall be held.

4. When a student has engaged in misconduct which is causally related to his or her disability, aside from emergency expulsion (see #3 above), expulsion and/or long term suspension should not be imposed which results in more than ten (10) lost school days (cumulative for the entire school year, considering earlier short term suspension [if any] as counting toward the cumulative total).

Instead, the need for additional evaluation and/or a change of placement should be considered. In this circumstance, the principal or designee responsible for the imposition of discipline, the Section 504 Compliance Officer, and a team of professionals from the school who are knowledgeable about the student will meet to determine if there is a need for further evaluation or a change of program or placement. If further evaluation is recommended, it will be conducted as soon as possible. If the student poses an immediate risk to him or herself or others, the procedure at 3. above may be instituted by the principal or designee.

5. Students and their parent/guardian shall be notified of the results of the decision regarding the causal relationship of the misconduct and the student's disability and of their right to challenge this decision. Students/parents/guardians objecting to procedures outlined in 1. through 4. above shall be entitled to exercise their rights under Section 504 to file a grievance or initiate a due process hearing. See O. Procedural Requirements, subsection 7.c., following.
6. Students who are considered disabled under Section 504 are subject to the same disciplinary processes and results as students without disabilities for misconduct regarding the use, sale, or possession of drugs or alcohol at school. The extra due process requirements regarding change of placement do not apply.

N. Transportation

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

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

If the district proposes to terminate bus transportation for inappropriate bus behavior of a qualified student with disability, the district shall first determine the relationship between the student's behavior and his or her disabling condition, the appropriateness of the related service of transportation, and the need for reevaluation. The parent or guardian shall be provided with notice of the results of such determinations and of their right to challenge such determinations.

The length of the bus rides for qualified students with disabilities should not be longer than that of students without disabilities.

O. Procedural Requirements

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

1. Provide written assurance of non-discrimination whenever the district receives federal money.
2. Designate an employee to coordinate the district's Section 504 compliance activities. The Section 504 Coordinator for the district is the assistant superintendent of human resources.
3. Provide grievance procedures to resolve complaints of discrimination; students, parents, or employees are entitled to file grievances. (The grievance procedures for the district are set out in the Procedure for Policy 3210, Nondiscrimination.)

4. Provide notice to students, parents, employees, unions, and professional organizations of nondiscrimination in admission or access to, or treatment or employment in, its programs or activities. Notice shall also specify the section 504 coordinator for the district. Notice shall also be included in the student/parent handbooks.
5. Annually identify and locate all Section 504 qualified children with disabilities in the district's geographic area who are not receiving a public education.
6. Annually notify person with disability and their parents or guardians of the district's responsibilities under Section 504.
7. Establish and implement procedural safeguards to be provided to parents or guardians with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services, that includes:
 - a. Notice of their rights;
 - b. An opportunity to examine relevant records;
 - c. An impartial hearing may be initiated by either the parents/guardian or the school district, with opportunity for participation by the student's parents or guardian. The student/parent is entitled to have representation by legal counsel; and
 - d. A review procedure.

P. Appropriate Funding

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

Q. Accessibility

1. District's responsibility to make buildings accessible: facilities which were constructed prior to June 3, 1977, need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to persons with disabilities.
2. District's options other than major modifications: the district can redesign equipment, reassign classes or other services to accessible buildings, assign aides to students, deliver services at alternate accessible sites, or alter existing facilities. So long as there are other methods which are as effective in achieving compliance, a district need not undertake structural changes to a building.

3. District recognition of unacceptable accommodations: carrying a student upstairs; segregating all students with mobility impairments due to inaccessibility of other buildings; having students with disabilities eat on a separate floor due to an inaccessible cafeteria; denying certain programs such as music, art, or assemblies because these programs are inaccessible.
4. District obligation for new buildings and additions: buildings or additions constructed since 1980 must be designed and constructed to allow persons with disabilities the ability to access and use them readily.
5. District's obligation when a building is altered: to the maximum extent feasible, all facilities which are altered after 1980 must be altered to allow accessibility and usability by persons with disabilities.
6. District recognition of the meaning of the phrase "to the maximum extent possible:" this provision covers the occasional instance where the nature of an existing facility is such as to make it impractical or prohibitively expensive to renovate in a manner that results in its being entirely barrier-free. However, in all of these instances, the alteration should provide the maximum amount of physical accessibility feasible.

R. Special Issues Related to Drug or Alcohol Addicted Students

If a district suspects that the drug or alcohol problem of a student may be substantially limiting a major life activity, such as learning, the district is obligated to recommend an evaluation. If the evaluation verifies the existence of a disabling condition which substantially limits a major life activity, the student is considered disabled under Section 504 and should be planned for appropriately.

With the passage of the Americans with Disabilities Act in 1990, Congress specifically amended Section 504 to exclude persons who are "currently engaging in the illegal use of drugs" from the definition of individuals with disabilities. Therefore, the school district is not required to consider whether a current illegal drug user could successfully participate in the district's education programs. Furthermore, the district is not required to make accommodations for the student if he or she is currently using drugs. The district can treat the student as it treats students without disabilities.

Congress did not amend Section 504 with respect to students with alcoholism in so far as their coverage as qualified persons with disabilities. Unlike students addicted to drugs, students whose alcoholism constitutes a disabling condition under Section 504 and who continue to use alcohol, are protected by Section 504, although these protections are limited as follows: for purposes of programs and activities providing educational services, the district may take disciplinary action pertaining to the use, sale, or possession of illegal drugs or alcohol at school against any student with disabilities who currently is engaged in the illegal use of drugs or in the use of alcohol at school to the same extent that such disciplinary action is taken against students without disabilities. Furthermore, the due process procedures at 34 CFR § 104.36 shall not apply to such disciplinary actions.

S. Special Considerations for Students Having Aids or HIV Infection

Students with Acquired Immune Deficiency Syndrome (AIDS), AIDS Related Complex (ARC), or otherwise infected with Human Immunodeficiency Virus (HIV-infected) are individuals with disabilities under Section 504. They either qualify as actually having a physical impairment which substantially limits a major life activity, or are regarded as having such a disabling condition. Depending on the nature of the disease and the student's other conditions, the student may also qualify for services under the IDEA.

Placement of the student must be made by a group of persons knowledgeable about the child, the meaning of the evaluation and medical information, and placement options. A public health representative should be on the team. Unless currently presenting a risk of contagion due to the stage of the disease (e.g., a contagious opportunistic infection, open lesions that cannot be covered) or parents and school agree on an alternative, a student with AIDS should remain in the regular classroom.

T. Special Considerations for ADD/ADHD Students

If a district suspects or has knowledge that a student has an Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) that may be substantially limiting a major life activity, such as learning, the district is obligated to recommend an evaluation.

Evaluation of the student, and service and placement recommendations should be made by a group of persons knowledgeable about the child, the meaning of the evaluation and medical information, and service and placement options. A qualified medical practitioner's assessment should be considered as well as the impact the student's ADD/ADHD has on his or her ability to learn or to otherwise benefit from his or her educational program. The district shall ensure that the student's educational program meets the full range of his or her individual educational needs.

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| Cross Reference: | Board Policy 2161 Board Policy 3210 | Education of Students with Disabilities Nondiscrimination |
| Legal References: | 34 CFR Part 104 45 CFR Part 99 PL 101-336 WAC 392-168-120 | Section 504 of the Rehabilitation Act of 1973 Family Education and Privacy Act Section 512 Americans with Disabilities Act of 1990 Hatch Amendment |

RESPONSE TO INTERVENTION

It is the district's policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs. The district utilizes the core principles of the Response to Intervention (RTI) process which combines systematic assessment, decision-making and a multi-tiered services delivery model to improve educational and behavioral outcomes for all students.

The district's process identifies students' challenges early and provides appropriate instruction by ensuring students are successful in the general education classroom. In implementing the RTI process, the district shall apply:

- A. Scientific, research-based interventions in the general education setting;
- B. Measure the student's response to intervention; and
- C. Use RTI data to inform instruction

The superintendent shall develop procedures to implement student interventions; and use teacher observations, and classroom, school, or district assessments to identify students who are at risk of academic or behavioral problems and thereby in need of scientific research-based interventions.

Intervention shall consist of a three levels of assistance that increase in intensity. The three levels shall include:

- A. Screening and classroom interventions;
- B. Targeted small group intervention; and
- C. Intensive interventions

Parent Involvement in the RTI Process

The district shall inform parents regarding the use of scientific, research-based interventions, including: a) the state's policies regarding the amount and nature of students' performance data collected and the general education services provided; b) strategies used to increase the student's rate of learning; c) and the parents' right to request a special education evaluation.

Management Resources:

Policy News, December 2007

Response to Intervention (RTI)

Adoption Date: 11.08.10

Auburn School District

Revised:

HOME OR HOSPITAL INSTRUCTION

Upon request from a parent or an adult student, home or hospital instruction shall be provided to students who are unable to attend school for an estimated period of 4 weeks or more because of disability or illness. A written statement from a qualified medical practitioner verifying that the student will not be able to attend school for an estimated period of four weeks or more shall accompany the request. The district shall not pay for any costs incurred in securing the medical verification.

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| Cross Reference: | Board Policy 2161 Board Policy 2162 | Education of Students with Disabilities Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 |
| Legal References: | RCW 28A.155 WAC 392-122-145 | Special Education State Handicapped Program — Home and Hospital Care |

Adoption Date: 06.24.96
Auburn School District
Revised: 06.14.04; 11.08.10

CAREER AND TECHNICAL EDUCATION

The district will provide a program of Career and Technical Education to assist students in the making of informed and meaningful educational and career choices; and to prepare students for post-secondary options. The district's Career and Technical Education is a planned program of courses and learning experiences that begins with exploration of career options. Additionally, the district's Career and Technical Education program supports basic academic and life skills, enables achievement of high academic standards, incorporates leadership training, provides options for high skill development and high-wage employment preparation and includes advanced and continuing education courses. The program and its courses will be included as part of the regular curriculum of the district.

The district will establish local Career and Technical Advisory Committees to assist in the design and delivery of the district's Career and Technical Education program. Committees will advise the district on current labor market needs and the programs necessary to meet those needs. The district's Career and Technical Education program will be related to employment demands, current and future, and to the needs and interests of students.

The board will annually review and approve the district plan for the design and delivery of its career and technical education program. The plan will ensure academic rigor, align with education reform, establish program performance targets, address the skill gaps of Washington's economy and provide opportunities for dual credit.

The superintendent will develop procedures which will ensure that all programs and courses are operated in conformity with the district's plan for Career and Technical Education. Additionally, the superintendent will seek and utilize all available state and federal sources of revenue for the financial support of Career and Technical Education in the district.

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| Legal References: | RCW 28A.150.500 | Educational agencies offering vocational educational programs — Local advisory committees — Advice on current job needs |
| | RCW 28A.700 | Secondary career and technical education |
| | RCW 28A.230.130 | Program to help students meet minimum entrance requirements at baccalaureate-granting institutions or to pursue career or other opportunities — Exceptions |

Management Resources:
Policy News, February 2009 Career and Technical Education Programs

Adoption Date: 06.24.96
Auburn School District
Revised: 11.08.10

PARENT, FAMILY AND COMMUNITY PARTNERSHIPS

Vision

Students master academic skills and develop civic responsibility because of family, school and community support enhanced by school partnerships with parents, families and community organizations that enable parents to:

- A. Understand their children's school experience;
- B. Participate as volunteers in school;
- C. Support student learning at home;
- D. Develop effective parenting skills;
- E. Participate in important decisions affecting their children; and
- F. Rely on community resources to support their parenting efforts.

Structure

A. Building Level: Parent and Community Partnership Plans

Each school and the families and community it serves is different. Therefore, each school must have its own approach to parent and community partnerships. Working together, staff and parents at each school shall develop a three-year plan to achieve the following goals:

1. Multiple techniques assure that (a) all parents understand their children's school experience and (b) the school staff understands parents' and community expectations for the school.
2. School staff work with parent and community volunteers in the school in ways that are beneficial to students and that strengthen school and community relations.
3. Families receive information about how to support their children's learning at home and will have access to someone to advise them when they encounter difficulty.
4. All staff members are able to refer parents to resources for assistance in developing their parenting skills, or to obtain advice on family financial, health or welfare issues. Connections are maintained with community resources and agencies to assure current information and continuous cooperation.
5. Representatives of parents and the community served by the school have a full and equal role in the school's student learning improvement team. All parents have the opportunity to review and advise on their student's learning experiences.
6. Collaborations and exchanges are established with businesses and agencies in the community to broaden the learning opportunities for students and expand options for teachers.

Each school's Family and Community Partnership plan shall include a timeline for implementation, success indicators, evaluation procedures, and a system for reporting to the community and the school district. When a parent is unavailable to fulfill the parent's role, reasonable efforts will be made to identify an adult, acceptable to the family, to act as a communicator and supporter for the student's education.

B. District Level: Expectations, Support and Resources

The success of each school's plan depends upon its appropriateness to the school's service area. Just as those plans must meet the expectations of this policy, they must have the support of the district. The district shall develop a three-year plan to achieve the following goals:

1. Inservice training enables teachers and administrators to perfect their skills in working with parents and families as partners in students' learning.
2. Financial and staff resources are allocated to assist and support the implementation of individual school plans.
3. When hiring and promoting personnel, consideration is given to experience and performance in developing effective parent, family and community partnerships.
4. Family resource centers are developed by the district in partnership with individual schools or other community organizations to support the development of parenting skills, including helping parents to develop the capacity to support students' learning at home.
5. Partnerships with other units of government and public and private social, health, welfare and fraternal agencies are developed to create a community support system to strengthen families' ability to guide the academic and character development of their children.

Accountability

- A. An information system shall be developed to enable the district to assess progress toward its Parent, Family and Community Partnership goals. Using the information reported to it, the board shall review progress each year toward the policy's goals reported by each school and the district.
- B. Subject to legal and contract requirements, criteria shall be included in personnel performance reviews to assess the effectiveness of district personnel in carrying out their role in Parent, Family and Community Partnerships.

Advocacy

- A. Each year, the board shall focus the community's attention on Parent, Family and Community partnerships by reviewing progress toward the district's goals and hosting a community forum to promote discussion among school, parent and community leaders about how they can continue to work together to support the academic and civic development of students.
- B. The board shall use polling, community meetings and participation in the meetings of other organizations to (1) understand public expectations for the schools and (2) explain the school's work in strengthening parents' and families' ability to support students' academic and civic development.

HIGHLY CAPABLE PROGRAMS

In accordance with the philosophy to develop the special abilities of each student, the district shall offer appropriate instructional programs to meet the needs of highly capable students of school age. The framework for such programs shall encompass, but not be limited to, the following objectives:

- A. Expansion of academic attainments and intellectual skills;
- B. Stimulation of intellectual curiosity, independence and responsibility;
- C. Development of a positive attitude toward self and others; and
- D. Development of originality and creativity.

The board will annually approve the district's highly capable application which describes the number of students served by grade level; the district's plan to identify students; program services; instructional program description; professional development; program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent shall establish procedures consistent with state guidelines for nominating, assessing and selecting children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking.

Legal References: RCW 28A.185.030
 WAC 392-170

Programs — Authority of local school
 districts — Selection of students
Special service program — Highly
 capable students

Management Resources: *Policy News*, April 2008

Highly Capable Programs

Adoption Date: 06.24.96
Auburn School District
Revised: 06.14.04; 11.08.10

GRADE ORGANIZATION

Instructional programs shall be coordinated between each grade and between levels of schools. Grade organization may vary among the schools as individual schools and communities use shared-decision making in recommending to the board their preferred grade organization. The board will make the final decision to assure smooth transitions between the various buildings as students progress.

SCHOOL CALENDAR

In order to permit staff, students and parents to make plans for their own work and vacation schedules, the board shall adopt a school calendar or calendars by June 1 of each year. Multiple calendars may be developed where some schools are on modified school calendars for the forthcoming school. Following this action, staff, students, parents and patrons will be advised of the school calendar(s).

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|-------------------|-----------------|--|
| Legal References: | RCW 28A.150.040 | School year — Beginning — End |
| | 28A.150.220 | Basic Education Act of 1977 — |
| | | Definitions — Program requirements |
| | | — Program accessibility — Rules |
| | 28A.330.100(7) | and regulations |
| | 41.59.130 | Additional powers of board |
| | | Employer's responsibilities and rights |
| | | preserved |
| | WAC 80-16-215 | Minimum 180-school day year |

SUMMER SCHOOL

The district's summer program of instructional offerings shall be for the purposes of remediation and enrichment. Fees shall be charged to cover costs for which revenues are not otherwise provided. To the extent that the district can absorb the cost, fees may be waived or reduced for students whose families would have difficulty paying the full fee. The USDA Child Nutrition Program guidelines shall be used to determine qualifications for waivers or reductions. Priority in fee waivers and reductions shall be given to remediation courses. Parents shall be informed of the availability of any fee waivers or reductions in the notice of the summer school program.

Legal References: RCW 28A.320.500

28A.320.510

Summer and/or other student vacation
period programs — Authorized —
Tuition and fees
Night schools, summer schools,
meetings, use of facilities

Adoption Date: 06.24.96
Auburn School District
Revised: 11.08.10

ALTERNATIVE LEARNING EXPERIENCE PROGRAMS

The district establishes the *< Insert the name(s) of the district's alternative learning experience program and program provider(s) here >* an alternative learning experience program, provided on site or over the internet or by other electronic means, as defined in WAC 392-121-182.

- A. Every student enrolled in the program shall have a written individual plan developed in collaboration with the student, the student's parents, and other interested parties. The student's supervisor, who must be certificated instructional staff or a contractor as defined in WAC 392-121-188, must approve the plan and has primary responsibility and accountability for the plan. The student learning plan must meet the following minimum criteria. The plan must:
1. Include a schedule of the duration of the program, including the beginning and ending dates;
 2. Describe the specific learning goals and performance objectives of the alternative learning experience. This requirement may be met through course syllabi or other detailed descriptions of learning requirements.
 3. Describe the average number of hours per week that the student will engage in learning activities to accomplish the objectives of the plan;
 4. Describe how weekly contact requirements will be fulfilled;
 5. Identify instructional materials essential to successful completion of the learning plan;
 6. Include a timeline and method for evaluating student progress toward the learning goals and performance objectives specified in the learning plan; and
 7. Identify whether the alternative learning experience meets one or more of the state essential academic learning requirements defined by the district. High school alternative learning plans must identify whether the experience meets state and district graduation requirements.
- B. Annually, during a public meeting, the board will approve the ratio of certificated instructional staff to full time equivalent students enrolled in alternative learning experience programs and courses.
- C. Student performance will be supervised, monitored, assessed, evaluated, and recorded by certificated instructional staff, or by certificated staff of a contractor.

(Note: Insert here a description of the ways the local program supervises, evaluates and records data on student performance.)

- D. Each student enrolled in an alternative learning experience program shall have direct personal contact with school staff at least weekly, to discuss and evaluate student progress, until completion of the course objectives or the requirements of the learning plan. Direct personal contact means a face-to-face meeting with the student and, if appropriate, with the parent or guardian.

(Note: If the board determines that it does not compromise educational quality, student health or safety or the fiscal integrity of the district the policy may provide that personal contact may be accomplished through the use of telephone, e-mail, instant messaging, interactive video communication, or other means of digital communication.)

E. Each student's educational progress will be reviewed at least monthly. The results of the reviews shall be shared with the students and with the parent or guardian of students in K-8 programs. If a student does not make satisfactory progress in the activities identified in his or her plan, a revised plan may be implemented.

F. Parent Responsibilities (Optional Policy Language):

Parents or guardians are required to participate in the program on behalf of their children in at least the following ways, or their children may be excluded or removed from the program:

1. The parent or guardian must approve their child's plan;
2. The parent or guardian must provide or implement those portions of their child's plan for alternative learning experiences that are identified in the plan under the supervision of certificated instructional staff; and
3. The parent or guardian must meet with certificated instructional staff as prescribed in their child's plan for purposes of evaluating their child's performance and/or receiving instructions on assisting with their child's alternative learning experience.

If a student's parent or guardian cannot or will not participate in the program, the supervisor of the program may accept another suitable adult who agrees to meet the policy and program requirements set out for parents on behalf of the student.

G. District Supervision:

The district shall designate one or more person(s) responsible for approving specific alternative learning experience programs or courses, monitoring compliance with WAC 392-121-182 and reporting at the end of each school year to the board of directors on the program. The annual report shall contain:

1. The alternative learning experience student headcount and full-time equivalent enrollment claimed for basic education funding;
2. A description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning; including the ratio of certificated instructional staff to full time equivalent students;
3. A description of how the written student learning plan is developed and student performance supervised and evaluated by certificated staff;
4. A description of how the alternative learning experience program supports the districts overall goals for academic achievement; and
5. Results of any self-evaluations conducted pursuant to WAC 392-121-182(7).

H. The district alternative learning program shall satisfy the state board of education requirements for courses of study or equivalencies; and if the program offers credit or a high school diploma, the alternative learning program must meet the minimum high school graduation requirements.

I. The district shall identify expenditures, directly related to the student learning plan, paid for by participants that are reimbursable by the district.

(List the expenditures that are reimbursable).

Cross References Board Policy 2020

Curriculum Development and Adoption
of Instructional Materials

Legal Reference: WAC 392-121-182
RCW 28A.320.230

Alternative learning experience
requirements
Instructional Materials – Instructional
Materials Committee

FIELD TRIPS, EXCURSIONS AND OUTDOOR EDUCATION

The board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom.

Field trips which take students out of the state or are planned to keep students out of the district overnight, must be approved in advance by the board. Outdoor education resident school plans shall be presented to the board for annual approval. The superintendent has the authority to approve all other field trips.

The superintendent shall develop procedures for the operation of a field trip or an outdoor education activity which shall insure that the safety of the student shall be protected and that parent permission is obtained before the student leaves the school. Each field trip must be integrated with the curriculum and coordinated with classroom activities which enhance its usefulness. Private vehicles may be used to transport students if approval is obtained in advance from the principal.

No staff member may solicit students for any privately arranged field trip or excursion without board permission.

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| Cross References: | Board Policy 6625 Board Policy 3520 | Private Vehicle Transportation Student Fees, Fines, Charges |
| Legal References: | RCW 28A.330.100(5) RCW 67.20.020 WAC 181-87-090 | Additional powers of board Parks, bathing beaches, public camps — Contracts for cooperation Improper remunerative conduct |

Adoption Date: 06.24.96
Auburn School District
Revised: 06.14.04; 11.08.10

CONTROVERSIAL ISSUES/GUEST SPEAKERS

The district shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues; to have free access to information; to study under teachers in situations free from prejudice; and to form, hold, and express their own opinions without personal prejudice or discrimination. The district encourages staff members to provide for the free and orderly flow and examination of ideas so that students may gain the skills to gather and arrange facts, discriminate between facts and opinion, discuss differing viewpoints, analyze problems, and draw their own tentative conclusions.

Teachers shall guide discussions and procedures, including the use of guest speakers to gain divergent points of view, with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of judgment and the virtue of respect for conflicting opinions. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and the maturity of the students. When in doubt regarding appropriateness, the matter should be referred to the principal.

The superintendent shall establish procedures for the approval of the use of a guest speaker. When an invited speaker expresses opinions which are partisan or considered controversial by a large portion of the community, the school shall provide for the presentation of opposing views.

- A. If the teacher and the principal believe the guest speaker's topic is controversial, they will develop a plan whereby the issue(s) can be presented in an objective unbiased manner.
- B. In the event the speaker's topic is determined to be controversial, the teacher will notify students beforehand that any student who does not wish to attend the presentation may have alternative assignment.

FLAG EXERCISES

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

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

Legal References: RCW 28A.230.140

United States flag — Procurement,
display, exercises — National anthem
— Noncompliance, penalty

Management Resources: *Policy News*, August 2001

A Few Civil Liberty Reminders
Students and ACLU raise flag issue

Policy News, December 1999

REQUIRED OBSERVANCES (VETERANS DAY, CONSTITUTION DAY, AND TEMPERANCE AND GOOD CITIZENSHIP DAY)

Principals shall be responsible for the preparation and presentation of educational activities of approximately 60 minutes in duration in observance of Veteran's Day. The program shall be conducted during the school week preceding the 11th day of November of each year.

Constitution Day shall be observed each year on September 17 in commemoration of the September 17, 1787, signing of the United States Constitution. If September 17 occurs on a non-school day, Constitution Day shall be conducted on the preceding Friday.

Temperance and Good Citizenship Day shall be observed on January 16 or, if on a non-school day, the Friday preceding January 16.

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| Legal References: | RCW 28A.230.160 | Educational activities in observance of Veteran's Day |
| | RCW 28A.230.150 | Temperance and Good Citizenship Day — Aids in programming |
| | 36 U.S.C. 106 | Constitution and Citizenship Day |
| Management Resources: | <i>Policy News</i> , August 2006 | Constitution Day Recognition |

RELIGIOUS-RELATED ACTIVITIES AND PRACTICES

The board recognizes that views and opinions regarding the relationship of the schools and religion are diverse. While community opinions are important in shaping policy, the board must give primary credence to the United States and Washington State constitutions, state law, and the decisions made by the respective courts when establishing guidelines for making decisions regarding religious-related activities and practices. The board further accepts the declaration of the State Board of Education that “all students . . . possess the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence.” To this end, the board hereby establishes the following guidelines to preserve the rights of all students within the framework of the respective constitutions.

- A. Instruction about religious matters and/or using religious materials shall be conducted in an objective, neutral, non-devotional manner and shall serve a secular educational purpose. History, sociology, literature, the arts, and other disciplines taught in school may have a religious dimension. Study of these disciplines, including the religious dimension, shall give neither preferential nor disparaging treatment to any single religion or to religion in general and must not be introduced or utilized for devotional purposes.

Criteria used to guide academic inquiry in the study of religion shall seek the same neutrality, objectivity and educational effectiveness expected in other areas of the curriculum. In addition, materials and activities should be sensitive to America's pluralistic society and should educate rather than indoctrinate. Instructional activities should meet the three-part test established and used by the U.S. Supreme Court to determine constitutionality: (1) the activity must have a secular purpose; (2) the activity's principal or primary effect must be one that neither advances nor inhibits religion; and (3) the activity must not impose excessive involvement on the part of the school in order to maintain a neutral position towards the advancement of religion. This constitutional restriction shall not preclude a student from expressing his/her views relative to belief or non-belief about a religious-related issue in compositions, reports, music, art, debate and classroom discussion, when consistent with the assignment.

All religious-related instructional materials and/or activities must relate to a secular student learning goals or standards.

Staff shall avoid assigning work that emphasizes the religious aspects of a holiday. Individual students should be allowed, at their own direction, to use religious personages, events or symbols as a vehicle for artistic expression, if consistent with the assignment. State law prohibits staff from requiring that students reveal, analyze or critique their religious beliefs from grading academic work on its religious expression, if any; from censoring or imposing consequences on students who engage in religious expression in accordance with the law; or from imposing the religious beliefs of the staff member on students.

- B. A student may decline to participate in a school activity that is contrary to his/her religious convictions.

- C. If non-curriculum-related student groups are permitted to meet on school premises immediately before or after school hours, students shall be permitted to meet to discuss religious, political, philosophical or other issues provided such group meetings are student-initiated and student-managed in compliance with Board Policy 2153, Non-curriculum Related Student Groups.
- D. Religious groups may rent school facilities under the policy providing for facilities rental. Activities of such groups shall be clearly separated from school sponsored activities so that the school district does not support or appear to support the establishment of religion.
- E. A student may distribute religious literature under the same conditions that other literature may be distributed on the campus provided that such distribution does not intrude on the operation of the school.
- F. Material and/or announcements promoting religion may not be distributed by non-students or on behalf of groups or individuals who are not students.
- G. Religious services, programs, or assemblies shall not be conducted in school facilities during school hours or in connection with any school-sponsored or school related activity. Speakers and/or programs that convey a religious or devotional message are prohibited. This restriction does not preclude the presentation of choral or musical assemblies which may use religious music or literature as a part of the program or assembly.
- H. Musical, artistic, and dramatic presentations which have a religious theme may be included in course work and programs on the basis of their particular artistic and educational value or traditional secular usage. They shall be presented in a neutral, non-devotional manner; be related to the objective of the instructional program; and be accompanied by comparable artistic works of a nonreligious nature.

Since a variety of activities is included as part of a holiday theme, care must be exercised to focus on the historical and secular aspects of the holiday rather than its devotional meanings. Music programs shall not use the religious aspect of a holiday as the underlying message or theme. Pageants, plays, and other dramatic activities shall not be used to convey religious messages. Religious symbols such as nativity scenes, if used, shall be displayed in conjunction with a variety of secular holiday symbols so that the total presentation emphasizes the cultural rather than religious significance of the holiday.
- I. A student, upon the request of a parent, may be excused to participate in religious instruction for a portion of a school day provided the activity is not conducted on school property. (Credit shall not be granted for such instruction.)
- J. Upon receipt of a parent(s) request, a student shall be excused from attending school in observance of a religious holiday.
- K. Students may wear religious attire or symbols provided they are not materially and substantially disruptive to the educational process.

- L. As a matter of individual liberty, a student may of his/her own volition engage in private, non-disruptive prayer at any time not in conflict with learning activities. School staff shall neither encourage or discourage a student from engaging in non-disruptive oral or silent prayer or any other form of devotional activity.
- M. Commencement exercises shall be free from sectarian influence, including invocations and benedictions.
- N. There shall be no school sponsorship of baccalaureate services. Interested parents and students may plan and organize baccalaureate exercises provided that the service is not promoted through the school and staff, and student participation is voluntary.

Students, parents, and staff who are aggrieved by practices or activities conducted in the school or district may register their concern with the building principal or district superintendent.

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| Cross References: | Board Policy 2153 | Non-curriculum-related Student Groups |
| | Board Policy 3122 | Student Absences |
| | Board Policy 3220 | Freedom of Expression |
| | Board Policy 3223 | Freedom of Assembly |
| | Board Policy 3224 | Student Dress |
| | Board Policy 4220 | Complaints Regarding Staff or Program |
| | Board Policy 4237 | Contests, Advertising and Promotions |
| | Board Policy 4235 | Public Performances |
| | Board Policy 4260 | Use of School Facilities |
| Legal References: | U.S. Constitution | First Amendment, Fourteenth Amendment |
| | Wash. Constitution | Art. I, § 11 |
| | Wash. Constitution | Art. 9, Sec. 4 and Art. 26 |
| | RCW 28A.600.025 | Student rights of religious expression — Duty of superintendent of public instruction to inform school districts |
| | WAC 392-400-227 | School district rules defining students' religious rights |

HIGH SCHOOL GRADUATION REQUIREMENTS

- A. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction which may have been pursued.

The board will establish graduation requirements which, as a minimum, satisfy those established by the State Board of Education:

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| English (reading, writing and communications) | 4 credits |
| Mathematics | 3 credits |
| Science (physical, life and earth; one laboratory credit) | 2 credits |
| Social Studies (civics, history and geography) | 2.5 credits |
| Health and Fitness | 2 credits |
| Arts | 1 credit |
| Occupational Education | 1 credit |
| Electives | 7 credits |
| TOTAL: | 22.5 credits |

In addition to the minimum credit requirements, to earn a diploma each student must:

1. Pass the reading and writing portions of the statewide assessment;
2. Complete a High School and Beyond Plan: Within the first year of high school enrollment, each student will develop a plan for satisfying the state and district's high school graduation requirements and for their first year after high school completion. The plan should be developed in collaboration with the student, parent and district staff. The plan should include how the student will satisfy the district's academic credit requirements, preparation for successfully completing the statewide assessment, a description of the student's culminating project and the student's goals for the year following graduation. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan, and to advise the student on steps necessary for successful completion of the plan;
3. Complete a Culminating Project: During the course of their high school career, each student shall complete a culminating project. The project will demonstrate the student's ability to think analytically, logically and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems. The project will also have a connection to the world of work in that it will demonstrate that the student understands the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities;

4. Complete math requirements: Students in the classes of 2013 and 2014 must pass one end of course assessment (either Algebra 1 or Geometry or their integrated math equivalents) or state-approved alternative. Students in the classes of 2015 and beyond must pass two end of course assessments (Algebra I and Geometry or their integrated math equivalents) or state-approved alternative.
 5. Complete science requirements: Students in the class of 2015 and beyond must pass the biology end-of-course assessment or state-approved alternative.
- B. Students in the class of 2013 and beyond must complete mathematics courses in one of the following progressive sequences.
1. Algebra I, Geometry, and Algebra II; or
 2. Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III; or
 3. Any combination of (a) and (b) in progressive sequence.

In lieu of a third credit of mathematics, students may choose an alternative mathematics course if the parent/guardian agrees that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the elective third mathematics credit, a meeting will be held with the student, the parent/guardian, and the school staff to discuss the student's High School and Beyond Plan and the mathematics requirements for post-secondary and career choices.

The district will obtain a signed consent from the parent for the student to enroll in the alternative third credit of mathematics. The consent form will confirm the meeting, that the parent understands the impact of the selection on the student's educational and employment options, and that the alternative is most appropriate for the needs of the student.

Students may also satisfy the mathematics requirements by earning equivalency based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation.

- C. A student will receive a certificate of academic achievement only if they earn the appropriate number of credits required by the district, complete a culminating project, complete the high school and beyond plan; and meet the reading, writing and math standards on the high school statewide assessment or an appropriate alternative assessment.

Students qualifying for special education services who receive modifications to graduation requirements, as determined by their individual education plan, will earn a certificate of individual achievement.

- D. High school credit will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study means:

1. Earning a passing grade according to the district's grading policy; and/or
2. Demonstrating proficiency/mastery of content standards as determined by the district; and/or
3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

The district will establish a process for determining proficiency/mastery for credit-bearing course of study.

E. The superintendent will develop procedures for implementing this policy which include:

1. Establishment of the process and assessment criteria for the high school culminating project requirements, and determination of the education plan process for identifying competencies.
2. Establishing the process for completion of the High School and Beyond Plan.
3. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the district.
4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement, including a process for determining the credits, the district will recognize for courses taken through another program recognized by the state (e.g. another public school district or an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought.
5. Making graduation requirements available in writing to students, parents, and members of the public.
6. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law.
7. Granting credit for learning experiences conducted away from school, including National Guard high school career training.

8. Granting credit for correspondence, vocational-technical institutes ,and/or college courses for college or university course work the district has agreed to accept for high school credit. State law requires that the district award one high school credit for every five quarter hour credit or three semester hour credit successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma. Tenth and eleventh grade students and their parents will be notified annually of the Running Start Program.
9. Granting credit for work experience.
10. Granting credit based upon competence testing in lieu of enrollment.
11. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade.
12. Counseling of students to know what is expected of them in order to graduate.
13. Preparing a list of all graduating students for the information of the board and release to the public.
14. Preparing suitable diplomas and final transcripts for graduating seniors.
15. Planning and executing graduation ceremonies.
16. Developing student learning plans for students who are not successful on one or more components of the statewide assessment.

In the event minimum test requirements are adopted by the board, a student who qualifies for special education services may satisfy those competency requirements which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP will serve as the basis for determining completion of a course.

A student will be issued a diploma after completing the district's requirements for graduation. In lieu of the certificate of academic achievement, special education students may earn a certificate of individual achievement. A student will also be advised that he/she may receive a final transcript.

Graduation requirements in effect when a student first enrolls in high school will be in effect until that student graduates unless such period is in excess of ten years.

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| Cross References: | Board Policy 3110 | Qualifications of Attendance and Placement |
| | Board Policy 3241 | Classroom Management, Corrective Actions or Punishment |
| | Board Policy 3520 | Student Fees, Fines and Charges |

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| Legal References | RCW 28A.230.090 | High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes -- Credit for courses taken before attending high school — Postsecondary credit equivalencies |
| | RCW 28A.230.120 | High school diplomas — Issuance — Option to receive final transcripts — Notice |
| | RCW 28A.600.300-400 | Running start program |
| | RCW 28A.635.060 | Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected |
| | WAC 392-410 | Courses of studies and equivalencies |
| | WAC 180-51 | High school graduation requirements |
| | WAC 392-348 | Secondary Education |
| | WAC 392-121-182 | Alternative Learning Experience Requirements |
| | WAC 392-169 | Special service programs running start program |

Management Resources:

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| Policy News, April 2012 | State Board of Education revises credit requirements for graduation |
| Policy News, October 2011 | Policy manual revisions |
| <i>Policy News</i> , June 2010 | High School Proficiency Examination |
| <i>Policy News</i> , April 2009 | High School Graduation Requirements (Class of 2009) |
| <i>Policy News</i> , February 2009 | High School Graduation Requirements |
| <i>Policy News</i> , August 2007 | Graduation Requirements Modified by Legislature |
| <i>Policy News</i> , October 2004 | Graduation Requirements: High School and Beyond Plans |
| <i>Policy News</i> , February 2004 | High School Graduation Requirements |
| <i>Policy News</i> , December 2000 | 2004 High School Graduation Requirements Adopted |
| <i>Policy News</i> , April 1999 | Variations Complicate College Credit Equivalencies |

Adoption Date: 06.24.96

Auburn School District

Revised: 11.24.03; 11.08.10; 10.22.12

CERTIFICATE OF EDUCATIONAL COMPETENCY

A student who is 16 years of age or older but under 19 years of age and who has a substantial and warranted reason for leaving the regular high school program, or who has been home schooled may make application, at the option of the applicant, to the resident district or the school last attended in the state of Washington, for a certificate of educational competency. The application must be signed by the student's parent and shall include the recommendation of a staff review committee and the superintendent. Causes considered shall be those indicating that withdrawal would be in the student's best interests, including any one of the following:

- A. Personal problems which seriously impair the student's ability to make reasonable progress toward high school graduation;
- B. A financial crisis which directly affects the student and necessitates the student's employment during school hours;
- C. The lack of curriculum and instruction which constitute appropriate learning experiences for the student;
- D. The inability or failure of the school of attendance to adjust its program for the individual or otherwise make arrangements for enrollment in a program in a manner which enables the student to advance toward graduation with reasonable progress and success;
- E. The student has been home-schooled and has essentially completed high school work.

The district shall make provisions for an appeal process for any student who feels that the denial to apply for a certificate of educational competency was unwarranted.

Certificates of educational competency shall be awarded by the state superintendent of public instruction and the state board for community and technical colleges.

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| Cross References: | Board Policy 3114 | Part-time, home-based or off-campus students |
| Legal References: | RCW 28A.205.030 | Reentry of prior dropouts into common schools, rules — Eligibility for GED test |
| | RCW 28A.305.190 | Certificate of educational competence, rules for issuance. |
| | Chapter 180-96 WAC | Certificate of educational competence |
| | Chapter 131 - 48 WAC | Certificate of Educational Competence (Community and Technical Colleges) |

Adoption Date: 06.24.96
Auburn School District
Revised:

DIPLOMAS FOR VETERANS

The district will issue high school diplomas to an honorably discharged member of the armed forces of the United States who was scheduled to graduate from high school, but who left high school before graduation to serve in World War II, the Korean Conflict, or the Vietnam era.

To be eligible for a diploma, the veteran or his or her representative must fill out the application provided by the Washington State Department of Veteran Affairs and provide evidence of eligibility.

Veterans are eligible for the diploma even if they subsequently earned a high school equivalency certificate or are deceased.

The superintendent will determine those veterans who have substantial ties to the district. Examples include, but are not limited to: living or having lived in the district, having attended school in the district, having children or other descendants who have attended school in the district, having been employed by the district or volunteering in the district.

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| Cross-Reference: | Policy 2410 | High School Graduation Requirements |
| Legal References: | RCW 28A-230-120 RCW 41.04.005 | High school diplomas — Issuance — Option to receive final transcripts — Notice “Veteran” defined for certain purposes |
| Management Resources: | <i>Policy News</i> , June 2008 <i>Policy News</i> , June 2003 <i>Policy News</i> , April 2002 | Diplomas for Veterans Honoring Veterans of the Korean Conflict WWII Veterans May Receive Diplomas |

EQUIVALENCY CREDIT FOR CAREER AND TECHNICAL EDUCATION COURSES

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

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

Career and technical courses approved for equivalency must meet the following criteria:

- A. Align with the state's essential academic learning requirements and grade level expectations; and
- B. Align with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee shall certify that courses meet industry standards.

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| Cross References: | Policy 2410 | High School Graduation Requirements |
| Legal References: | WAC 392-410 WAC 180-51 RCW 28A.230.120 | Courses of Study and Equivalencies High School Graduation Requirements High School Diplomas – Issuance- Option to receive final transcripts – Notice. |
| Management Resources: | <i>Policy News</i> , August 2006 | Legislature Codifies Course Equivalency for Career and Technical Courses |

Adoption Date: 11.08.10
Auburn School District
Revised:

GRADING AND PROGRESS REPORTS

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades, written progress reports and parent conferences on a regular schedule serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These written and verbal reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district shall comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students grade points shall be reported for each term; individually and cumulatively.

The board directs the superintendent to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher shall specify, in writing, the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Individual students who feel that an unjust application of attendance or tardiness factors has been made, may follow the appeal process for resolving the differences.

A student's grade report may be withheld until such time the student pays for any school property that has been lost or willfully damaged. Upon payment for damages or the equivalency through voluntary work, the grade report will be released. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors.

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| Cross References: | Board Policy 3122 | Excused and Unexcused Absences |
| | Board Policy 3520 | Student Fines, Fees and Charges |
| Legal References: | RCW 28A.150.240(2g) | Basic Education Act of 1977 — |
| | | Certificated teaching & |
| | | administrative staff as accountable |
| | | for classroom teaching — Scope — |
| | | Responsibilities — Penalty |
| | RCW 28A.635.060 | Defacing or injuring school property — |
| | | Liability of parent or guardian |
| | RCW 28A.600.030 | Grading policies — Option to consider |
| | | — Attendance |
| | WAC 392-400-235 | Discipline — Conditions and limitations |
| | WAC 180-44-010 | Responsibilities Related to instruction |
| | WAC 392-415 | Secondary Education — Standardized |
| | | High School Transcript |
| | WAC 392-210 | Washington State Honors Award |
| | | Program |

PROMOTION/RETENTION

The board recognizes that the rate of physical, social, emotional, and academic growth will vary among individual students. Since each student grows at his/her own rate, these individual growth characteristics shall be recognized in classroom programming.

After a student has successfully completed a year of study at a specific grade level, he/she will be promoted to the next grade. Retention at the same grade may be beneficial to the student when he/she is not demonstrating minimum competency in basic skill subjects in relation to ability and grade level. Retention should not be considered, except in these instances where there is a strong likelihood that the student will benefit with minimum social and emotional disruption.

The superintendent shall establish procedures which provide that parents will be informed at least one (1) quarter in advance of any retention decision on the part of the school.

Cross References: Policy 2090

Program Evaluation

HOMEWORK

The board believes that homework is a constructive tool in the teaching/ learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized; must be viewed as purposeful to the students; and must be evaluated and returned to students in a timely manner.

Homework may be assigned for one or more of the following purposes:

- A. Practice – to help students to master specific skills which have been presented in class;
- B. Preparation – to help students gain the maximum benefits from future lessons;
- C. Extension – to provide students with opportunities to transfer specific skills or concepts to new situations; and
- D. Creativity – to require students to integrate many skills and concepts in order to produce original responses.

The purposes of homework assignments, the basis for evaluating the work performed, and the guidelines and/or rules should be made clear to the student at the time of the assignment.

The school principal shall establish guidelines which clarify the nature and use of homework assignments to improve school achievement.

QUALIFICATIONS OF ATTENDANCE AND PLACEMENT

A. Age of Admission

Attending the schools of the district shall be recognized as a right and responsibility for those who meet the requirements prescribed by law. Every resident of the district who satisfies the minimum entry age requirement and is less than 21 years of age has the right to attend the district's schools until he/she completes high school graduation requirements. Children of age 8 and less than age 18 are required by law to attend a public school, an approved private school or educational center, unless they are receiving approved home-based instruction. Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent or designee shall exercise his/her authority to grant exceptions when he/she determines that the student:

1. Is lawfully and regularly employed, and
2. Has permission of a parent, or,
3. Is emancipated pursuant to Chapter 13.64 RCW; or
4. Is subject to one of the other exceptions to compulsory attendance.

A resident student who has been granted an exception retains the right to enroll as a part-time student and shall be entitled to take any course, receive any ancillary services and take or receive any combination of courses and ancillary services which is offered by a public school to full-time students.

B. Entrance Qualifications

To be admitted to a kindergarten program which commences in the fall of the year a child must be not less than 5 years of age prior to September 1 of that school year. To be admitted to a first grade program which commences in the fall of the year a child must be not less than 6 years of age prior to September 1 of that school year. Any student not otherwise eligible for entry to the first grade who has successfully completed a state-approved, public or private, kindergarten program of 450 or more hours including instruction in the essential academic learning requirements and other subjects that the district determines are appropriate shall be permitted entry into the first-grade program. If necessary, the student may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. Such determination shall be made no later than the 30th calendar day following the student's first day of attendance.

Exemptions

Special exemptions may be made for younger pupils who appear to be sufficiently advanced to succeed in the educational program. The superintendent shall identify screening processes and instruments that shall provide reliable estimates of these skills and abilities, develop procedures for implementing this policy and establish fees to cover expenses incurred in the administration of preadmission screening processes. The district shall provide a fee waiver or a reduction in fees for low income students whose parents are unable to pay the full cost of preadmission screening.

C. Admission of Students Aged Twenty-One or Older

A student aged 21 or older may enroll in a school in the district under the following conditions:

1. There is available space in the school and program which the student shall attend;
2. Tuition is prepaid;
3. The student provides his/her own transportation;
4. The student resides in the state of Washington; and
5. In the judgment of the superintendent, no adult education program is available at reasonable costs and the district's program is appropriate to the needs of the student.

D. Placement of Students on Admission

The decision of where to place a student seeking admission to the district rests with the principal. Generally students meeting the age of admission requirements or transferring from a public or approved private school shall be placed in kindergarten or first grade, or the grade from which they transferred. The principal shall evaluate the educational record and assessments of all other students to determine their appropriate placement. A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

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| Cross References: | Board Policy 2121 | Substance Abuse Program |
| | Board Policy 2140 | Guidance and Counseling |
| | Board Policy 2108 | Remediation Programs |
| | Board Policy 3114 | Part-time, Home-based, or Off-campus Students |
| | Board Policy 3121 | Compulsory Attendance |
| | Board Policy 3122 | Excused and Unexcused Absences |
| | Board Policy 4220 | Complaints Concerning Staff or Program |
| Legal References: | RCW 28A.225.010 | Attendance mandatory — Age — Person having custody shall cause child to attend public school — When excused |
| | RCW 28A.225.020 | School's duties upon juvenile's failure to attend school |
| | RCW 28A.225.160 | Qualification for admission to district's schools — Fees for preadmission screening |
| | RCW 28A.225.220 | Adults, children from other districts, agreements for attending school — Tuition |
| | WAC 392-335 | Uniform Entry Qualifications |
| | WAC 392-134-010 | Attendance rights of part-time public school students |
| | WAC 392-137 | Finance — Nonresident attendance |
| Management Resource: | <i>Policy News</i> , April 2006 | Entrance to School Policy Changes |
| | <i>Policy News</i> , August 1999 | Districts may set K-screening fees |

Adoption Date: 10.27.97
Auburn School District
Revised: 06.14.04; 02.14.11

PART-TIME, HOME-BASED, OR OFF-CAMPUS STUDENTS

Part-time students are permitted to enroll and receive ancillary services, provided that such students are otherwise eligible for full-time enrollment in the school district and such courses or services are not available in the student's private school or an approved extension thereof. Part-time status also includes: any student, not enrolled in a private school, who is receiving home-based instruction and taking courses at or receiving ancillary services from the district or both, or any student involved in an approved work training program.

Home-based instruction shall consist of instructional and related educational activities, including the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of an appreciation of art and music. Such instruction shall be equivalent, as liberally construed, to the total annual program hours per grade level as established for public schools.

Home-based instruction may be provided by a parent who has filed a district declaration of intent with the superintendent by September 15, or within two (2) weeks of the beginning of any quarter, or semester. Parents may file their declaration of intent with the school district in which they reside or in a school district that has accepted their student pursuant to RCW 28A.225.225, Choice. All decisions relating to philosophy or doctrine, selection of books, teaching materials and curriculum, and methods, timing, place, and provision for the evaluation of home-based instruction shall be the responsibility of the parent. Failure of a parent to comply with the standards as specified in the law shall constitute a violation of the compulsory attendance law.

A student may be enrolled in an off-campus instruction program provided that such experiences have been approved by the superintendent or designee.

The superintendent or designee is directed to establish procedures that define the district's responsibilities for home-based and off-campus instruction.

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| Legal References: | RCW 28A.225.220 | Adults, children from other districts, agreements for attending school--Tuition |
| | 28A.225.225 | Applications to attend nonresident district |
| | 28A.195.010 | Private schools-- Extension programs for parents to teach children in their custody-- Scope of state control--Generally |
| | 28A.225.010 | Attendance mandatory—Age--Persons having custody shall cause child to attend public school--Exceptions |
| | 28A.200.010 | Home-based instruction--Duties of parents |
| | 28A.200.020 | Home-based instruction--Certain decisions responsibility of parent |
| | 28A.150.350 | Part-time students--Defined--Enrollment authorized--Reimbursement for costs-- Funding authority recognition--Rules |
| | WAC 392-121-182 | Enrollment time credit-off-campus--Alternative Learning Experiences--Study time off-campus Instruction Requirements |
| | 392-134-010 | Attendance rights of part-time public school students |

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

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

- A. Sharing the housing of other persons due to loss of housing or economic hardship;
- B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. Are abandoned in hospitals;
- E. Awaiting foster care placement;
- F. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodations for human beings;
- G. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
- H. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

According to the child's or youth's best interest, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. However, emergency contact information cannot be demanded in a form or manner that constructs a barrier to enrollment and/or attendance at school.

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

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

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| Cross References: | Board Policy 3120 Board Policy 3231 Board Policy 3413 | Enrollment Student Records Student Immunization and Life-Threatening Conditions |
| Legal References: | RCW 28A.225.215 Title I, Part C 42 U.S.C. 11431 et seq. | Enrollment of children without legal residences No Child Left Behind Act, 2002 McKinney-Vento Homeless Assistance Act |
| Management Resources: | <i>Policy News</i> , October 2002 <i>Policy News</i> , October 2004 | NCLB Addresses Homeless Students Homeless Students: Enrollment Rights and Services Update |

Adopted: 10.27.97

Auburn School District

Revised: 05.10.04; 06.14.04; 02.14.11

ENROLLMENT

The superintendent shall develop procedures for enrolling students, recording attendance behavior and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate, in writing, whether or not the student has any history of placement in a special education program; any past, current or pending disciplinary actions; any history of violent behavior or convictions, adjudications or diversion agreements related to a violent offense, a sex offense, inhaling toxic fumes, a drug offense, a liquor violation, assault, kidnapping, harassment, stalking or arson; any unpaid fines or fees from other schools; and any health conditions affecting the student's educational needs. If the district receives information that a student has a history of disciplinary actions, criminal or violent behavior, or other behavior that indicates the student could be a threat to the safety of staff or students, the student's teachers and building security personnel shall be informed.

The school district shall not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. The request for enrollment may be made by the student, parent or guardian.

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

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| Cross Reference: | Board Policy 2255 | Alternative Learning Experience Programs |
| Legal References: | RCW 28A.225.215 | Enrollment of children without legal residences |
| | 28A.225.330 | Enrolling Students from other districts-- Requests for information and permanent records |
| | WAC 392-121-106 | Definitions--enrolled student |
| | 392-121-108 | Enrollment exclusions |
| | 392-121-122 | Definitions--Enrolled and full-time equivalent students |
| | 392-121-182 | Alternative learning experience requirements |
| | 392-169-022 | Running start student--definition |

Adoption Date: 02.14.11
Auburn School District
Revised:

COMPULSORY ATTENDANCE

Parents of any child eight years of age and under eighteen years of age shall cause such child to attend school and such child shall have the responsibility to and therefore shall attend for the full time when such school may be in session unless the child is enrolled in an approved private school, an educational center as provided in chapter 28A.205 RCW or is receiving home-based instruction. Parents of any child six or seven years old, who have enrolled the child in school, shall cause the child to attend school for the full time when such school may be in session, unless the child is formally withdrawn from enrollment by the parents.

Exception may be granted by the superintendent in the following circumstances:

- A. The student is physically or mentally unable to attend school;
- B. The student is attending a residential school operated by the Department of Social and Health Services;
- C. The student's parents have requested a temporary absence for purposes agreed to by the district and which will not cause a serious adverse effect on the student's educational process;
- D. The student is sixteen years of age, regularly and lawfully employed, and either has parent permission or is emancipated pursuant to chapter 13.64 RCW;
- E. The student has met graduation requirements;
- F. The student has received a certificate of educational competence (GED).

Any law enforcement officer authorized to make arrests can take a truant child into custody without a warrant and must then deliver the child to the parent or to the school.

The district shall not require enrollment for either (a) a minimum number of semesters or trimesters or (b) a minimum number of courses in a semester or trimester which exceeds the enrollment time or courses necessary for a student to meet established course, credit, and test requirements for high school graduation.

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| Cross References: | Board Policy 3114 | Part-time, Home-based, or Off-campus Students |
| Legal References: | Board Policy 3122 | Excused and Unexcused Absences |
| | AGO 1980 No. 6 | Truancy--Enforcement of compulsory attendance law |
| | RCW 28A.225.010, | Attendance mandatory--Age--Persons having custody shall cause child to attend public school--When excused |
| | RCW 28A.225.080 | Employment permits |
| | RCW 28A.225.090 | Penalties in general--Defense--Suspension of fine--Complaints to court |
| | WAC 180-51-020 | Additional local standards |

Adoption Date: 10.27.97
Auburn School District
Revised: 06.14.04; 02.14.11

EXCUSED AND UNEXCUSED ABSENCES

Students are expected to attend all assigned classes each day and complete required assignments. Teachers shall keep a record of absence and tardiness.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may appropriately be absent from class. The building principal or designee has the ultimate decision-making authority related to granting excused absences. The following principles shall govern the development and administration of attendance procedures within the district:

- A. Absences due to illness or a health condition; a religious observance, when requested by a student's parent(s); school-approved activities; family emergencies; and, as required by law, disciplinary actions or short-term suspensions shall be excused. The principal may, upon request by a parent, grant permission in advance for a student's absence providing such absence does not adversely affect the student's educational progress. A student, upon the request of a parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property, or involves the school to any degree.
- B. If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher except that in participation-type classes a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
- C. An excused absence shall be verified by the parent; adult, emancipated or appropriately aged student; or school authority responsible for the absence. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students 13 and older have the right to keep information about drug, alcohol, or mental health treatment confidential. Students 14 and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
- D. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused shall experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
- E. The school shall notify a student's parent or guardian, in writing or by telephone, whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences. A conference with the parent or guardian shall be held after two unexcused absences within any month during the current school year. A student may be subjected to appropriate disciplinary action for habitual truancy. Prior to suspension or expulsion, the parent shall be notified in writing that the student has unexcused absences.

A conference shall be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent shall be notified of the steps the district has decided to take to reduce the student's absences.

Not later than the student's fifth unexcused absence in a month the district shall enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

If such action is not successful, the district shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

The superintendent or designee shall enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures shall be disseminated broadly and made available to parents and students annually.

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| Cross References: | Board Policy 3230 Board Policy 3241 | Student Privacy Classroom Management, Corrective Actions or Punishment |
| Legal References: | RCW 13.34.300 28A.225 WAC 180-16-215(4) 392-400-235 392-400-260 | Failure to cause juvenile to attend school as evidence under neglect petition Compulsory School Attendance Minimum 180 school day year--Five day flexibility--Students graduating from high school Discipline--Conditions and limitations Long-term suspension--Conditions and limitations |
| Management Resources: | <i>Policy News</i> , June 2001 | More Tweaking of Becca Petitions |

Adoption Date: 10.27.97

Auburn School District

Revised: 06.14.04; 02.14.11

WITHDRAWAL PRIOR TO GRADUATION

Students age 16 or older identified by themselves or staff as potential dropouts shall become a focus of attention in the following manner:

- A. Each student and his/her counselor shall meet for the purpose of discussing the reason for desiring to withdraw from school and the student's plans for the future, including the educational, counseling and related services which are available within the school and/or community.
- B. The counselor and the student's teachers shall meet to discuss the student's present status and to identify program modifications and/or options that will meet the student's present and future needs.
- C. The student, parent, counselor, and principal shall review all pertinent information and the options that are available to the student and his/her parents.

Reasonable efforts shall be made to persuade the student to remain in school and complete requirements for a diploma. If unsuccessful at that, staff shall attempt to find placement in an appropriate alternative educational setting. Failing that, the principal shall determine if there is sufficient ground to excuse the student from continued compulsory attendance. If there is, the principal shall recommend to the superintendent that the student be excused from further school attendance. No student under the age of 18 will be permitted to withdraw unless he or she is lawfully and regularly employed and either a parent agrees that the student should not be required to attend school, or the student has been emancipated in accordance with Chapter 13.64 RCW. No student under the age of 16 will be permitted to withdraw from further school attendance unless another exception to compulsory attendance has been met.

The board directs the superintendent to submit an annual early withdrawal report which outlines the age and grade level for each student, the reason(s) for leaving and any follow-up data that has been collected after the student has withdrawn.

Cross References: Board Policy 2090
Board Policy 2108
Board Policy 2121
Board Policy 2140
Board Policy 2163
Board Policy 3121

Program Evaluation
Remediation Program
Substance Abuse Program
Guidance and Counseling
Response to Intervention
Compulsory Attendance

Legal References: RCW 28A.225.010
28A.225.020

Attendance mandatory--Age--Persons
having custody shall cause child to
attend public school--When excused
School's duties upon juvenile's failure to
attend school

Adoption Date: 02.14.11
Auburn School District
Revised:

REMOVAL/RELEASE OF STUDENT DURING SCHOOL HOURS

The board recognizes its responsibility for the proper care of students during school hours. Students shall not be removed from school grounds, any school building or school function during school hours except by a person duly authorized in accordance with district procedures. Before a student is removed or excused, the person seeking to remove the student must present, to the satisfaction of the superintendent or principal, evidence of his/her proper authority to remove the student. A teacher should not excuse a student from class to confer with anyone unless the request is approved by the principal. The superintendent is directed to establish procedures for the removal of a student during school hours.

Prior to sending a student to his/her home for illness, discipline or a corrective action, the principal shall attempt to reach the student's parent to inform him/her of the school's action and to request that he/she come to the school for the child. If the principal cannot reach the parent, the student shall remain at school until the close of the school day. A student may be released to a law enforcement officer in accordance with the district policy.

Cross Reference: Board Policy 3418
4310

Emergency Treatment
Relations with Law Enforcement, Child
Protective Agencies and County
Health Department

Legal Reference: RCW 28A.605.010

Removing child from school grounds
during school hours--Procedure

Adoption Date: 10.27.97
Auburn School District
Revised: 02.14.11

CHILD CUSTODY

The board of directors presumes that the person who enrolls a student in school is the residential parent of the student. The residential parent is responsible for decisions regarding the day-to-day care and control of student. Parents, guardians or defacto parents have the two-fold right to receive information contained in the school records concerning their child and to forbid or permit the disclosure of such information to others subject to the authority granted to the residential parent.

The board, unless informed otherwise, assumes that there are no restrictions regarding the nonresidential parent's right to be kept informed of the student's school progress and activities. If restrictions are made relative to the above rights, the residential parent will be requested to submit a certified copy of the court order which curtails these right(s). If these rights are questioned by the nonresidential parent, the issue will be referred to law enforcement authorities for resolution.

Unless there are court-imposed restrictions, the nonresidential parent, upon request, will be given grade reports, notices of school activities, reports of disciplinary actions, or notices of teacher or principal conferences or summaries.

If there is a court order on file with the district that restricts and/or prohibits any parent or other person from contact with or picking up a student from school, then the student is not permitted to visit with or be released to that parent, or other person.

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| Cross References: | Board Policy 2420 | Grading and progress reports |
| | Board Policy 3124 | Removal/Release of Students during School Hours |
| | Board Policy 3231 | Student Records |
| | Board Policy 4200 | Safe and Orderly Learning Environment |
| | Board Policy 4310 | Relations with Law Enforcement, Child Protective Agencies and County Health Department |
| Legal References: | CFR 45, Part 99 | Family education rights and privacy act |
| | RCW 26.09.184 | Permanent parenting plan |
| | 13.34.200 | Order terminating parent and child relationship |

Management Resources:
Policy News, December 2008 Child Custody

Adoption Date: 02.14.11
Auburn School District
Revised:

DISTRICT ATTENDANCE AREAS

The board of directors shall periodically review the geographic attendance areas designated for each building in the district. As population and enrollment shifts within the district, changes in attendance areas or transfer of students may become necessary. By mid-May of each school year, the next year's estimated enrollment should be forecast for each attendance area.

Students shall attend the school designated for their respective residential areas unless individual requests for transfers have been approved according to Policy 3131.

In those cases where estimated enrollments substantially exceed class size guidelines, student transfers shall be proposed in order to operate an effective and efficient educational program during the following year. The following factors shall be considered when the district develops attendance area boundaries and considers student transfers:

- A. Minimizing disruption of students' established learning programs.
- B. Maintaining established neighborhood groupings.
- C. Keeping siblings in the same elementary school.
- D. Maintaining relationship with a middle school and/or high school attendance area.
- E. Adjusting class loads to available space.
- F. Coordinating transportation routes with attendance areas.

Prior to the implementation of any planned transfer of students, parents of students involved in such planned transfer shall be invited to a meeting at which the planned change shall be explained and discussed. An orientation to the new school shall be arranged for transferred students.

The district reserves the right to base final decisions on the needs of all schools in the district. When fall enrollments in an attendance area substantially exceed class size guidelines, students may be required to attend a school in another attendance area.

Cross References: Board Policy 2210
Board Policy 3131

Grade Organization
District Attendance Area Transfers

Legal References: RCW 28A.320.040

Bylaws for board and school
government

Adoption Date: 10.27.97
Auburn School District
Revised: 02.14.11

DISTRICT ATTENDANCE AREA TRANSFERS

Each student in the district is required to attend the school designated for the geographic attendance area in which he or she resides.

A parent or guardian may request that his or her child be allowed to attend another school in the district. Requests must be submitted, in writing, to the principal of the building at which the student is currently assigned. Secondary students who request attendance area transfers are subject to the Washington Interscholastic Activities Association's eligibility rules.

Transfers may be granted if:

- A. A financial, educational, safety, or health condition affecting the student would be reasonably improved as a result of the transfer;
- B. Attendance at another school in the district is more accessible to the parent's place of work or to the location of child care; or
- C. There is some other special hardship or detrimental condition affecting the student or the student's immediate family which would be alleviated as a result of the transfer. Special hardship or detrimental condition includes, but is not limited to, the following:

A student who moves to a new attendance area in the district during the school year may elect to transfer at the time of the move or at the end of the semester or grading period. For a high school sophomore or junior, transfers may only be approved to coincide with the beginning of a new grading period. A senior may elect to finish the school year without transferring to a new school, but must declare his or her preference prior to the beginning of the last semester.

The principal of the currently assigned school shall consult with the superintendent or designee and principal of the school to which the student desires to transfer to determine:

- 1. Whether space is available in the grade level or classes at the building in which the student desires to be enrolled;
- 2. Whether appropriate transportation, educational programs or services are available to improve the student's condition as stated in requesting the transfer; and
- 3. Whether the student's transfer is likely to create a risk to the health or safety of other students or staff at the new building.

Transfers must be granted at the school to which the employee is assigned if the student is a child of a full-time certificated or classified school employee unless:

- A. The student has a history of convictions, violent or disruptive behavior, or gang membership;
- B. The student has been expelled or suspended from school for more than ten consecutive days; or
- C. Enrollment of a child would displace a child who is a resident of the district (the child must be permitted to remain enrolled until he or she completes his or her schooling).

Parents shall be informed annually of the district's attendance area transfer option. The district shall make available for public inspection the Superintendent of Public Instruction's annual information booklet on enrollment options in the state at each school building, the central office and local public libraries.

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| Cross References: | Board Policy 3130 | District Attendance Areas |
| Legal References: | RCW 28A.225.270 28A.225.300 28A.225.290 C 36 L 03 | Intradistrict enrollment options policies Enrollment options information to parents Enrollment options information booklet Enrolling Children of Certificated and Classified School Employees |
| Management Resources: | <i>Policy News</i> , June 2003 | Enrolling Children of School Employees |

RELEASE OF RESIDENT STUDENTS

A student who resides within the boundaries of the district shall be released to 1) attend another school district or 2) enroll for ancillary services, if any, in another district as specified in the parental declaration of intent to provide home-based instruction, provided the other district agrees to accept the student if:

- A. A financial, educational, safety or health condition affecting the student would be reasonably improved as a result of the transfer;
- B. Attendance at the school in the nonresident district is more accessible to the parent's place of work or to the location of child care; or
- C. There is some other special hardship or detrimental condition affecting the student or the student's immediate family which would be alleviated as a result of the transfer. Special hardship or detrimental condition includes, a student who becomes a resident of the district in mid-year may apply for a release to complete the current school year only in his or her former district of residence, if transferring mid-year would create a special hardship or detrimental condition.
- D. The student is a child of a full-time certificated or classified school employee.

In all cases in which a resident student is released, the student or the student's parent(s) shall be solely responsible for transportation, except that a student may ride on an established district bus route if the superintendent determines that the district would incur no additional cost.

A parent or guardian shall request the release of his/her child by completing the appropriate district form including the basis for the request and the signature of the superintendent, or his or her designee, of the school district which the student will attend.

The superintendent shall grant or deny the request for release according to the above-stated criteria and promptly notify the parent(s), in writing, of his/her decision.

If the request is granted, the superintendent shall notify the nonresident district and make necessary arrangements for the transfer of student records.

If the request is denied, the superintendent shall notify the parent(s) of the right to petition the board, upon five school business days prior notice, for review of the decision and to have a hearing before the board at its next regular meeting. Following the hearing by the board, a final decision shall be promptly communicated to the parent(s) in writing.

If the request for release is denied by the board, the written decision shall inform the parent(s) or guardian of the right to appeal such decision to the superintendent of public instruction.

Resident parents shall be informed of interdistrict enrollment options annually. The district shall make available for public inspection the Superintendent of Public Instruction's annual information booklet on enrollment options in the state at each school building, the central office and local public libraries.

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| Legal References: | RCW 28A.225.220 | Adults, children from other districts, agreements for attending school-- Tuition |
| | 28A.225.230 | Appeal from certain decisions to deny student's request to attend nonresident district-- Procedure |
| | 28A.225.290 | Enrollment options information booklet |
| | 28A.225.300 | Enrollment options information to parents |
| | C 36 L03 | Enrolling Children of Certificated and Classified School Employees |
| Management Resources: | <i>Policy News</i> , February 2001 | Federal Budget Implicates Policy |
| | <i>Policy News</i> , June 2003 | Enrolling Children of School Employees |

NONRESIDENT STUDENTS

Any student who resides outside the district may apply to attend a school in the district or file the parental declaration of the intent to provide home-based instruction and enroll for ancillary services, if any. All applications for nonresident attendance or home-based instruction will be considered on an equal basis. The district shall provide information on interdistrict enrollment policies to nonresidents on request and have copies of the Superintendent of Public Instruction's annual information booklet on enrollment options in the state available for public inspection at each school building, the central office and local public libraries.

A parent or guardian shall apply for admission on behalf of his or her child by completing the appropriate district application. The superintendent or designee shall develop an application form which contains information including, but not limited to, the current legal residence of the child and the school district in which he or she is currently enrolled or receiving home-based instruction, the basis for requesting release from the resident district, and the specific building and grade level (elementary) or course offerings (secondary) in which the student desires to be enrolled if accepted by the district.

The superintendent will accept or reject an application for nonresident admission based upon the following standards:

- A. Whether space is available in the grade level or classes at the building in which the student desires to be enrolled.
- B. Whether appropriate educational programs or services are available to improve the student's condition as stated in requesting release from his or her district of residence.
- C. Whether the student's attendance in the district is likely to create a risk to the health or safety of other students or staff.
- D. Whether the student's disciplinary records indicate a history of violent or disruptive behavior or gang membership (a gang means a group of three or more persons with identifiable leadership that on an ongoing basis regularly conspires and acts in concert mainly for criminal purposes).
- E. Whether the student has been expelled or suspended from a public school for more than ten consecutive days, in which case the student may apply for admission under the district's policy for readmission of expelled students.

If the non-resident student is the child of a full-time certificated or classified school employee, the superintendent must accept the transfer request to the school to which the employee is assigned unless the nonresident student:

- A. Has a history of convictions, violent or disruptive behavior, or gang membership;
- B. Has been expelled or suspended from school for more than ten consecutive days; or
- C. Enrollment of a child would displace a child who is a resident of the district, (the child must be permitted to remain enrolled until he or she completes his or her schooling).

A student who resides in a district that does not operate a secondary program shall be permitted to enroll in secondary schools in this district in accordance with state law and regulation relating to the financial responsibility of the resident district.

The superintendent or designee, in a timely manner, shall provide all applicants with written notification of the approval or denial of the application. If the student is to be admitted, the superintendent shall notify the resident district and make necessary arrangements for the transfer of student records.

If the application is denied, the superintendent will notify the parent or guardian of the right to petition the board, upon five school business days prior notice, for review of the decision and to have a hearing before the board at its next regular meeting. Following the hearing by the board, a final decision shall be promptly communicated to the parent in writing.

The final decision of the district to deny the admission of a nonresident student may be appealed to the Superintendent of Public Instruction or his or her designee.

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| Cross References: | Board Policy 3120 | Enrollment |
| Legal References: | RCW 28A.225.220 | Adults, children from other districts, agreements for attending school — Tuition |
| | RCW 28A.225.240 | Appeal from certain decisions to deny student's request to attend nonresident district — Apportionment of credit |
| | RCW 28A.225.290 | Enrollment options information booklet |
| | RCW 28A.225.300 | Enrollment options information to parents |
| | C 36 L 03 | Enrolling Children of Certificated and Classified School Employees |
| | WAC 392-137 | Finance — Nonresident attendance |
| Management Resources: | <i>Policy News</i> , September 1999 | School safety bills impact policy |
| | <i>Policy News</i> , June 2003 | Enrolling children of School Employees |

Adoption Date: 10.27.97

Auburn School District

Revised: 03.11.02; 06.14.06; 02.14.11

INTERNATIONAL STUDENT EXCHANGE

The board recognizes the value of cultural and academic exchanges. Such experiences provide international exchange students with a balanced understanding of our country and provide U.S. students with a broad world perspective.

Students visiting our state for a short stay (B-2 visa), such as a vacation or visit with friends or family, may not enroll in school in the district. However, with prior written permission from the school, these students may visit classrooms and attend school-sponsored events.

International exchange students who come to the U.S. for a long-term visit (J-1 or F-1 visas) with the intention of attending school may register to attend school in the district through a recognized international exchange program or through the sponsorship of a school.

The district will admit such international exchange students when admission does not adversely impact the instructional program of the district.

The superintendent is directed to develop procedures, including but not limited to: number of international exchange students, selection of international exchange organizations, timing of placement process, district expectations of international exchange organizations, school expectations for international exchange students, school responsibilities, and provisions for international exchange students with F-1 visas.

Legal Reference: RCW 28A.300.240
 RCW 19.166

Management Resources: *Policy News*, June 2009

International Student Exchange
International Student Exchange
International Student Exchange Program
Requirements

Adoption Date: 10.27.97
Auburn School District
Revised: 02.14.11

DISTRICT NOTIFICATION OF JUVENILE OFFENDERS

A court will notify the common school in which a student is enrolled if the student has been convicted, adjudicated, or entered into a diversion agreement for any of the following offenses: a violent offense, a sex offense, a firearms offense, inhaling toxic fumes, a drug offense, liquor offense, assault, kidnapping, harassment, stalking or arson. The principal must inform any teacher of the student and any other personnel who should be aware of the information. The information may not be further disseminated.

A student convicted, adjudicated, or entering into a diversion agreement for an assault, kidnapping, harassment, stalking, or arson against a teacher shall not be assigned to that teacher's classroom during the duration or the student's attendance at that school or any school to which the teacher is assigned. Neither shall the student be assigned to a classroom where another student who was his or her victim for the offense is enrolled.

The state department of social and health services will notify the board of directors in writing at least thirty days before a juvenile convicted of a violent offense, a sex offense or stalking is discharged, paroled, given authorized leave or otherwise released to reside in the district. The department will also notify the district if any adjudicated victims of a juvenile sex offender are registered with the department and on record as attending a school within the district that the juvenile sex offender might otherwise attend.

A community residential facility to which an adjudicated juvenile is transferred shall provide written notice of the offender's criminal history to the district if the juvenile is attending school in the district while residing at the community residential facility.

Convicted juvenile sex offenders shall not attend a school in the district attended by their adjudicated victims or a victim's sibling. The offender and his or her parent or guardian shall be responsible for providing transportation or covering other costs related to the offender's attendance at another school.

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| Cross References: | Board Policy 2161 | Special Education and Related Services for Eligible Students |
| | Board Policy 3140 | Release of Resident Students |
| | Board Policy 4315 | Release of Information Regarding Sexual Offenders |
| Legal References: | RCW 13.04.155 | Notification to school principal of conviction, adjudication, or diversion agreement--provision of information to teachers and other personnel--Confidentiality |
| | RCW 13.40.215 | Juveniles found to have committed violent or sex offense or stalking--Notification of discharge, parole, leave release, transfer, or escape — To whom given--Definitions |
| | RCW 28A.600.460 | Classroom discipline--policies--classroom placement of student offenders--data on disciplinary actions |
| Management Resources: | <i>Policy News</i> , August 1997 | Legislature addresses student discipline |
| | <i>Policy News</i> , June 1999 | School safety bills impact policy |

Adoption Date: 10.27.97
Auburn School District
Revised: 02.14.11

RELEASE OF INFORMATION CONCERNING STUDENT SEXUAL AND KIDNAPPING OFFENDERS

The district recognizes its responsibility for the health and safety of all students, including students required to register as a sex or kidnapping offender enrolled within the district. Therefore, the board is desirous of taking appropriate precautionary measures in situations where the building principal has been advised by law enforcement officials that a student required to register as a sex or kidnapping offender is enrolling or is attending a school within the district.

Principal Responsibilities

Principals are required to respond to notification by local law enforcement and to disseminate information about students required to register as a sex or kidnapping offender to appropriate staff within the school based on the following offender levels:

A. Level I

Sex offenders are classified as Level I when their risk assessments indicate a low risk of reoffense within the community at large.

B. Level II

Sex offenders are classified as Level II when their risk assessments indicate a moderate risk of reoffense within the community at large.

C. Level III

Sex offenders are classified as Level III when their risk assessments indicate a high risk of reoffense within the community at large.

A principal receiving notice must disclose the information received as follows:

A. If the student who is required to register as a sex offender is classified as a risk Level II or III, the principal shall provide the information received to every teacher of any student required to register and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

B. If the student who is required to register as a sex offender is classified as a risk Level I, the principal shall provide the information received to personnel who, in judgment of the principal, for security purposes, should be aware of the student's record.

C. Students required to register as a kidnapping offender are not subject to leveling and therefore should be treated on a case-by-case basis.

The principal shall designate additional school personnel to be notified following consultation with probation/parole (or the student's family if not on court supervision) in order to identify or recognize high-risk situations. The following staff should be considered: district superintendent or designee, adjacent building principals, appropriate administrative and teaching staff, security personnel, volunteers or paraprofessionals working in the student's classrooms; and counselors, coaches, advisors, nurses, bus drivers, custodians, district daycare providers and playground supervisors that may have contact with the student.

Collaboration

The principal shall work with local law enforcement to coordinate the receipt of notifications regarding students registered as sex or kidnapping offenders. The principal or designee shall also consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.

Confidentiality

The principal and school staff will maintain confidentiality regarding these students, the same as all students in the school. Any written information or records received by a principal as a result of a notification are confidential and may not be further disseminated except as provided in state or federal law.

Immunity from Liability

Any school district or employee who releases the information in compliance with federal and state law is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.

Inquiries by the Public

Inquiries by the public at large (including parents and students), regarding students required to register as a sex or kidnapping offender are to be referred directly to local law enforcement. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public.

Student Rights and Responsibilities

All students, including those students required to register as a sex or kidnapping offender, have a constitutional right to a public education. A student required to register as a sex or kidnapping offender is also required to notify law enforcement of their intent to enroll in school.

Written Procedures

The superintendent or his designee shall adopt written procedures for school principals describing how they will disseminate information received from law enforcement with appropriate school personnel.

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| Cross Reference: | Board Policy 3143 Board Policy 3120 | District Notification of Juvenile Offenders Enrollment |
| Legal Reference: | RCW 4.24.550 RCW 28A.225.330 [4] | Sex offenders--and kidnapping offenders-- Release of information to public--When authorized--Immunity Enrolling students from other districts-- Requests for information and permanent records--Withheld transcripts--Immunity from liability--Notification to teachers and security personnel--Rules |

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| RCW 13.40.215 | Juveniles found to have committed violent or sex offense or stalking-- Notification of discharge, parole, leave, release, transfer, or escape--To whom given--School attendance-- Definitions |
| RCW 72.09.345 | Sex offenders--Release of information to protect public--End-of-sentence review committee—Assessment-- Records access--Review, classification, referral of offenders-- Issuance of narrative notices |
| RCW 9A.44.130(1)(e)(i) | Registration of sex offenders and kidnapping offenders—Procedures— Definition--Penalties |
| RCW 13.04.155 | Notification to school principal of conviction, adjudication, or diversion agreement--Provision of information to teachers and other personnel-- Confidentiality |

Family and Educational and Privacy Rights Act of 1994 (20 U.S. Code Section 1232g et.seq)

Art. IX, Section 1, Washington State Constitution

Management Resources: *Policy News*, December 2006 Student Sex and Kidnapping Offender Notice Requirements

RIGHTS AND RESPONSIBILITIES

Each year, the superintendent shall develop and make available to all students, their parents, and staff handbooks pertaining to student rights, conduct, corrective actions and punishment. Such statements shall be developed with the participation of parents and the community. The school principal and staff shall confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards as related to the established student handbooks. They shall also confer annually to establish criteria for determining when certificated employees must complete classes to improve classroom management skills.

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

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| Legal References: | RCW 28A.600.010 | Government of schools, pupils, employees, rules and regulations for-- -Due process guarantees-- Enforcement |
| | 28A.600.020 | Government of schools, pupils, employees optimum learning atmosphere |
| | 28A.600.040 | Pupils to comply with rules & regulations |
| | 28A.400.110 | Principal to assure appropriate discipline |
| | 28A.150.240 | Basic Education Act of 1977-- Certificated teaching and administrative staff as accountable for class room teaching--Scope-- Responsibilities--Penalty |
| | 28A.405.060 | Course of study and regulations Enforcement--Withholding salary warrant for failure |
| | WAC 392-400-225 | School district rules defining misconduct--Distribution of rules |
| | 392-168 | Citizen Complaint Procedure for Certain Categorical Federal Programs |

SAFETY AND CIVILITY IN SCHOOLS

(This policy is to be made procedure)

Vision

Students and staff learn and work in schools that are free from violence, intimidation, threats, harassment and fear. Because of wise, consistent enforcement of the rules and ethical decision making by both youth and adults, the school environment is attractive to students and creates the most favorable conditions in which to learn.

Structure

A. Building Level: Creating An Orderly Environment for Learning

Each school community is unique to the adults and students who work and study in it. Therefore, each school shall develop a plan to promote safety and civility for all. The plan shall:

1. Include the assessment of all aspects of the school facility, the daily schedule and the program of instruction and activities which identifies conditions that may pose a threat to the safety of staff, students and guests on campus;
2. Respond to the opinions and concerns of students, parents, staff and the community in identifying goals and priorities for action;
3. Establish goals for improvement, and identify how progress toward those goals will be assessed;
4. Include both the district-level and consistent building rules, plus procedures and systems to be used to assure safe behavior at all times and the efforts to be made to promote ethical decision making by youth and adults; and
5. Be approved by the superintendent, reviewed and renewed annually and reported to the Board annually.

B. District Level: Providing Leadership and Support for Orderly Schools

Each school's capacity to implement its plan depends upon the district for leadership and support. The superintendent shall review and approve the schools' plans and shall develop a long range plan for the district to support those plans. The district plan shall give consideration to:

1. Identification of the financial and human resources needed to support the school plans;
2. Conducting an audit of the district's needs and accomplishments for review by the district's School Safety and Civility Committee composed of parents, students, staff and members of the community;
3. Establishing regular communications and cooperative agreements with law enforcement organizations, social service agencies, and other groups in the community for the purpose of developing the community-wide capacity to support and reinforce the schools' plans for safety and ethical decision making;
4. Assisting each school regularly to survey student, parent, and others' opinions both to help develop safety and civility plans and to measure progress; and
5. Providing curricular and instructional support to the schools, enabling them to incorporate concerns for ethical decision making into the regular learning program.

The superintendent shall report to the Board annually regarding progress on matters of safety and civility in each school and throughout the district.

Accountability (Monitoring For Results)

An information system shall be developed to enable each school and the district to assess progress toward their safety and civility goals. Data regarding incidents which significantly impair the safe environment of schools and how those incidents were resolved shall be kept and reported annually. Surveys of student, staff, parent and community opinion shall be conducted regularly both to measure progress toward goals and to review and adjust plans and actions that promote safety and civility. The board shall schedule at least one meeting each year at which issues of safety and civility, the efforts of the schools and staff and the recommendations of the district School Safety and Civility Committee are the primary focus of attention.

Community Advocacy

A district Safety and Civility Committee shall be formed to assist the district in assessing its needs and making recommendations to the board regarding plans and actions to promote safety and civility. The Committee shall include staff, parents, students and community leaders with particular information or experience to contribute to the work of the Committee. A specific task of the committee shall be to establish the range of corrective actions to be imposed for exceptional misconduct by students.

Schools shall involve students, staff and parents in the development of their plans to promote safety and civility. Polling, community meetings and participation in the meetings of other organizations shall be used to understand the public's concerns and expectations and to explain the work of the district and schools to enhance safety and civility.

Each year the board shall devote one of its meetings to the needs, goals and progress being made with regard to safety and civility in the schools. The meeting is intended to summarize progress in the previous year and develop plans for the coming year. It is also intended to be a forum for discussion in order to continue the engagement of all who care about safety and civility in the schools.

PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING

The district is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons, free from harassment, intimidation, or bullying. “Harassment, intimidation or bullying” means any intentionally written message or image, including those that are electronically transmitted; a verbal or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability); or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- 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, gender identity and marital status. Harassment, intimidation, or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, physical, or electronically transmitted messages or images. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s). This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and is to be implemented in conjunction with comprehensive training of staff and volunteers, including the education of students in partnership with families and the community. This policy is to be implemented in conjunction with the *Comprehensive Safe Schools Plan* that includes prevention, intervention, crisis response, recovery and annual review. Employees, in particular, are expected to support the dignity and safety of all members of the school community.

Depending upon the frequency and severity of the conduct, intervention, counseling, correction, discipline and/or referral to law enforcement will be used to remediate the impact on the victim and the climate and change the behavior of the perpetrator. This includes appropriate intervention, restoration of a positive climate and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation and bullying also constitute violations of this policy.

The superintendent is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation components of procedure 6590, Sexual Harassment.

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| Cross References: | Policy 3200 Policy 3210 Policy 3240 Policy 3241 Policy 6590 | Rights and Responsibilities Nondiscrimination Student Conduct Classroom Management, Corrective Action and Punishment Sexual Harassment |
| Legal Reference: | RCW 28A.300.285 | Harassment, intimidation and bullying prevention policies |
| Management Resources: | <i>Policy News</i> , April 2008 <i>Policy News</i> , April 2002 | Cyberbullying Policy Required Legislature Passes and Anti-Bullying Bill |

NONDISCRIMINATION

The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, creed, color, national origin, sex, sexual orientation or non-program-related physical, sensory or mental disabilities. RCW 49.60 Law Against Discrimination. District programs shall be free from sexual harassment.

The superintendent shall provide for the annual evaluation, periodic surveys, annual notice and complaint procedures as required by law to insure that there is in fact equal opportunity for all students in the district.

The board shall designate a staff member to serve as affirmative action/ Title IX compliance officer.

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| Cross References: | Board Policy 2020 | Curriculum Development and Adoption |
| | Board Policy 2140 | Guidance and Counseling |
| | Board Policy 2150 | Co-Curricular Program |
| Legal References: | RCW 28A.640 | Sexual Equality |
| | 49.60 | Discrimination--Human rights commission |
| | 42 U.S.C. §§ 12101-12213 | Americans with Disabilities Act |
| | WAC 392-400-215 | Student rights |
| | 392-190 | Equal Educational Opportunity--Sex Discrimination Prohibited |
| Management Resources: | | |
| | <i>Policy News</i> , August 2007 | Washington's Law Against Discrimination |

Adoption Date: 10.27.97
Auburn School District
Revised: 02.14.11

FREEDOM OF EXPRESSION

The free expression of student opinion is an important part of education in a democratic society. Students' verbal and written expression of opinion on school premises is to be encouraged so long as it does not substantially disrupt the operation of the school. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

The superintendent shall develop guidelines assuring that students are able to enjoy free expression of opinion while maintaining orderly conduct of the school.

A. Student Publications

Student publications produced as part of the school's curriculum or with the support of the associated student body fund are intended to serve both as vehicles for instruction and student communication. They are operated and substantively financed by the district. Material appearing in such publications should reflect all areas of student interest, including topics about which there may be controversy and dissent. Controversial issues may be presented provided that they are treated in depth and represent a variety of viewpoints. Such materials may not: be libelous, obscene or profane; cause a substantial disruption of the school, invade the privacy of others; demean any race, religion, sex, or ethnic group; or advocate the violation of the law or advertise tobacco products, liquor, illicit drugs, or drug paraphernalia.

The superintendent shall develop guidelines to implement these standards and shall establish procedures for the prompt review of any materials which appear not to comply with the standards.

B. Distribution of Materials

Publications or other material written by students may be distributed on school premises in accordance with procedures developed by the superintendent or designee. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the posting of such material on school property.

Students responsible for the distribution of material which leads to a substantial disruption of school activity or otherwise interferes with school operations shall be subject to corrective action or punishment, including suspension or expulsion, consistent with student discipline policies.

Materials shall not be distributed on school grounds by non-students and non-employees of the district.

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| Cross Reference: | Board Policy 2340 | Religious-related Activities and Practices |
| | 3241 | Corrective Actions or Punishment |
| Legal References: | WAC 392-400-215 | Student rights |
| Management Resources: | <i>Policy News</i> , August 2001 | A Few Civil Liberty Reminders |

Adoption Date: 10.27.97
Auburn School District
Revised: 02.14.11

FREEDOM OF ASSEMBLY

Individual students and student organizations may meet in school rooms or auditoriums, or at outdoor locations on school grounds, to discuss, pass resolutions and take other lawful action respecting any matter which directly or indirectly concerns or affects them, whether or not it relates to school. Such activities shall not be permitted to interfere with the normal operation of the school.

Peaceful demonstrations are permissible, though they are to be held in designated places where they shall present no hazards to persons or property and at designated times that shall not disrupt classes or other school activities.

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| Cross Reference: | Board Policy 2153 | Noncurriculum Related Student Groups |
| Legal References: | WAC 392-400-215 | Student rights |

STUDENT DRESS

Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the board of directors.

Students' choices in matters of dress should be made in consultation with their parents.

Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

- A. A health or safety hazard shall be presented by the student's dress or appearance including possible membership in a gang or hate groups;
- B. Damage to school property shall result from the student's dress; or
- C. A material and substantial disruption of the educational process will result from the students' dress or appearance.

For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes the use of lewd, sexual, drug, tobacco or alcohol-related messages, gang-related apparel.

The uniforms of nationally recognized youth organizations and clothing worn in observance of a student's religion, are not subject to this policy.

The superintendent shall establish procedures providing guidance to students, parents, and staff regarding appropriate student dress in school or while engaging in extracurricular activities. Such procedures shall ensure that any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be asked, with notice to his or her parents, to make appropriate corrections and be subject to discipline if the corrections are not undertaken.

Cross References: Board Policy 3220

Freedom of Expression

Legal References: RCW 28A.320.140
WAC 392-400-215
392-400-225

Schools with Special standards
Student Rights
School district rules defining misconduct

Adoption Date: 10.27.97
Auburn School District
Revised: 02.14.11

STUDENT PRIVACY AND SEARCHES

At certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in. At age eighteen, students become legal adults and must approve any disclosure of information about themselves from school records, except directory information if a request for confidentiality has not been filed. Students at age eighteen may also sign releases, authorizations or permission slips to participate in school activities and may sign themselves out of school and authorize their own absences. Students between sixteen and eighteen who have been granted legal emancipation from their parents or guardians have the same rights as eighteen year old students. Students over fourteen years of age have the right to keep private from everyone any district records indicating that they have been tested or treated for a sexually transmitted disease. Students thirteen years and older have confidentiality rights in records regarding drug, alcohol or mental health treatment. All students have confidentiality rights in family planning or abortion records.

A. Searches of Students and Personal Property

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff shall take particular care to respect students' privacy.

School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent shall have the authority to conduct reasonable searches on school property as provided by board policy.

A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

Prior to conducting a search, school officials shall ask that the student consent to be searched by removing all items from pockets or other personal effects. If the student refuses to consent to the search, school officials may proceed to search the student, the student's personal belongings, and the student's locker, as follows:

1. Any search of a student conducted by a school district employee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules.

For the purpose of this policy, "contraband" means items, materials, or substances the possession of which is prohibited by law or district policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon.

2. Staff shall conduct searches in a manner which is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

No student shall be subject to a strip search or body cavity search by school staff.

School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized.

The superintendent shall develop procedures regulating searches of students and their personal property.

B. Locker Searches

Students may be assigned lockers for storing and securing their books, school supplies, and personal effects. Lockers, desks, and storage areas are the property of the school district. No right nor expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school and such lockers and other spaces are subject to search in accordance with district policy.

No student may use a locker, desk, or storage area as a depository for any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any student's locker, desk, or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules. Any search of an individual student's locker shall be conducted according to board policy governing personal searches.

All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the school official conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law or school rules, the container may be searched according to board policy governing personal searches.

The superintendent shall establish procedures for conducting searches of lockers, desks, or storage areas.

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| Cross References: | Board Policy 3414 3231 | Infectious Diseases Student Records |
| Legal References: | RCW 13.64.060 28A.320.040 28A.600.020 28A.600.210-240 WAC 392-400-215 | Power and Capacity of emancipated minor Bylaws for board and school government Exclusion of student from classroom-- Written disciplinary procedures-- Long-term suspension or expulsion School official searches of student lockers Student rights |
| Management Resources: | <i>Policy News</i> , June 1999 | School safety bills impact policy |

STUDENT RECORDS

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

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

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

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

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

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| Cross References: | Board Policy 3520 Board Policy 4020 | Student Fees, Fines, Charges Confidential Communications |
| Legal References: | 20 U.S.C. § 1232g CFR 34 , Part 99 RCW 28A.225.330 28A.230.120 | Family Education Rights and Privacy Act Family Education Rights and Privacy Act Regulations Enrolling students from other districts-- Requests for information and permanent records--Withheld transcripts-Immunity from liability-- Notification to teachers and security personnel--Rules High school diplomas—Issuance-- Option to receive final transcripts-- Notice |

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| 28A.230.180 | Educational and career opportunities in the military, student access to information on, when |
| 28A.635.060 | Defacing or injuring school property-- Liability of pupil, parent or guardian |
| 40.24.030 | Address Confidentiality Program-- Application--Certification |
| 70.02 | Medical records--health care information access and disclosure |
| WAC 392-500-025 | Pupil tests and records--Pupil personnel records--School district policy in writing |
| WAC 392-415 | Secondary education--standardized high school transcript |
| WAC 181-87-093 | Failure to assure the transfer of student record information or student records |
| WAC 246-105 | Immunization of child care and school children against certain vaccine-preventable diseases |
| WAC 392-415-060 – 070 | State standardized high school transcript |
| Management Resources: <i>Policy News</i> , April 2001 | Compliance Office Provides FERPA Update |
| <i>Policy News</i> , December 2003 | Updated Legal References for Catheterization, Facilities Planning and Student Records Policies |
| <i>Policy News</i> , February 2010 | Family Education Rights and Privacy Act Revisions |

PARENT AND STUDENT RIGHTS IN ADMINISTRATION OF SURVEYS, ANALYSIS OR EVALUATIONS

All instructional materials, including supplementary materials and teachers manuals used with any survey, analysis, or evaluation in a program or project supported by federal funds, are available for inspection by parents and guardians.

No student will be required as part of any project or program supported by federal funds to submit to survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations;
2. Potentially embarrassing mental or psychological problems;
3. Sexual behavior and attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of close family members;
6. Privileged or similar relationships;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income other than information necessary to establish eligibility for a program; without the prior consent of adult or emancipated students, or written permission of parents.

The district shall make arrangements to protect student privacy during the administration of surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

Legal References: 20 U.S.C. 1232h(c)
34 CFR Parts 75, 76,
and 98 (1984)

No Child Left Behind Act of 2001
Student rights in research,
experimental activities and testing

Management Resources: *Policy News*, April 2003 Districts Required to Review Collection
and Dissemination of Information

Adoption Date: 02.14.11
Auburn School District
Revised:

STUDENT CONDUCT

The board acknowledges that conduct and behavior is closely associated to learning. An effective instructional program requires a wholesome and orderly school environment. The board requires that each student adheres to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:

- A. Conform to reasonable standards of acceptable behavior;
- B. Respect the rights, person, and property of others;
- C. Preserve the degree of order necessary for a positive climate for learning; and
- D. Submit to the authority of staff and respond accordingly.

The superintendent shall develop written rules of conduct which will carry out the intent of the board.

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| Cross References: | Board Policy 6605 | Student Safety Walking to School and Riding Buses |
| Legal References: | RCW 4.24.190 | Action against parent for wilful injury to property by minor--Monetary limitation--Common law liability preserved |
| | 9A.16.020 | Use of force--when lawful |
| | 9.41 | Firearms and dangerous weapons |
| | 9.91.160 | Personal protection spray devices |
| | 28A.210.310 | Prohibition on use of tobacco products on school property |
| | 28A.600.020 | Exclusion of student from classroom--Written disciplinary procedures--Long-term suspension or expulsion |
| | 28A.600.040 | Pupils to comply with rules & regulations |
| | 28A.400.110 | Principal to assure appropriate student discipline |
| | 28A.635.060 | Defacing or injuring school property--Liability of pupil, parent or guardian |
| | WAC 392-400-205 | Definitions |
| | 392-400-225 | School district rules defining misconduct--Distribution of rules |
| | 20 USC 3171 et. seq. | Drug-Free Schools and Communities Act |

PROCEDURE STUDENT CONDUCT

Cumulative Violations

Students who consistently violate various school policies, rules, and regulations will be subject to suspension.

1. No student shall fail to comply with written district policy, procedures, rules, and regulations.
2. No student shall fail to obey the lawful directions and requests of teachers, student teachers, substitute teachers, educational assistants, principals, or authorized school personnel while under the jurisdiction and authority of the schools.
3. The cumulative violations regulation is intended to deal with students who are consistently in violation of school rules and regulations and who do not respond to guidance and minor discipline.
4. Students who refuse to carry out the legitimate direction or requests of authorized school personnel shall be considered in conflict with these regulations.
5. No student shall be punished for failure to comply with directions or requests unauthorized or detrimental to some proper interest of the student and/or family, parent, or guardian.

Violators will be referred to the principal or designee who may take appropriate disciplinary action up to and including suspension from school.

PROCEDURE STUDENT CONDUCT

Gang Activity

Persons joined together to promote or participate in illegal activities may cause substantial disruption of the educational process and injury and/or intimidation of students and staff. The existence of groups of persons formed for the promotion of illegal activities on school property or at school activities or events is a violation of district policy. Any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be subject to progressive discipline, up to and including suspension and/or expulsion from school.

PROCEDURE STUDENT CONDUCT

Compliance with Rules

All students will obey the policies, rules, and regulations established for the orderly operation of the Auburn schools. Further, they will comply with the reasonable requests and directives of district personnel. Students will submit to reasonable corrective action by the school district and its representatives for violations of school and district policies, regulations and rules.

PROCEDURE STUDENT CONDUCT

Student Conduct Off School Grounds

Students may be disciplined, up to and including suspension and expulsion, for misconduct occurring off school property and during non-school times under the following conditions:

1. An incident is initiated on school district property or at school-sponsored activities or events.
2. There is a reasonable likelihood that return of the student would contribute to a disruption of the educational program or threaten the health, safety, or welfare of students and of school property.

Examples of the type of off-school property misconduct that may result in such discipline include, but are not limited to:

1. Use, possession, sale, or distribution of dangerous weapons, including knives, guns, etc.;
2. Use, possession, sale or distribution of controlled substances; and
3. Conviction for crimes against persons.

PROCEDURE STUDENT CONDUCT

Commission or Participation in Criminal Acts

Commission or participation in criminal acts on or about school or at school-sponsored activities or functions is prohibited and will be referred to the appropriate legal authority for disposition. Disciplinary action may be taken by school authorities whether or not criminal charges result.

1. The following are among activities defined as criminal by state and local statute:
 - a. Arson—intentionally setting a fire.
 - b. Assault—physical threats or violence performed against a person.
 - c. Burglary—unlawful entry into a school facility with intent to perform theft or vandalism.
 - d. Drugs and alcohol—use or sale of dangerous drugs, narcotics or alcohol on school property or at school-sponsored activities or functions.
 - e. Explosives—possession of explosive devices or materials on or about school property and at school-sponsored activities or functions.
 - f. Extortion, blackmail, or coercion—obtaining money, property, or favor by violence or threat of violence performed against persons, or forcing another to perform any act against his will by force or threat of force.
 - g. Dangerous weapons—illegal possession or use of firearms on or about school property or at school-sponsored activities or functions.
 - h. Larceny—theft of property of another student, school employee, or the district.
 - i. Malicious mischief—intentional damage to property of another student, school employee, or the district.
 - j. Robbery—theft of the property of another student, school employee, or the district by force or threat of force.
 - k. Trespassing—being present in an unauthorized place or refusing to leave when ordered to do so.
 - l. Unlawful interference—interfering with any district employee in the proper conduct of his responsibilities by force or threat of force.

PROCEDURE STUDENT CONDUCT

It is the responsibility of the principal or designee to investigate the circumstances surrounding any illegal act allegedly occurring on school property or at a school-sponsored activity or event; however, it shall not be the role of the principal or designee to complete a criminal investigation or to pursue the investigation off the school premises. At such time as the building principal has reason to believe an illegal act has been committed by a student at school or a school-sponsored activity or event, the principal or designee will:

1. Involve the appropriate law enforcement agency in accordance with district policy.
2. Inform the superintendent or designee.
3. Inform the student and the parent(s) or guardian(s) of the school's intent to refer the matter to the proper law enforcement agency and impose appropriate school discipline.

PROCEDURE STUDENT CONDUCT

Illegal Drugs/Alcohol

Any student who (a) illegally uses, possesses, sells, or is under the influence of drugs, alcohol, controlled, or mood altering substances; (b) illegally uses, possesses, sells, or is under the influence of medication which is not prescribed for his/her use by a licensed doctor; or (c) illegally uses, possesses, sells, or gives to another drug paraphernalia on school property or at a school-sponsored activity or event, will be disciplined. Such discipline will include participation in intervention activities, referral to a law enforcement agency, when appropriate, and/or suspension or expulsion from school.

Definitions:

1. Prohibited behavior(s) shall mean:
 - a. Using, possessing, selling, giving to another, having on or about his/her person, or being under the influence of drugs, alcohol, controlled substances, mood altering substances, or look-alike substances or
 - b. Using, possessing, selling, giving to another, or having on or about his/her person, or being under the influence of medication which is not prescribed for his/her use by a licensed doctor or
 - c. Using, possessing, selling, or giving to another, or having on or about his/her person, drug paraphernalia.
2. Prohibited circumstance(s) shall mean:
 - a. At or while traveling to any school property or any school-sponsored or school-affiliated activity or event or
 - b. At or while travelling to any activity or event as a representative of a school or as part of a group affiliated with a school or
 - c. During any break in a school day whether on or off of school property or
 - d. While engaging in any activity that has a substantial relationship to the operation of a school, a school's educational program, a school event, or an activity of a group affiliated with or sponsored by a school.
3. Controlled substance means a substance as that term is defined in RCW 69.50. 101.
4. Drug paraphernalia will have the same meaning as set forth in RCW 69.50.102.
5. Assessment should be completed by a DASA certified provider.

6. Look-alike substances will mean: any substance that is a reasonable facsimile or construed to others as alcohol, drugs, or drug-related paraphernalia.
7. Selling or supplying will mean: providing alcohol; drugs; drug paraphernalia; or controlled, mood altering or look-alike substances for money or barter as well as providing any of the above to another person or persons free of charge.

These guidelines are intended to provide a measure of consistency among all schools while allowing flexibility for each school to draw alternatives as circumstances warrant. Discipline will be progressive in nature with consequence varying according to the severity and number of offenses. The consequences will be cumulative over grades K-5, 6-8, and 9-12. In addition, administrators will make appropriate exceptions to the below minimum penalties if any violation is found to be a manifestation of a student's disability in accordance with district policy.

FIRST OFFENSE

A first violation of the above policy, with the exception of selling or supplying, will be grounds for:

1. Parent conference with administrator.
2. Referral to law enforcement agency by administrator, when appropriate.
3. The student will be long-term suspended for thirty (30) calendar days. Suspension may be modified to a minimum of five (5) school days if a student participates in an assessment by a DASA certified provider. Consent to release information prior to the evaluation that is in compliance with DASA and WAC will be used between the school and the evaluating agency. The district requires the release of the assessment recommendation(s) and complete the ASD Insight program.
4. If the student does not complete the recommendation(s) of the assessment and the Insight program, the remainder of the 30-calendar day suspension will go into effect. Thirty (30) days does not include holidays or school breaks.

SECOND OFFENSE

A second violation of the above policy, with the exception of selling or supplying, will be grounds for:

1. Parent conference with administrator.
2. Referral to law enforcement agency by administrator, when appropriate.
3. Immediate long-term suspension for a minimum of thirty (30) calendar days or a period not to exceed ninety (90) calendar days, the duration of which shall depend on the student's discipline history, the remorse shown by the student, and the scope and severity of the offense.

4. Suspension may be modified to a minimum of ten (10) days if the student participates in an assessment by a DASA certified provider. Consent to release information prior to the evaluation that is in compliance with DASA and WAC will be used between the school and the evaluating agency. The district requires the release of assessment information and that the student follow the assessment recommendation(s).
5. If the student does not complete the recommendations of the assessment, any remaining suspension days will go into effect.

OR

Emergency expulsion from the Auburn School District.

THIRD OFFENSE

A third violation of the above policy, with the exception of selling, will be grounds for:

1. Emergency expulsion from the district.
2. Parent or guardians will be contacted.
3. Law enforcement will be contacted.

Selling or Supplying Drugs

A violation of selling or supplying on school grounds will be grounds for:

1. Emergency expulsion from the district.
2. Parents or guardians will be contacted.
3. Law enforcement will be contacted.

PROCEDURE STUDENT CONDUCT

Conduct at Off-Campus, School-sponsored Events

Students attending or participating in school-sponsored events or activities are subject to all rules and regulations that govern students during the regular school day.

Violators of school policy, regulations, and rules will be asked to leave the event if this is possible.

Sanction for violation by students at an off-campus, school-sponsored event or activity shall be the same as that sanction for the same infraction on campus and during regular school hours.

Any student who commits an illegal act at a school sponsored event or activity will be referred to law enforcement.

PROCEDURE STUDENT CONDUCT

Profanity and Vulgarities

The use of profane language by students on school property or at school-sponsored activities or events is prohibited.

PROCEDURE STUDENT CONDUCT

Disruption

Disruption of the educational process will not be permitted.

A student shall not intentionally cause a substantial and material disruption of any school operations. The following illustrate the kinds of offenses that are prohibited:

1. Occupying a school grounds in order to deprive others of its use;
2. Blocking the entrance or exit of any school building or room in order to deprive others of passing through;
3. Setting fire to or substantially damaging school property;
4. Using or threatening to use, firearms, explosives or other weapons on the school premises, including the use by an unauthorized student of a personal protection spray device, or use of such device in other than self-defense as defined by state law;
5. Preventing students from attending a class or school activity;
6. Blocking normal pedestrian or vehicular traffic on a school campus;
7. Interfering seriously with the conduct of any class or activity; and
8. Gambling or encouraging other students to gamble.

Students in violation of this policy are subject to progressive discipline, up to and including suspension and/or expulsion from school.

PROCEDURE STUDENT CONDUCT

Damage or Destruction of School Property

Any student who intentionally damages any school district property shall be subject to suspension or expulsion from school. The parent or guardian of the student shall be liable for the payment of damages.

Authority: RCW 4.24.190—The parent or parents of any minor child under the age of eighteen (18) years who is living with the parent or parents and who willfully or maliciously destroys property, real or personal or mixed, shall be liable to the owner of such property in a civil action at law for damages in an amount not to exceed \$5,000. This section shall in no way limit the amount of recover gains the parent or parents for their own common law negligence.

1. Crime against property is defined as an unlawful act against real or personal property. This may include any specific crime of larceny and any injury to property (vandalism), as well as any other which would be included in the category.
2. If the monetary value is under \$75, the crime may be handled in its entirety by the school authorities unless there is evidence that the perpetrator was not a student.
3. If the loss is in excess of \$75 or the school authorities, for whatever reason and regardless of value wish to have an investigation made of any violations, it is to be immediately reported to the police department, which will complete any investigation necessary.
4. School property is defined as any material purchased by the school district, received and accepted through the allocations of any state or federal agencies, or donations accepted by the school district.
5. This refers to property of substantial value. It is the aim to differentiate between the property of incidental or slight and substantial value since this the violator in danger of suspension or expulsion from school and intends substantial restitution.
6. Designated school authorities are authorized to exercise independent authority to punish violators up to and including three (3) disciplinary dismissals.
7. It is not intended that long-term suspension or expulsion be employed in dealing with such minor violations as carving or marking on desk tops, marking on walls, writing in books; however, repeated minor violations or serious infractions will be punished by suspension or recommendation for expulsion.
8. The designated administrator in charge of school property will make the initial determination regarding what is “substantial” value or damage. Great care should be exercised in determining the degree of actual loss and necessity of replacement or repair, as well as determining the actual value of the property involved.
9. Serious cases of property damage, destruction, or theft will be acted upon by the school district whether or not remedy is sought through legal process.

PROCEDURE STUDENT CONDUCT

Damage or Destruction of Private Property

Students who intentionally, or with gross carelessness, cause or attempt to cause damage to or steal or attempt to steal valuable private property at school or school-sponsored activities or events shall be subject to suspension or expulsion from school.

1. This refers to valuable private property and limits substantial sanctions to serious violations.
2. Sanctions imposed for damage or destruction of less valuable private property will not exceed disciplinary dismissal from school and restoration of property.
3. The designated school authority is responsible for determining “valuable” private property.
4. Repeated damage, destruction, or theft of private property of lesser value may be dealt with as a “serious” violation.
5. Serious cases of damage, destruction, or theft of private property shall be dealt with by the district whether or not remedy is sought through legal action. Such sanctions can include long-term suspension or recommendation for expulsion.

PROCEDURE STUDENT CONDUCT

Extortion, Assault, or Causing Physical Injury

A student will not extort anything, threaten injury, or attempt to cause physical injury, or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person:

1. On the school grounds during and immediately before or immediately after school hours;
2. On the school grounds at any time when the school is being used by a school group;
3. Off the school grounds at a school activity, function, or event;
4. Off the school grounds when the prohibited behavior is a consequence of or directly related to causes or events which occurred or originated on the school grounds; or
5. On school buses or at school bus stops.

Regulations:

1. Assaults or physical injury occurring during or immediately before or after school are included within the jurisdiction of these regulations.
2. Assaults or physical injury occurring on school grounds and facilities at school-sponsored activities, events and functions are included within the jurisdiction of these regulations.
3. Assaults or physical injury occurring outside school hours, off school grounds and facilities, and away from school-sponsored activities, events, and functions, but directly related to causes or events which occurred or originated on school grounds or facilities are included within the jurisdiction of these regulations.
4. Assaults or physical injury occurring off school grounds and facilities, but while the student is en route between home and school, are included within these regulations.
5. Self-defense or action taken on the reasonable assumption the action was necessary to protect self or another is considered “defensible” under these regulations.
6. It is the responsibility of any student involved in a case of assault or physical injury to provide reasonable evidence that such action was not taken without adequate excuse or justification.
7. Justifiable use of force includes situations in which the student’s use of force is not blameworthy, but was taken in self-defense or to protect another person from physical injury.

PROCEDURE STUDENT CONDUCT

Weapons and Dangerous Instruments

Use, possession, or transmission of any weapon or object that could reasonably be considered a weapon by any student on school property or at a school-sponsored activity, event, or function is prohibited.

Students who possess a weapon or carry, exhibit, display, or draw any weapon or any item apparently capable of producing bodily harm in a manner which, under the circumstances, manifests and intent to intimidate another or warrants alarm or concern for the safety of others, shall be subject to discipline up to and including expulsion.

Possession includes but is not limited to having a weapon on district property or at a district-sponsored event located:

1. In a space assigned to a student such as a locker or desk;
2. On the student's person or property (such as on the student's body, in his/her clothing, purse, backpack, gym bag, or vehicle); or
3. Under the student's control or accessible such as hidden by the student.

In cases involving any student who school officials have determined to have carried a firearm on public school premises, public school-provided transportation, or areas of facilities being used exclusively by public schools shall be expelled from school for not less than one year under RCW 28A.600.010. The superintendent/designee of the school district may modify the expulsion of a student on case-by-case basis.

All students shall be made aware of the provisions on their first day of school.

Regulations:

1. Persons engaged in military, law enforcement, or school district security activities;
2. Persons involved in a preauthorized convention, showing, demonstration, lecture, or firearm safety course;
3. Persons competing in school preauthorized firearm or air gun competitions; and
4. Any federal, state, or local law enforcement officer

School officials shall notify the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy are subject to district discipline policies, including the due process provisions regarding notification of parents.

The superintendent/designee is directed to see that all school facilities post "gun-free zone" signs and that all violations of this policy and RCW 9.41.280 are reported annually to the Superintendent of Public Instruction.

PROCEDURE STUDENT CONDUCT

Use of Tobacco and Nicotine Substances

Prohibited Behavior

Students are not permitted to use, possess, or distribute tobacco. Tobacco includes, but is not limited to, cigarettes, cigars snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering devices, chemicals or devices that produce the same flavor or physical effect of nicotine substances, and any other tobacco innovation. (With administrative approval, a family may opt to use a Federal Drug Administration approved nicotine replacement therapy program).

Prohibited Circumstance

Use or possession is prohibited on any school property, at or while traveling to any school-sponsored or school-affiliated event or activity, or during any break in a school day whether on or off school property. This definition includes facilities, activities or events, public or private, at which the student is representing a school or a group affiliated with a school as a participant, student performer, competitor, or spectator.

Students in violation of this policy are subject to progressive discipline, including out of school suspension. Tobacco products may be confiscated by school staff.

First Violation

The student's first violation may result in disciplinary action up to and including in-house suspension. The student may be required to complete an instructional packet that profiles the health risks of tobacco use. Parents may be contacted.

Second Violation

The student's second violation will result in progressive discipline up to and including short term suspension, with possible parent conference required for return. The school may have the student complete an approved tobacco intervention course in lieu of part or all of the disciplinary action.

Third and Each Subsequent Violation

The student's third and each subsequent violation will result in progressive discipline, including short term and long term suspension.

CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT

All students shall submit to the reasonable rules of the district. Refusal to comply with written rules and regulations established for the governing of the school shall constitute sufficient cause for discipline, suspension, or expulsion. Corrective action and/or punishment for misconduct must reflect good faith effort on the part of the staff. For the purposes of the district's policies relating to corrective action or punishment:

- A. "Expulsion" is the exclusion from school or individual classes for an indefinite period.
- B. "Suspension" is the exclusion from school or individual classes for a specific period of time after which the student has a right to return.
 - 1. A suspension is "short term" if it is for a period of 10 consecutive school days or less. Separate short-term suspensions shall not total more than 10 school days in a semester for any student in grades K-4. Separate short-term suspensions shall not total more than 15 days in a semester for a student in any other grade. Students' grades shall not be affected substantially as a result of a short-term suspension.
 - 2. Suspensions which exceed 10 consecutive school days are long-term suspensions.
- C. "Discipline" constitutes all other forms of corrective action or punishment, including brief exclusions from a class for not more than the remainder of the class period, including exclusion from any other type of activity conducted by or for the district. Discipline shall not adversely affect specific academic grade, subject, or graduation requirements, so long as all required work is performed.

The principal shall notify special education staff of any suspensions to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed 10 days, the principal will notify relevant special education staff so that the district can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

Once a student is expelled, in compliance with district policy, the expulsion shall be brought to the attention of appropriate local and state authorities, including, but not limited to, the local juvenile authorities acting pursuant to the statutes dealing with the Basic Juvenile Court Act, in order that such authorities may address the student's educational needs.

No student shall be expelled, suspended, or disciplined in any manner for the 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 the educational process.

The superintendent shall have the authority to discipline, suspend, or expel students. The superintendent shall identify the conditions under which a teacher may exclude a student from his or her class and shall also designate which staff have the authority to initiate or to impose discipline, suspensions, or expulsions.

Parents and students shall be given notice of discipline related to drug and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.

The superintendent or designee shall create a disciplinary appeal council. The disciplinary appeal council is charged with hearing and deciding discipline grievances and appeals of long-term suspensions and expulsions.

(Principals shall) Impose suspension or expulsion when appropriate.

1. Student Discipline

The methods employed in enforcing the rules of the school involve professional judgment. Such judgment should be:

- A. Consistent from day to day and student to student,
- B. Balanced against the severity of the misconduct,
- C. Appropriate to the student's nature and prior behavior,
- D. Fair to the student, parent, and others, and
- E. Effective.

Since these criteria may be in conflict, established procedures must be followed in correcting misbehavior. Appeal procedures have been established in order to provide for an opportunity for every corrective action or punishment to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff.

In order to develop an environment conducive to learning, the principal shall confer with certificated staff at least once per year to develop and/or review rules of conduct to be employed in the school and corrective actions and punishment that may be employed in the event of rule infractions.

2. Detention

For minor infractions of school rules or regulations, or for minor misconduct, staff may detain students after school hours.

Preceding the assignment of such corrective action, the staff member shall inform the student of the nature of the offense charged and of the specific conduct which allegedly constitutes the violation. The student shall be afforded an opportunity to explain or justify his/her actions to the staff member.

Students detained for corrective action shall be under the direct supervision of the staff member or another member of the professional staff.

The principal shall be responsible for seeing that the time which the student spends for corrective action shall be used constructively.

3. In-School Suspension

The board of directors supports efforts to bring about a positive learning climate in the school. The district strives to employ staff who are skilled in the most effective instructional techniques and who are sensitive to the unique needs of each individual student.

The need for order in the school and classroom is basic to learning. Rules are established to preserve the integrity of classroom and school in order to accomplish this need. Students who are in violation of school rules not only deprive themselves of the opportunity to learn but they interfere with the progress of others.

The district strives to maintain high standards of attendance. Students who are not in school are denied the opportunity to learn. Corrective actions, including suspension and expulsion, are reserved to those students who actively threaten other students, staff, or the overall school environment.

The district, therefore, may use an in-school suspension program which temporarily removes the student from the regular environment but permits the student to maintain his/her educational progress.

Students who are assigned to in-school suspension are granted this opportunity as a privilege and are expected to comply with the expectations of staff. The superintendent shall establish guidelines for the operation of the in-school suspension program.

4. Suspensions or Expulsions

A student may be suspended for exceptional misconduct, other than absenteeism, when such misconduct is of frequent occurrence or is serious in nature and/or is disruptive to the operation of the school. No student shall be suspended or expelled because of one or more unexcused absence(s) pursuant to Board Policy 3122.

5. Short-Term Suspension

In the event the proposed corrective action of a student is to include the denial of the right of school attendance from any single class for 3 to 10 school days or full schedule of classes for 1 and to 10 school days, a conference shall first be conducted with the student as follows:

- A. An oral or written notice of the charges shall be provided to the student;
- B. An oral or written explanation of the evidence in support of the charges shall be provided to the student;
- C. An oral or written explanation of the suspension which may be imposed shall be provided to the student; and
- D. The student shall be provided the opportunity to present his/her explanation.

The parent of the student shall be notified of the reason for the suspension and the duration of the suspension orally or by U.S. mail as soon as reasonably possible. Any student subject to a short-term suspension shall be provided the opportunity upon return to make up assignments and tests if:

- A. Such assignments or tests have a substantial effect upon the student's semester grade or grades; or
- B. Failure to complete such assignments or tests would preclude the student from receiving credit for the course or courses.

6. Appeal Process for Short-Term Suspension

Any parent or student who is aggrieved by the imposition of a short-term suspension shall have the right to an informal conference with the principal for the purpose of resolving the grievance. At such conference, the student and parent shall be subject to questioning by the principal and shall be entitled to question staff involved in the matter being grieved.

The parent and student after exhausting this remedy shall have the right, upon two school business days' prior notice, to present a written and/or oral grievance to the superintendent. If the grievance is not resolved, the parent and student, upon two school business days' prior notice, shall have the right to present a written grievance to the disciplinary appeal council at its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance. The council shall notify the parent and student of its response to the grievance within 10 school business days after the date when the grievance was presented. The short-term suspension shall continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

7. Emergency Expulsion

A student may be excluded from school prior to a hearing without other forms of corrective action if the principal reasonably believes the student is an immediate and continuing danger to himself/herself, other students, staff, or administrators or is a substantial disruption to the educational process of the district. Such emergency expulsion shall continue until the student is reinstated by the principal or until a fair hearing is held and a final determination reached. The hearing officer may continue the emergency expulsion if he/she finds that the student continues to present an immediate and continuing danger to himself/herself, other students, staff, or administrators or continues to cause a substantial disruption to the educational process of the district.

The provisions governing notice and hearing of regular long-term suspensions or expulsions shall apply except:

- A. Written notice of the emergency expulsion shall be sent by certified letter deposited in the U. S. mail within 24 hours of the expulsion or by hand delivery to the student's parent(s) or guardian(s) within 24 hours of the expulsion and documenting delivery by obtaining his or her signature acknowledging receipt or the written certification of the person making the delivery;

- B. The parent and student shall have 10 school business days after receipt of the notice during which to request a hearing. A schedule of “school business days” potentially applicable to the exercise of such hearing right should be included with the notice; and
- C. The hearing officer shall render the decision within one school business day after the conclusion of the hearing.

8. Long-Term Suspensions or Expulsions

A long-term suspension or expulsion may be imposed by the superintendent or designee only after a fair hearing is made available to the affected student and parent. Written notice of the hearing shall be delivered to the parent and student by certified mail or in person. The notice shall be in the parent’s primary language and shall supply (1) the alleged misconduct and the school rules alleged to have been violated, (2) the recommended corrective action or punishment, (3) the right to a hearing, (4) the notice that if a written request for a hearing is not received by the staff member named in the notice within three school business days after the notice is received, the hearing shall be waived and the recommended corrective action or punishment shall take effect, and (5) the date by which the request for a hearing must be received.

If a hearing is requested, the superintendent shall schedule the matter for a hearing within three school business days of such request.

The parent and student and the district or representatives shall be permitted to inspect in advance of such hearing any affidavits or exhibits which are to be submitted at the hearing. The parent and student shall have the opportunity to be represented by counsel to explain the alleged misconduct and to present affidavits, exhibits, and such witnesses as desired, as well as the opportunity to question witnesses.

The hearing shall be conducted before a hearing officer appointed by the superintendent. Such hearing officer shall not be a witness and shall determine the facts of each case solely on the evidence presented at the hearing. The hearing officer shall state, in writing, the findings as to the facts, conclusions, and disposition to be made. The decision shall be provided to the parent and student or counsel.

9. Appeal Process for Long-Term Suspension or Expulsion

If a long-term suspension or expulsion is imposed, the parent and student shall have the right to appeal the hearing officer’s decision by filing a written notice of appeal at the office of the hearing officer within three school business days after the date of receipt of the decision. The long-term suspension or expulsion shall be in effect while the appeal is pending. The disciplinary appeal council shall schedule and hold a meeting to informally review the matter within 10 school business days from receipt of such appeal. The purpose of the meeting shall be to confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time, the student, parent, and/or counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the council deems reasonable. Prior to adjournment, the council shall agree to one of the following procedures:

- A. Study the hearing record or other materials submitted and record its findings within 10 school business days;
- B. Schedule and hold a special meeting to hear further arguments on the case and record its findings within 15 school business days; or
- C. Hear and try the case de novo before the council within 10 school business days.

Any decision by the council to impose or to affirm, reverse or modify the imposition of suspension or expulsion upon a student shall be made only by:

- A. Those council members who have heard or read the evidence,
- B. Those council members who have not acted as a witness in the matter, and
- C. A majority vote at a meeting at which a quorum of the council is present.

Within 30 days of receipt of the council's final decision, any parent and student desiring to appeal any action upon the part of the council regarding the suspension or expulsion may serve a notice of appeal upon the council and file such notice with the superior court clerk of the county. Such notice shall also set forth in a clear and concise manner the errors complained of.

10. Emergency Removal

A student may be removed immediately from a class or subject by a teacher or administrator without other forms of corrective action and sent to the principal or a designated school official, without first attempting corrective action, provided that the teacher or administrator has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students or staff or an immediate and continuing threat of substantial disruption of the class, subject, or educational process of the student's school. The removal shall continue only until:

- A. The danger or threat ceases, or
- B. The principal acts to impose discipline, impose a short-term or long-term suspension or expulsion, or to impose an emergency expulsion.

The principal shall meet with the student as soon as reasonably possible following the student's removal and take or initiate appropriate corrective action or punishment. In no case shall the student's opportunity for such meeting be delayed beyond commencement of the next school day.

The teacher or administrator who removed the student shall be notified of the action which has been taken or initiated.

11. Readmission Application Process

Any student who has been suspended or expelled shall be allowed to make application for readmission at any time. If a student desires to be readmitted to the school from which he/she has been suspended/expelled, the student shall submit a written application to the principal who shall recommend admission or non-admission. If a student wishes admission to another school, he/she shall submit the written application to the superintendent. The application shall include:

- A. Reasons the student wants to return and why the request should be considered;
- B. Evidence which supports the request; and
- C. A supporting statement from the parent or others who may have assisted the student.

The superintendent or designee shall, in writing, advise the parent and student of the decision within seven school days of the receipt of such application.

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| Cross References: | Board Policy 2161 3122 4210 | Education of Students with Disabilities Excused and Unexcused Absences Regulation of Dangerous Weapons on School Premises |
| Legal References: | RCW 9A.16.100 9.41.280 28A.225.020 28A.225.030 28A.400.110 28A.600.010 28A.600.020 28A.600.040 28A.600.420 | Use of force on children--Policy-- Actions presumed unreasonable Possessing dangerous weapons on school facilities--Penalty-- Exceptions School's duties upon child's failure to attend school Petition to juvenile court for violations by a parent or child--School district responsibilities Principal to assure appropriate student discipline--Building discipline standards--Classes to improve classroom management skills Enforcement of rules of conduct--Due process guarantees--Computation of days for short-term and long-term suspensions Exclusion of student from classroom-- Written disciplinary procedures-- Long-term suspension or expulsion Pupils to comply with rules and regulations Firearms on school premises, transportation, or facilities—Penalty- -Exemptions |

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| 20 USC 7101 et. seq. | Drug-Free Schools and Communities Act |
| WAC 392-400-205 | Definitions |
| 392-400-235 | Discipline--Conditions and limitations |
| 392-400-240 | Discipline--Grievance procedure |
| 392-400-245 | Short-term suspension--Conditions and Limitations |
| 392-400-250 | Short-term suspensions--Prior conference required--Notice to parent |
| 392-400-255 | Short-term suspension--Grievance procedure |
| 392-400-260 | Long term suspension--conditions and limitations |
| 392-400-265 | Long-term suspension--Notice of hearing--Waiver of hearing |
| 392-400-270 | Long-term suspension--Prehearing and hearing process |
| 392-400-280 | Expulsion--Notice of hearing--Waiver of hearing |
| 392-400-285 | Expulsion--Prehearing and hearing process |
| 392-400-290 | Emergency removal from class, subject, or activity |
| 392-400-295 | Emergency expulsion--Limitations |
| 392-400-300 | Emergency expulsion--Notice of hearing--Waiver of hearing right |
| 392-400-305 | Emergency expulsion--Prehearing and hearing process |
| 392-400-310 | Appeals--Long-term suspension and expulsion |
| 392-400-315 | Appeals--Hearing before school board or disciplinary appeal council--Procedures |
| 392-400-317 | Appeals--Discipline and short-term suspension grievances |
| 392-400-320 | School board or disciplinary appeal council decisions |

Management Resources: *Policy News*, June 2010 Students and Sexting

Adoption Date: 10.27.97
Auburn School District
Revised: 04.99; 12.06; 06.10; 02.14.11

CLOSED CAMPUS

Students shall remain on school grounds from time of arrival until close of school unless officially excused.

Auburn School District will have a closed campus requiring all students to remain on the school grounds from time of arrival until officially excused. Exceptions to this policy require approval of the superintendent.

STUDENT DRIVING

The board regards the use of motor vehicles and bicycles for travel to and from school as an assumption of responsibility by parents and students. The superintendent shall develop procedures governing the use of bicycles and motor vehicles while on school property and shall disseminate those procedures to all students so affected.

PROHIBITION OF CORPORAL PUNISHMENT

Corporal punishment is any act which willfully inflicts or willfully causes the infliction of physical pain on a student and is not permitted.

Corporal punishment does not include:

- A. The use of reasonable physical force by an administrator, teacher, other school employee or volunteer as necessary to maintain order to prevent a student from harming him/herself, other students, school staff and other persons, or property;
- B. Physical pain or discomfort resulting from or caused by training for or participation in athletic competition or recreational activity voluntarily engaged in by a student;
- C. Physical exertion shared by all students in a teacher-directed class activity which may include, but is not limited to, physical education exercises, field trips, or vocational education projects; or
- D. Physical restraint or the use of aversive therapy as part of a behavior management program in a student's individual education program which has been signed by the parent and is carried out according to district procedures in compliance with WAC 392-171-800(30).

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| Cross Reference: | Board Policy 3241 | Corrective Actions or Punishment |
| Legal References: | RCW 28A.150.300 | Corporal punishment prohibited-- Adoption of policy |
| | WAC 392-400-235 | Discipline--Conditions and limitations |

Adoption Date: 10.27.97
School District Name
Revised: 02.14.11

STUDENTS AND TELECOMMUNICATION DEVICES

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

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

- A. Telecommunication devices shall be turned on and operated only before and after the regular school day and during the student's lunch break, unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to do otherwise.
- B. Students shall not send, share, view, or possess pictures, text messages, emails or other material of a sexually explicit nature in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds at school sponsored events, or on school buses or vehicles provided by the district.
- C. Students who violate this policy will be subject to disciplinary action including suspension or expulsion and losing the privilege of bringing the device onto school property. In addition, an administrator may confiscate or, with reasonable suspicion, search the device which shall only be returned to the student's parent/guardian. Content or images that violate criminal laws will be forwarded to law enforcement.
- D. Students are responsible for devices they bring to school. The district shall not be responsible for loss, theft or destruction of devices brought onto school property.
- E. Students shall comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices.

Cross References: Board Policy 2022
Board Policy 3207

Board Policy 3241

Board Policy 4310

Electronic Resources
Prohibition of Harassment, Intimidation
and Bullying
Classroom Management, Corrective
Actions or Punishment
Relations with Law Enforcement
Agencies, Child Protective Agencies
and County Health

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

Adoption Date: 03.24.08
Auburn School District
Revised: 02.14.11

USE OF REASONABLE FORCE

It is the policy of the Auburn Board of Directors that the district maintain a safe learning environment while treating all students with dignity and respect. All students in the district shall remain free from the unreasonable use of force.

District staff may use reasonable force to maintain order or to prevent a student from harming him/herself other students and school staff or property.

Physical force is reasonable when needed to prevent or minimize imminent bodily injury or substantial or great bodily harm to self or others. If de-escalation interventions have failed or are inappropriate, reasonable physical force may be used to protect district property.

Mechanical restraint or chemical spray is reasonable only when used by authorized and trained district staff after de-escalation interventions have failed or are inappropriate: a) if the student's behavior poses a threat of imminent bodily injury or substantial or great harm to self or others; or b) to prevent significant property damage.

Physical force, mechanical restraints, chemical spray or less than lethal devices will not be used as a form of discipline or punishment.

This policy is intended to address students enrolled in the district and not intended to prevent or limit the use of reasonable force or restraint as necessary with other adults or youth from outside the school as allowed by law.

Legal References: RCW 28A.150.300
9A.16.020
9A.16.100

WAC 392-400-235
392-172A

Corporal Punishment Prohibited
Use of Force--When lawful
Use of Force on Children--Policy--
Actions presumed unreasonable

Discipline--Conditions and limitations
Rules for the Provision of Special
Education

Management Resources: *Policy News*, December 2008 Use of Reasonable Force Policy

Adoption Date: 02.14.11
Auburn School District
Revised:

STUDENT HEALTH

The superintendent shall arrange for health services to be provided to all students. Such services shall include but not be limited to:

- A. The maintenance of student health records;
- B. The development of procedures at each building for the isolation and temporary care of students who become ill during the school day;
- C. Consulting services of a qualified health specialist for staff, students and parents;
- D. Vision and hearing screening; and
- E. Immunization records and screening.

Cross Reference: Board Policy 3416

Medication at School

Legal References: RCW 28A.330.100
28A.210.300

Additional powers of board
School physician or school nurse may be employed

AUTOMATED EXTERNAL DEFIBRILLATORS (AED)

The Auburn Board of Directors recognizes that by equipping schools with automated external defibrillators (AEDs) and training employees in their use, the potential to save lives in the event of a health emergency, including cardiac arrest, is increased. The board authorizes the district to place AEDs at designated school sites. Schools and district facilities with an AED on site shall train selected staff in their use according to the guidelines provided by the Washington State Department of Health.

This policy does not create any implied or expressed guarantee, or obligation to use an AED, nor does it create an expectation that an AED will be present or a trained employee be able to use an AED, even if a condition arose that made the use of an AED beneficial.

A person who uses an AED at the scene of an emergency and all other persons and entities providing services are immune from civil liability for any personal injury that results from any act or omission in the use of the AED in an emergency setting, unless the acts or omissions amount to gross negligence or willful or wanton misconduct.

The superintendent or designee will develop procedures for the placement, maintenance, and use of AEDs in schools.

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| Legal References: | RCW 4.24. 300 | Immunity from liability for certain types of medical care |
| | RCW 70.54.310 | Semiautomatic external defibrillator – Duty of Acquirer-Immunity from Civil Liability |

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| Management Resources: | <i>Policy News</i> , April 2011 | Legal Aspects of Defibrillator Use Defined |
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Adoption Date: 03.26.12
Auburn School District
Revised:

STUDENT IMMUNIZATION AND LIFE THREATENING HEALTH CONDITIONS

Immunizations

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the board requires a student to present evidence of his/her having been immunized against the following diseases as recommended by the State Board of Health: diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, rubella, mumps, hepatitis B, varicella (chickenpox) for children under 13 years of age, and haemophilus influenzae type B disease. A student satisfies the measles requirement upon a physician's verification that the student has had measles (rubeola).

Meningococcal Immunizations Information Distribution

The district shall provide parents and guardians of students in sixth grade and above with information about meningococcal disease at the beginning of every school year. The information shall address the characteristics of the disease; where to find additional information about the disease; vaccinations for children; and current recommendations from the Centers for Disease Control and Prevention regarding receiving the vaccine.

Human Papillomavirus Disease Information

At the beginning of every school year, from sixth through twelfth grade, the district shall provide parents and guardians with information provided by the state Department of Health about human papillomavirus disease and its vaccine.

The information shall include the causes and symptoms of human papillomavirus, how the disease is spread, the places where parents and guardians may obtain additional information and vaccinations for their children and current recommendations from the Centers for Disease Control Prevention regarding the vaccine.

Life-Threatening Health Conditions

Prior to attendance at school, each child with a life-threatening health condition shall present a medication or treatment order addressing the condition. A life-threatening health condition means a condition that will put the child in danger of death during the school day if a medication or treatment order providing authority to a registered nurse and nursing plan are not in place. Following submission of the medication or treatment order, a nursing plan shall be developed.

Students who have a life-threatening health condition and no medication or treatment order presented to the school shall be excluded from school, to the extent that the district can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, and pursuant to the following due process requirements:

- A. Written notice to the parents, guardians, or persons in loco parentis delivered to the parents in person or by certified mail.
- B. Notice of the applicable laws, including a copy of the laws and rules.
- C. The order that the student shall be excluded from school immediately and until a medication or treatment order is presented.

- D. Describe the rights of the parents and student to a hearing, the hearing process and explain that the exclusion continues until the medication or treatment plan is presented or the hearing officer determines that the student should no longer be excluded from school.
- E. If the parents request a hearing, the district shall schedule one within three school days of receiving the request, unless more time is requested by the parents.
- F. The hearing process shall be consistent with the procedures established for disciplinary cases pursuant to Chapter 180-40 WAC.

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| Cross References: | Board Policy 2161 | Special Education and Related Services for Eligible Students |
| | Board Policy 2162 | Education of Students with Disabilities Under Section 504 |
| Legal References: | RCW 28A.210 | Health--Screening and requirements |
| | WAC 246-100-166 | Immunization of child care and school children against certain vaccine- preventable diseases |
| | 392-182 | Student--Health records |

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| Management Resources: | <i>Policy News</i> , August 2007 | Human Papillomavirus Disease Notification |
| | <i>Policy News</i> , April 2006 | Chickenpox Immunization Required |
| | <i>Policy News</i> , June 2005 | Distribution of Information on Meningococcal Disease |
| | <i>Policy News</i> , October 2002 | Legislature Addresses "Life-Threatening Conditions" |

INFECTIOUS DISEASES

In order to safeguard the school community from the spread of certain communicable diseases, the superintendent shall implement procedures assuring that all school buildings are in compliance with State Board of Health rules and regulations regarding the presence of persons who have or have been exposed to infectious diseases deemed dangerous to the public health. Such procedures shall also prescribe the manner in which safeguards are taken to remove the danger to others.

The district shall require that the parents or guardian complete a medical history form at the beginning of each school year. The nurse or school physician may use such reports to advise the parent of the need for further medical attention and to plan for potential health problems in school.

The board authorizes the school principal to exclude a student who has been diagnosed by a physician or is suspected of having an infectious disease in accordance with the regulations within the most current Infectious Disease Control Guide. The principal and/or school nurse shall report the presence of suspected case or cases of reportable communicable disease to the appropriate local health authority as required by the State Board of Health. Such information concerning a student's present and past health condition shall be treated as confidential. The principal shall cooperate with the local health officials in the investigation of the source of the disease.

The fact that a student has been tested for a sexually transmitted disease, the test result, any information relating to the diagnosis or treatment of a sexually transmitted disease, and any information regarding drug or alcohol treatment for a student must be kept strictly confidential. If the district has a release, the information may be disclosed pursuant to the restrictions in the release.

A school principal has the authority to send an ill child home without the concurrence of the local health officer but, if the disease is reportable, the local health officer must be notified. The local health officer is the primary resource in the identification and control of infectious disease in community and school. The local health officer, in consultation with the superintendent, can take whatever action deemed necessary to control or eliminate the spread of disease, including closing a school.

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| Legal References: | RCW 28A.210.010 | Contagious diseases, limiting contact-- |
| | | Rules and regulations |
| | Ch 246-110 WAC | School districts and day care centers-- |
| | | Contagious diseases |
| | RCW 70.02 | Medical records--health care information |
| | | access and disclosure |

Adoption Date: 10.27.97
Auburn School District
Revised: 02.14.11

ACCOMMODATING STUDENTS WITH DIABETES

The ESA (Educational Staff Associate) school nurse is appointed to:

- Consult and coordinate with the parents and health care providers of students with diabetes; and
- Train and supervise the appropriate staff in the care of students with diabetes.
- Develop and follow an individual health plan for each student with diabetes. Each individual health care plan shall include an individual emergency plan element. The health plans shall be updated annually and more frequently as needed.

Parents of students with diabetes may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they shall not be required to participate. Parent-designated adults who are school employees shall file a voluntary, written, current and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are not school employees are required to show evidence of comparable training and meet school district requirements for volunteers. Parent-designated adults (both school employees and volunteers) shall receive additional training from a parent-selected health care professional or expert in diabetic care to provide the care requested by the parent. The ESA school nurse is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

In addition to adhering to the requirements of each individual health care plan for the general care of students with diabetes, the district shall:

- Acquire necessary parent requests and instructions for treatment.
- Acquire monitoring and treatment orders from licensed health care providers prescribing within the scope of their licensed authority.
- Provide sufficient and secure storage for medical equipment and medication provided by the parent.
- Permit students with diabetes to perform blood glucose tests, administer insulin, treat hypoglycemia and hyperglycemia, with easy access to the necessary supplies, equipment and medication necessary under their individual health care plan. This includes the option for students to carry the necessary supplies, equipment and medication on their person and perform monitoring and treatment functions wherever they are on school grounds or at school sponsored events.
- Permit students with diabetes unrestricted access to necessary food and water on schedule and as needed and unrestricted access to bathroom facilities. When food is served at school events, provision shall be made for appropriate food to be available to students with diabetes.
- School meals shall not be withheld from any student for disciplinary reasons. Students with diabetes shall not miss meals because they are not able to pay for them. The charge for the meal will be billed to the parent or adult student and collected consistent with district policies.
- Parents and health care providers of students with diabetes will be provided with a description of their student's school schedule to facilitate the timing of monitoring, treatment and food consumption.
- Each student's individual health care plan shall be distributed to appropriate staff based on the student's needs and the staff member's contact with the student.

The district, its employees, agents or parent-designated adults who act in good faith and in substantial compliance with a student’s individual health care plan and the instructions of the student’s health care provider shall not be criminally or civilly liable for services provided under chapter 350, Laws of 2002.

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| Cross References: | Board Policy 2162 | Education of Students with Disabilities |
| | | Under Section 504 |
| | Board Policy 3416 | Medication at School |
| | Board Policy 3520 | Student Fees, Fines and Charges |
| | Board Policy 5630 | Volunteers |

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| Legal References: | Ch. 350, Laws of 2002 |
| | Section 504 of the Rehabilitation Act of 1973 |
| | PL 101-336 Americans with Disabilities Act |

MEDICATION AT SCHOOL

Under normal circumstances, prescribed oral medication and oral over-the-counter medication should be dispensed before and/or after school hours under supervision of the parent or guardian. Oral medications are administered by mouth either by swallowing or inhaling including through a mask that covers the mouth or mouth and nose.

If a student must receive prescribed or non-prescribed oral medication from an authorized staff member, the parent must submit a written authorization accompanied by a written request from a licensed health professional prescribing within the scope of his or her prescriptive authority. If the medication will be administered for more than 15 consecutive days, the health professional must also provide written, current, and unexpired instructions for the administration of the medication.

The superintendent shall establish procedures for:

- A. Training and supervision of staff members in the administration of prescribed or non-prescribed oral medication to students by a physician or registered nurse;
- B. Designating staff members who may administer prescribed or non-prescribed oral medication to students;
- C. Obtaining signed and dated parental and health professional request for the dispensing of prescribed or
- D. Non-prescribed oral medications, including instructions from health professional if the medication is to be given for more than 15 days;
- E. Storing prescribed or non-prescribed medication in a locked or limited access facility; and
- F. Maintaining records pertaining to the administration of prescribed or non-prescribed oral medication.
- G. Permitting, under limited circumstances, students to carry and self-administer medications necessary to their attendance at school.

No medication shall be administered by injection except when a student is susceptible to a predetermined, life-endangering situation. In such an instance, the parent shall submit a written and signed permission statement. Such an authorization shall be supported by signed and dated written orders accompanied by supporting directions from the licensed health professional. A staff member shall be trained prior to injecting a medication.

Medications administered by routes other than oral (ointments, drops, nasal inhalers, suppositories or non-emergency injections) may not be administered by school staff other than registered nurses or licensed practical nurses.

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

Written authorization for administration of medication to students will be for a specific period of time not to exceed one school year or the remainder of one school year.

All medication must be in the original container and properly labeled, including name of student, name of medication, dosage, and the name of the prescribing medical practitioner.

CATHETERIZATION

The board authorizes that qualified staff provide for clean, intermittent bladder catheterization (CIC) of students or assisted self-catheterization in conformance to rules adopted by the state board of nursing.

Employees who are not licensed nurses and whose job descriptions do not require performing catheterizations may file a written statement of refusal to perform catheterizations. Refusal will not adversely affect the employees job status or be grounds for dismissal.

Catheterization is permitted under the following conditions:

- A. Parent, legal guardian, or other person having legal control over the student file a written, current, and unexpired request that the district provide for the catheterization of the student;
- B. Licensed physician of the student file a written, current, and unexpired request that catheterization of the student be provided for during the hours when school is in session or the hours when the student is under the supervision of school officials.
- C. A registered nurse provide written, current, and unexpired instructions regarding catheterization which states which staff members are designated to provide for catheterization and a description of the nature and extent of any supervision that is required.
- D. A staff member who is authorized to provide for catheterization must receive training from a registered nurse consistent with the rules of the state board of nursing. Licensed practical nurses are trained to provide catheterization as part of their professional preparation and are not subject to this training requirement.

The district and its staff and the staff member who provides for catheterization in substantial compliance with this policy and the rules of the state board of nursing shall not be liable in any criminal action or for civil damages arising from providing catheterization. ,The district may discontinue catheterization service for a student without being liable so long as the affected parents/guardians are given advance oral/written notice.

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| Cross References: | Board Policy 2161 | Education of Students with Disabling Conditions |
| Legal References: | RCW 28A.210.290 | Catheterization of School Students--Immunity from liability |
| | 28A.210.255 | Provision of health services in public and private schools--Employee job description |
| | 28A.210.280 | Catheterization of public and private school students |
| | WAC 246-840-820 | Provision for clean, Intermittent Catheterization in schools |
| Management Resources: | <i>Policy News</i> , June 2003 | Catheterization Policy Update |
| | <i>Policy News</i> , December 2003 | Updated Legal References for Catheterization, Facilities Planning and Student Records Policies |

Adoption Date: 10.27.97
Auburn School District
Revised: 06.14.04; 02.14.11

EMERGENCY TREATMENT

The board recognizes that schools are responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian.

When a student is injured, it is the responsibility of staff to see that immediate care and attention is given the injured party until relieved by a superior, a nurse or a doctor. Word of the accident should be sent to the principal's office and to the nurse. The principal or designated staff should immediately contact the parent so that the parent can arrange for care or treatment of the injured.

In the event that the parent or emergency contact cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. However, an injured or ill student should only be moved if a first aid provider has determined that it is safe to do so or that it is safe to transport the student in a private vehicle. Students with head or neck injuries should only be moved or transported by emergency medical technicians. When the parent is located, he/she may then choose to continue the treatment or make other arrangements.

The district is not qualified, under law, to comply with directives to physicians limiting medical treatment and will not accept such directives.

The superintendent shall establish procedures to be followed in any accident, and for providing first aid or emergency treatment to a student who is ill or injured.

Cross Reference: Board Policy 3124

Removal/Release of Student During
School Hours

Adoption Date: 10.27.97
Auburn School District
Revised: 06.14.04; 02.14.11

SELF-ADMINISTRATION OF ASTHMA AND ANAPHYLAXIS MEDICATIONS

It is the policy of the board of directors that students with asthma or anaphylaxis are afforded the opportunity to self-administer prescribed medications. The student's parent or guardian shall submit a written request and other documentation required by the school. The student's prescribing health care provider must provide a written treatment plan.

The student shall demonstrate competence, to possess and self-administer prescribed medications during school and at school sponsored events, to the school's professional registered nurse.

The superintendent is directed to establish procedures that implement this policy and to develop emergency rescue procedures.

Legal Reference: 42 U.S.C. 280, Section 399
Chapter 462, Laws of 2005

Public Health Service Act
Relating to the prevention, diagnosis,
and treatment of asthma.

Adoption Date: 02.14.11
Auburn School District
Revised:

ANAPHYLAXIS PREVENTION

The Auburn Board of Directors expects school administrators, teachers, and support staff to be informed and aware of life-threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life threatening allergens are peanuts, tree nuts, fish, bee or other insect stings, latex and some medications. Affected students require planned care and support during the school day and during school-sponsored activities.

Parents/guardians are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. The district will take reasonable measures to avoid allergens for affected students. The district will also train all staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, student-specific training will be provided for appropriate personnel.

Even with the district's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, the district will take precautions to reduce the risk of a student having an anaphylactic reaction by developing strategies to minimize the presence of allergens in schools.

The superintendent will establish procedures to support this policy.

Legal References: RCW 28A.210.380

Anaphylaxis – Policy Guidelines –
Procedures – Reports

Management Resources:

Policy News, February 2009

Anaphylaxis Prevention Policy Required

Adoption Date: 10.12.09
Auburn School District
Revised: 02.14.11

CHILD ABUSE, NEGLECT AND EXPLOITATION PREVENTION

Child abuse, neglect, and exploitation are both violations of children's human rights and an obstacle to their educational development. The board directs that staff shall be alert for any evidence of such abuse, neglect, or exploitation. For purposes of this policy, "child abuse, neglect, or exploitation" shall mean:

- A. Inflicting physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health, or loss or impairment of any bodily function.
- B. Creating a substantial risk of physical harm to a child's bodily functioning.
- C. Committing or allowing to be committed any sexual offense against a child as defined in the criminal code, or intentionally touching, either directly or through the clothing, the genitals, anus or breasts of a child for other than hygiene, child care or health care purposes.
- D. Committing acts which are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain or mental suffering.
- E. Assaulting or criminally mistreating a child as defined by the criminal code.
- F. Failing to provide food, shelter, clothing, supervision or health care necessary to a child's health or safety.
- G. Engaging in actions or omissions resulting in injury to or creating a substantial risk to the physical or mental health or development of a child.
- H. Failing to take reasonable steps to prevent the occurrence of the preceding actions.

Child abuse can include abuse by another minor and so may be included in incidents of student misconduct.

When feasible, the district will provide community education programs for prospective parents, foster parents, and adoptive parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations. The district shall also encourage staff to participate in inservice programs that deal with the issues surrounding child abuse.

The superintendent shall develop reporting procedures, including sample indicators of abuse and neglect, and shall disseminate the procedures to all staff. The purpose is to identify and report, as soon as possible to the proper authorities, all evidence of child abuse or neglect. Staff shall receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

Classified and certified staff are legally responsible for reporting all suspected cases of child abuse and neglect. A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee shall report such abuse or misconduct to the appropriate school administrator. The administrator shall report to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred as required under RCW 26.44.030. Under state law, staff is free from liability for reporting instances of abuse or neglect and professional staff are criminally liable for failure to do so.

Staff need not verify that a child has in fact been abused or neglected. Any conditions or information that may reasonably be related to abuse or neglect should be reported. Legal authorities have the responsibility for investigating each case and taking such action as is appropriate under the circumstances. School staff shall not make any student available for an investigative interview, with government officials, unless the child consents. If the child is under 12 years of age and the request is from law enforcement officials, the law enforcement official must obtain parental consent, a court order, a warrant, or stipulate the existence of exigent circumstances.

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| Cross References: | Board Policy 4310 | Relations with the Law Enforcement and Child Protective Agencies |
| Legal References: | RCW 13.34.300 | Failure to cause juvenile to attend school as evidence under neglect petition |
| | 26.44.020 | Child abuse — Definitions |
| | 26.44.030 | Reports — Duty and authority to make — Duty of receiving agency — Duty to notify — Case planning and consultation — Penalty for unauthorized exchange of information — Filing dependency petitions — Interviews of children — Records — Risk assessment process |
| | 28A.620.010 | Community education provisions — Purposes |
| | 28A.620.020 | Community education provisions — Restrictions |
| | 43.43.830 | Background checks — Access to children or vulnerable persons |
| | 28A.320.160 | Alleged sexual misconduct by school employee — Parental notification — Information on public records act. |
| | 28A.400.317 | Physical abuse or sexual misconduct by school employees — Duty to Report — Training |
| | WAC 388-15-009 | Definition of child abuse, neglect or exploitation |
| | AGO 1987, No. 9 | Children — Child Abuse — Reporting by School Officials — Alleged Abuse by Student |
| Management Resources: | <i>Policy News</i> , April 2010 | Child Abuse Interviews at Schools |
| | <i>Policy News</i> , February 2007 | Physical Abuse and Sexual Misconduct Notice Requirements |
| | <i>Policy News</i> , June 1999 | 23% of districts out-of-compliance on child abuse policies |

Adoption Date: 10.27.97

Auburn School District

Revised: 04.20.07; 02.14.11

STUDENT SPORTS — CONCUSSION AND HEAD INJURIES

The Auburn Board of Directors recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The board acknowledges the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed. Therefore, all competitive sport activities in the district will be identified by the administration.

Consistent with Washington law, the district will utilize guidelines developed with the Washington Interscholastic Activities Association (WIAA) and other pertinent information and forms to inform and educate coaches, youth athletes, and their parents and/or guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

Annually, the district will distribute a head injury and concussion information sheet to all parents and guardians of student participants in competitive sport activities. The parent/guardian and student must return a signed acknowledgement indicating that they have reviewed and understand the information provided before the student participates in any covered activity. Until this acknowledgement form is returned and on file with the district, the student may not practice or compete.

All coaches, including volunteers, will complete training as required in the district procedure. Additionally, all coaches of competitive sport activities will comply with WIAA guidelines for the management of head injuries and concussions.

Cross References: Policy 4260

Use of School Facilities

Legal References: RCW 28A.600
RCW 4.24.660

Students
Liability of school districts under
contract with youth programs.

Management Resources: *Policy News*, August 2009

Concussion and Head Injuries
Legislation

Adoption Date: 02.14.11
Auburn School District
Revised:

EMERGENCIES

Drills:

1. Fire Drills

Students shall receive instruction so that in case of fire or sudden emergency, they shall be able to leave their particular building in the shortest time possible or take such other steps as the particular emergency demands, and without confusion or panic. Fire drills shall be held six times each year.

The superintendent is directed to develop emergency evacuation procedures for each building.

2. Lockdowns

Students will receive instruction so that in the event of the breach of security of a school building or campus; staff, students and visitors will be able to take positions in secure enclosures. A lockdown drill shall be held at least once each school year.

3. Evacuations

Students will receive instruction so that in the event the school or district needs to be evacuated, they will be able to leave the building in the shortest time possible and take the safest route possible to another school or facility.

4. Shelter-in-Place

Students will receive instruction so that in the case of a hazardous vapor release that doesn't allow time to evacuate the campus, they will be able to remain inside and take the steps necessary to eliminate or minimize the health and safety hazard. A shelter-in-place drill shall be held at least once each school year.

Annually, at least one drill will be conducted using the school mapping system.

5. Earthquakes

The board recognizes the importance of protecting staff, students and facilities in the event of an earthquake. Facilities shall be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

The superintendent shall establish guidelines and action taken by building principals should an earthquake occur while school is in session.

6. Bomb Threats

The superintendent shall establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally or by other means.

7. Emergency School Closure or Evacuation

When weather conditions or other circumstances make it unsafe to operate schools, the superintendent is directed to determine whether schools should be started late, closed for the day or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

8. Pandemic/Epidemic

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff and the community. The superintendent or a designee shall serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, shall ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff shall be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

The superintendent shall establish procedures for the emergency closure of a building or department.

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| Legal References: | RCW 19.27.110 | International Fire Code |
| | 28A.320.125 | Safe school plans — Requirements — Duties of school districts, schools, and educational service districts — Reports — Drills — Rules |

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| Management Resources: | <i>Policy News</i> , August 2008 | School Safety Plans |
| | <i>Policy News</i> , October 2006 | Pandemic Flu Planning for School Districts |
| | <i>Policy News</i> , February 1999 | Fire drills required monthly |

ASSOCIATED STUDENT BODIES

An associated student body (ASB) shall be formed in each school within the Auburn School District whenever one or more students in that school engage in money-raising activities with the approval and at the direction or under the supervision of the district. An associated student body shall be a formal organization of students, including sub-components or affiliated student groups. Each associated student body shall submit a constitution and bylaws to the board for approval. The constitution and bylaws shall identify how student activities become approved as student body activities and establish standards for their supervision, governance and financing. Subject to such approval process, any lawful activity which promotes the educational, recreational or cultural growth of students as an optional extracurricular or co-curricular activity may be considered for recognition as an associated student body activity. Any lawful fundraising practices that are consistent with the goals of the district and which do not bring disrespect to the district or its students may be acceptable methods and means for raising funds for student body activities. The board of directors may act or delegate the authority to a staff member to act as the associated student body for any school which contains no grade higher than grade six.

The principal shall designate a staff member as the primary advisor to the ASB and assure that all groups affiliated with the ASB have an advisor assigned to assist them. Advisors shall have the authority and responsibility to intervene in any activities that are inconsistent with district policy, ASB standards, student safety or ordinarily accepted standards of behavior in the community. When in doubt, advisors shall consult the principal regarding the propriety of proposed student activities. Student activities cannot include support or opposition to any political candidate or ballot measure.

Each ASB shall prepare and submit annually a budget for the support of the ASB program to the board for approval. All property and money acquired by ASBs, except private nonassociated student body funds, shall be district funds and shall be deposited and disbursed from the district's associated student body program fund. Money acquired by associated student body groups through fundraising and donations for scholarships, student exchanges and charitable purposes shall be private nonassociated student body fund moneys. Solicitation of funds for nonassociated student body fund purposes must be voluntary and must be accompanied by notice of the intended use of the proceeds and the fact that the district will hold the funds in trust for their intended purpose. Nonassociated student body fund moneys shall be disbursed as determined by the group raising the money. Private nonassociated student body funds shall be held in trust by the district for the purposes indicated during the fund raising activities until the student group doing the fundraising requests disbursement of the funds and the accounts of the fundraising are complete and reconciled.

Cross Reference: Board Policy 6020
Legal References: RCW 28A.325.020

RCW 28A.325.030

Ch. 392-138 WAC

System of Funds and Accounts
Associated student bodies--Powers and responsibilities affecting
Associated student body program fund--Created--Source of funds—
Expenditures--Budgeting--Care of other moneys received by students for private purposes
Finance--Associated student body moneys

Adoption Date: 10.27.97
Auburn School District
Revised: 02.14.11

STUDENT FEES, FINES, CHARGES

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

The board delegates authority to the superintendent to establish appropriate fees and procedures governing the collection of fees. Arrangements shall be made for the waiver or reduction of fees for students whose families, by reason of their low income, would have difficulty paying the full fee. The USDA Child Nutrition Program guidelines shall be used to determine qualification for waiver. The superintendent shall establish a procedure for notifying parents of the availability of fee waivers and reductions.

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

The student and his/her parents shall be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted.

If a student has transferred to another school district that has requested the student's records, but that student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, attendance, history of violent behavior, violent offenses, sex offenses, inhaling toxic fumes, drug offenses, liquor violations, assault, kidnapping, harassment, stalking or arson, and discipline actions shall be sent to the enrolling school. The content of those records shall be communicated to the enrolling district within two school days and copies of the records shall be sent as soon as possible. The official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school shall be notified that the official transcript is being withheld due to an unpaid fee or fine.

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| Legal References: | AGO 1965-66, No. 113 | Fees--Tuition--Supplies--Authority of school districts to charge tuition fees or textbook fees |
| | AGO 1973, No. 11 | Tuition & Fees--Authority of school districts to charge various fees |
| | RCW 28A.225.330 | Enrolling students from other districts |
| | 28A.320.230(f) | Instructional materials--Instructional materials committee |
| | 28A.330.100 | Additional powers of board |
| | 28A.635.060 | Defacing or injuring school property--Liability of parent or guardian |
| | 28A.220.040 | Fiscal support--Reimbursement to school districts--Enrollment fees--Deposit |
| | WAC 246-100-166 | Immunization of day care and school children against certain vaccine-preventable diseases |
| Management Resources: | <i>Policy News</i> , June 1999 | School Safety Bills Impact Policy |

FUNDRAISING ACTIVITIES INVOLVING STUDENTS

The board acknowledges that the solicitation of funds from students, staff and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose, including the collection of money in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization, may be permitted by the superintendent providing that the instructional program is not adversely affected.

The superintendent shall establish rules and regulations for the solicitation of funds by approved school organizations, official school-parent groups and by outside organizations. The principal shall distribute these rules and regulations to each student organization granted permission to solicit funds.

Cross Reference: Board Policy 3510

Associated Student Bodies

Legal References: WAC 392-138-030(2)

Powers--Authority and policy of board
of directors

PUBLIC INFORMATION PROGRAM

The district shall strive to maintain effective two-way communication channels with the public. Such channels shall enable the board and staff to interpret the schools' performance and needs to the community and provide a means for citizens to express their needs and expectations to the board and staff.

The superintendent shall establish and maintain a communication process within the school system and between it and the community. Such a public information program shall provide for a district annual report, news releases at appropriate times, news media coverage of district programs and events, and regular direct communication between individual schools and the patrons they serve. The public information program shall also assist staff in improving their skill and understanding in communicating with the public.

Community opinion may be solicited through parent organizations, parent-teacher conferences, open houses and other such events or activities which may bring staff and citizens together. At times, board meetings may be scheduled at neighborhood schools. Survey instruments and/or questionnaires may be developed in order to gain a broad perspective of community opinion.

The board is a nonpartisan public body and as such shall not endorse political candidates. Neither staff nor students shall be asked to disseminate campaign materials from the schools nor shall any of the district's facilities or communications services be used to disseminate such material.

The superintendent shall identify staff who have significant public information responsibilities and establish guidelines for their work. The guidelines shall address such matters as authority for making releases and the nature and content of bulletins to parents.

Cross Reference: Board Policy 2106
Legal References: RCW 28A.150.230

Program Compliance
Basic Education Act of 1977 — District
school directors as accountable for
proper operation of district — Scope
— Responsibilities

STAFF COMMUNICATIONS RESPONSIBILITY

Staff share the responsibility for communicating and interpreting the district mission, its policies, programs, goals, and objectives to members of the community. Staff shall perform their services and functions to the best of their ability and communicate with members of the community, parents, students, and other staff in a sincere, courteous, and considerate manner. Staff shall strive to develop and maintain cooperative school-community relations and to achieve the understanding and mutual respect that are essential to the success of any organization.

Confidential information about students or other staff shall be released only as permitted by statute and district policies and procedures.

Cross Reference: Board Policy 4020

Confidential Communications

Adoption Date: 10.09.95
Auburn School District
Revised: 03.28.11

CONFIDENTIAL COMMUNICATIONS

The board recognizes that school staff must exercise a delicate balance regarding the treatment of information that was revealed in confidence. A staff member may, in his/her professional judgment, treat information received from a student as confidential while at other times decide to disclose what was learned to the school administration, law enforcement officers (including child protective services), the county health department, other staff members, or the student's parents. The staff member should advise the student regarding the limitations and restrictions regarding confidentiality. The student should be encouraged to reveal confidences to his/her parents. If the staff member intends to disclose the confidence, the student should be informed prior to such action.

The following guidelines are established to assist staff members in making appropriate decisions regarding confidential information and/or communications:

- A. Information contained in the student's cumulative record folder is confidential and is only accessible through the custodian of student records. Information secured through the authorization of the records custodian shall remain confidential and be used only for the purpose that its access was granted.
- B. While certain professionals may have a legal confidential relationship as in attorney-client communications, school staff members, including counselors (except licensed psychologists), do not possess a confidentiality privilege.
- C. A staff member is expected to reveal information given by a student when there is a reasonable likelihood that a crime has or will be committed, (e.g., child abuse, sale of drugs, suicidal ideation).
- D. A staff member shall exercise professional judgment regarding the sharing of student disclosed information when there is reasonable likelihood that the student's welfare may be endangered.
- E. If district officials determine there is a specific threat to the health or safety of a student or any other individual, it may disclose otherwise confidential student information to appropriate parties, as allowed by the Family Educational Rights and Privacy Act (FERPA).
- F. A staff member is encouraged to assist the student by offering suggestions regarding the availability of community services to assist a student in dealing with personal matters, (e.g. substance abuse, mental illness, sexually-transmitted diseases, pregnancy). The staff member should encourage the student to discuss such matters with his/her parents. Staff members are encouraged to discuss problems of this nature with the school principal prior to making contact with others.

Cross References: Board Policy 2140
Board Policy 2121
Board Policy 3231
Board Policy 4040
Board Policy 5260

Legal References: RCW 26.44.030

Guidance and Counseling
Drug and Alcohol Use/Abuse Program
Student Records
Public Access to District Records
Personnel Records
Reports — Duty and authority to make
— Duty of receiving agency

Adoption Date: 10.09.95
Auburn School District
Revised: 03.28.11

PUBLIC ACCESS TO DISTRICT RECORDS

Full access to information concerning the administration and operations of the district shall be afforded to the public as provided by the Public Disclosure Law, mindful of the right of individuals to privacy and of the desirability of efficient administration of the district. Public access to district records shall be afforded according to the procedures developed by the superintendent and periodically reviewed by the board.

“School district records” include any writing, printing, photocopying, photographing, etc., containing information relating to the conduct of operations and functions of the district which is prepared, owned, used, or retained by the district. “Writing” means handwriting, typewriting, printing, photocopying, photographing, and every other means of recording any form of communication on representation, including letters, words, pictures, sounds, or symbols, or combination thereof, and all papers, maps, magnetic or paper tapes, photographic films and prints, motion picture, film and video recordings, magnetic or punched cards, discs, drums, diskettes, sound recordings and other documents including existing data compilations from which information may be obtained or translated. “School district records” do not include the personal notes and memoranda of staff which remain in the sole possession of the maker and which are not generally accessible or revealed to other persons.

The superintendent or designee shall serve as “public records coordinator” with responsibility and authority for ensuring compliance with the requirements of state law and this policy. As coordinator he/she shall authorize the inspection and copying of the district's records only in accordance with the criteria set forth in this policy.

Electronic Records

Electronic records (including e-mail and web content) created and received by the district in the transaction of public business are public records for the purposes of RCW 40.14 and will be managed consistent with all of the laws and regulations governing the retention disclosure, destruction and archiving of public records. Electronic records will be retained in electronic format and remain usable, searchable, retrievable and authentic for the length of the designated retention period. The district will retain records in compliance with the General Records Retention Schedule for School Districts and Educational Service Districts in Washington State.

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| Cross Reference: | Board Policy 3231 | Student Privacy |
| Legal Reference: | RCW 40.14 | Preservation and destruction of public records |
| | Ch. 42.17 RCW | Disclosure — Campaign Finances — Lobbying |
| | Ch. 42.56 | Public Records Act |
| | WAC 392-172A | Rules for the provision of special education |
| | 20 U.S.C. § 1232g | Federal Education Rights Privacy Act (FERPA). |
| Management Resources: | <i>Policy News</i> , February 2010 | Federal Education Rights and Privacy Act Revisions |
| | <i>Policy News</i> , June 2006 | Public Records Act |
| | <i>Policy News</i> , October 2005 | Public Disclosure |

Adoption Date: 10.09.95
Auburn School District
Revised: 04.05.06; 03.28.11

PUBLIC ACCESS TO DISTRICT RECORDS

In accordance with RCW Chapter 42.56, the district shall make available for public inspection and copying all district records, or portions, except those which contain the following information:

- A. Personal information from any file maintained for students (RCW 42.56.230(1)). Information from student records shall be disclosed only in accordance with the requirements of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g and adopted district policy;
- B. Personal information in files maintained for staff to the extent that disclosure would violate their right to privacy (Requests for verification of employment are not public records and will not be disclosed. Performance evaluations that do not discuss specific instances of misconduct are private and not of legitimate public concern. They will not be disclosed) (RCW 42.56.230(2));
- C. Test questions, scoring keys, or other examination data used to administer academic tests (RCW 42.56.250(1));
- D. The contents of real estate appraisals, made for or by the district relative to the acquisition of property, until the project is abandoned or until such time as all of the property has been acquired, but in no event shall disclosure be denied for more than three years after the appraisal (RCW 42.56.260);
- E. Preliminary drafts, notes, recommendations, and intra-district memoranda in which opinions are expressed or policies formulated or recommended except that a specific record shall not be exempt when publicly cited by the district in connection with any district action (RCW 42.56.280);
- F. Records which are relevant to a controversy in which the district is a party but which records would not be available to another party under the rules of pretrial discovery for cases pending in the superior courts (RCW 42.56.290);
- G. Records or portions of records the disclosure of which would violate personal rights of privacy (RCW 42.56.210 and RCW 42.56.070);
- H. Records or portions of records the disclosure of which would violate governmental interests (RCW 42.56.210);
- I. The residence addresses, telephone numbers, personal wireless telephone numbers, personal electronic mail addresses, social security numbers and emergency contact information of employees or volunteers at a public agency held in personnel records, rosters, and mailing lists (RCW 42.56.250(3)).
- J. The names, dates of birth, residential addresses and telephone numbers, personal wireless telephone numbers, personal electronic mail addresses, social security numbers and emergency contact information of dependents of employees and volunteers of a public agency.
- K. Personally identifiable information for special education students — WAC 392-172A.

If the district denies any request, in whole or in part, for inspection and copying of records, the district shall provide the requesting party with a written statement of the reason for the denial setting forth the specific exemption (and statutory section) which applies. No request shall be denied solely on the basis that the request is overbroad.

If the record which is requested for inspection and/or copying contains both information exempted from disclosure and nonexempt information, the district shall, to the extent practicable, produce the record with the exempt portion deleted and shall provide a written explanation for the deletion.

The district may inquire into the purpose for which a record is requested and may use the answer to aid in determining whether the public has a legitimate interest in obtaining the information, but the district may not decline to furnish the records for public inspection and copying solely because the requester refuses to furnish a reason for the request.

The district may condition access to a public record containing a list of individuals on the requester's promise that the record will not be used for a commercial purpose, but may not require the requester to enter into a hold harmless agreement to that effect.

The public records coordinator is authorized to seek an injunction to prevent the disclosure of records otherwise disclosable when he/she determines that there is reasonable cause to believe that the disclosure would clearly not be in the public interest and would substantially and irreparably damage any person or would substantially or irreparably damage vital governmental functions.

The coordinator shall inform any employee and appropriate collective bargaining unit representative when a record naming the employee has been requested. The employee and representative shall be informed of the district's intended response to the request.

Cut-Off

Whenever applicable, the retention period starts with the "cut-off." "Cut-off" is a term used to indicate files or records may be terminated on a predetermined date. "Cut-off" prevents current records from attaining unmanageable size and facilitates the filing of new records. Calendar year records may be "cut-off" on December 31, and a new file established on January 1; all fiscal year records can be "cut-off" only upon the completion of an action or event, such as termination of contract, final payment of a contract, termination of employment, etc. Regardless of the duration of the retention period, records series should be kept in the office files after "cut-off" only as long as is necessary to satisfy: (1) active reference; (2) audit, when required; and (3) other operational requirements. Once these three factors have been satisfied, the records should be transferred to a records center or to an appropriate alternative format, including electronically for the remainder of the retention period.

DISTRIBUTION OF MATERIALS

The board recognizes that nonprofit organizations may want to distribute materials in the school district that are non-curricular but that have social, recreational or educational value for students.

Any nonprofit group wishing to distribute informational material must first submit, to the superintendent or a designee, a copy of the material and a statement of the educational value the program provides to students.

Informational materials to be distributed must also be approved by the building principal and meet certain standards prior to distribution. The primary purpose of the standards is to prevent the exploitation of students by individuals or groups.

It is the responsibility of the superintendent, in conjunction with the building principals to draft procedures regarding this policy.

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| Cross References: | Board Policy 2340 | Religious-Related Activities and Practices |
| | Board Policy 3220 | Freedom of Expression |

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| Management Resources: | <i>Policy News</i> , April 2005 | Distribution of Materials |
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Adoption Date: 03.28.11
Auburn School District
Revised:

CITIZENS' ADVISORY COMMITTEES AND TASK FORCES

The superintendent and/or board may appoint a citizens' advisory committee or task force as necessary to gather public input and/or establish interaction with the community about selected issues. The committee shall study school matters and submit their findings and recommendations to the superintendent and/or board. This committee shall be formed by authorization of the board. Such authorization shall include a description of the responsibilities and reporting relationships and shall specify the duration of the committee's existence.

SCHOOL-SUPPORT ORGANIZATIONS

The board encourages the formation of a parent-teacher-student association or similar organization at each school building for the purpose of providing an opportunity through which parents, teachers and students may unite their efforts and interests to enhance the school program. In schools where no such organization exists, another parent group can be recognized by the school principal as the official body through which parents, staff and students may unite their efforts for similar purposes.

Booster clubs and/or special interest organizations may be formed to support and strengthen specific activities conducted within the school or district. All such groups must receive the approval of the school principal or superintendent in order to be recognized as a booster organization. Staff participation, cooperation and support are encouraged in such recognized organizations.

TITLE I PARENTAL INVOLVEMENT

The board recognizes that parent involvement contributes to the achievement of academic standards by students participating in district programs. The board views the education of students as a cooperative effort among school, parents and community. The board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:

- A. Play an integral role in assisting their child's learning;
- B. Are encouraged to be actively involved in their child's education at school; and
- C. Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The board of directors adopts as part of this policy the following guidance for parent involvement. The district shall:

- A. Put into operation programs, activities and procedures for the involvement of parents in all of its Title I schools consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;
- B. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance.
- C. Coordinate and integrate Title I parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Even Start, Parents As Teachers, Home Instruction, Preschool Youngsters, State-run preschools;
- D. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I-related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children; and

Legal References: PL 107-110, Section 1118(a)

Management Resources: *Policy News*, October 2008 Family Involvement Policy
Policy News, June 2005 Title I Parental Involvement Policy
Policy News, August 2003 No Child Left Behind Update

Adoption Date: 03.28.11
Auburn School District
Revised:

SAFE AND ORDERLY LEARNING ENVIRONMENT

Contacts with Staff

The learning environment and the staff's time for students shall be free from interruption. Except in emergencies, staff shall not be interrupted in their work. Brief messages shall be recorded so as to permit the staff member to return the call when free.

Certificated staff shall be available for consultation with students and patrons one-half hour before and after school time. Students and patrons are urged to make appointments with staff to assure an uninterrupted conference.

No one shall solicit funds or conduct private business with staff on school time and premises.

Visitors

The board welcomes and encourages visits to school by parents, other adult residents of the community and interested educators. The superintendent shall establish guidelines governing school visits to insure orderly operation of the educational process and the safety of students and staff.

Disruption of School Operations

If any person is under the influence of drugs or alcohol or is disrupting or obstructing any school program, activity, or meeting, or threatens to do so or is committing, threatening to imminently commit or inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure of any student, official, classified or certificated staff member or invitee of the school district, the superintendent or staff member in charge shall direct the person to leave immediately. If such a person refuses to leave, the superintendent or staff member shall immediately call for the assistance of a law enforcement officer.

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| Legal Reference: | RCW 28A.635.020 | Wilfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty |
| | RCW 28A.635.030 | Disturbing school, school activities, or meetings |
| | RCW 28A.635.090 | Interfering by force or violence — Penalty |
| | RCW 28A.635.100 | Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful — Penalty |
| | RCW 28A.605.020 | Parents' access to classroom or school sponsored activities |
| | 20 U.S.C. § 9528 | No Child Left Behind Act, Military Recruiter Provision |

Adoption Date: 10.09.95
Auburn School District
Revised: 03.28.11

REGULATION OF DANGEROUS WEAPONS ON SCHOOL PREMISES

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.

The superintendent is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the Superintendent of Public Instruction.

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:

- A. Persons engaged in military, law enforcement, or school district security activities;
- B. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course;
- C. Persons competing in school authorized firearm or air gun competitions; and
- D. Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

- A. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and
- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

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.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission, or use of personal protection spray devices under any other circumstances is a violation of district policy.

School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy.

Cross References: Board Policy 3240
Board Policy 3241

Student Conduct
Corrective Actions or Punishment

Legal References: RCW 9.41.280
RCW 9A.16.020
RCW 9.91.160
RCW 28A.600.420

Dangerous weapons on school grounds
Use of force — when lawful
Personal Protection Spray devices
Firearms on school premises,
transportation, or facilities —
Penalty — Exemptions

Management Resources:
Policy News, August 2006
Policy News, August 1998

Policy News, October 1997

Weapons on School Premises
State Encourages Modification of
Weapons Policy
Legislature also addresses “look-alike”
firearms

USE OF TOBACCO ON SCHOOL PROPERTY

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 tobacco use on school property at all times. Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering devices, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco innovation.

Any use of such products by staff, students, visitors and community members shall be prohibited on school district property. Possession or distribution by minors is prohibited. This shall include all district buildings, grounds, and district-owned vehicles.

Notices advising students, district employees, and community members of this policy shall be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent and shall be included in the employee and student handbooks. Employees and students are subject to discipline for violations of this policy and school district employees are responsible for the enforcement of the policy.

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| Cross References: | Board Policy 3200 | Student Rights and Responsibilities |
| | Board Policy 3241 | Classroom Management, Corrective Actions or Punishments |
| | Board Policy 5280 | Termination of Employment |
| Legal References: | RCW 28A.210.310 | Prohibition on use of tobacco products on school property |
| | RCW 70.155.080 | Purchasing, obtaining or possessing tobacco by Minors — Civil infraction |
| Management Resources: | <i>Policy News</i> , October 2010 | Electronic Cigarettes |

Adoption Date: 03.10.97
Auburn School District
Revised: 03.28.11

COMPLAINTS CONCERNING STAFF OR PROGRAMS

Constructive criticism can be helpful to the district. At the same time, the board has confidence in its staff and programs and shall act to protect them from unwarranted criticism or disruptive interference. Complaints received by the board or a board member shall be referred to the superintendent for investigation.

The superintendent shall develop procedures to handle complaints concerning staff or programs. Complaints regarding instructional materials should be pursued in the manner provided for in Policy 2020 (Curriculum Development and Adoption of Instructional Materials).

Legal References: RCW 28A.405.300

Chapter 42.30 RCW

Adverse change in contract status of
certificated employee —
Determination of probable cause —
Notice — Opportunity for hearing
Open Public Meetings Act

PUBLIC PERFORMANCES

The board recognizes the scholastic and social values that may be derived from student participation in various activities sponsored by community organizations.

Students may perform as a representative of the district, any school or other organization of the district subject to the approval of the principal. Permission and approval to perform as a representative of the school or district shall be contingent upon the principal's determination that such participation is in the best interests of the student, school and district.

While students may perform in traditional musical events during the holiday season, a school-sponsored group shall not perform or make such presentations in a worship service.

The activity, program, performance or contest under consideration shall have educational value consistent with the goals and objectives of the district. Participation shall not result in exploitation of or liability to the student, school or district. Students shall not receive any remuneration for performing as representatives of the school or district but shall be permitted to request and accept reasonable donations for attendance at public performances held during non-school hours to assist with support of such organizations.

CONTESTS, ADVERTISING AND PROMOTIONS

Any club, association or other organization must have prior approval for students' participation in any contest, advertising campaign or promotion. Approval may be given by the superintendent following recommendation by the teacher and principal. Criteria to be used are:

- A. The objectives of the contest, campaign, or promotion shall be consistent with the district's goals and policies;
- B. The proposed activity shall have educational value to the participants and be free of objectionable advancement of the name, product or special interest of the sponsoring group; and
- C. Participation by a student shall not interfere with his/her program of curricular or co-curricular activities.

Cross Reference: Board Policy 3220 Freedom of Expression

Legal Reference: AGO 9503.00 1995 No. 3 Use of School Districts' Facilities by
Student Groups for Religious
Purposes

Adoption Date: 10.09.95
Auburn School District
Revised: 03.28.11

USE OF SCHOOL FACILITIES

The board subscribes to the belief that public schools are owned and operated by and for its patrons. The public is encouraged to use school facilities but shall be expected to reimburse the district for such use to insure that funds intended for education are not used for other purposes. On recommendation of the superintendent, the board shall set the rental rates schedule.

The superintendent is authorized to establish procedures for use of school facilities, including rental rates, supervisory requirements, restrictions, and security. Those using school facilities shall maintain insurance for accident and liability covering persons using the district's facilities under the sponsorship of the organization. Community athletics programs that use district facilities shall not discriminate against any person on the basis of sex in the operation, conduct or administration of their programs. For rental rate purposes, organizations seeking the use of school facilities have been divided into three categories:

School or Child-related Groups or Other Government Agencies include those organizations whose main purpose is to promote the welfare of boys and girls or to provide members of the community access to government programs or opportunities for civic participation. Examples are: Scouts, Campfire, PTA, 4-H, city or county sponsored recreation groups, polling places, political caucuses and governmental groups. When facilities are used outside of regular school hours or the district incurs extra utility, cleaning, or supervision costs, a fee, to be established by the superintendent, shall be charged to recoup those costs. Additionally, youth organizations engaged in sports activities and using school facilities must provide a statement of compliance with the policies for the management of concussion and head injury in youth sports as required by RCW 28A.600 along with appropriate insurance.

Nonprofit Groups includes those organizations which might wish to use school facilities for lectures, promotional activities, rallies, entertainment, college courses, or other activities for which public halls or commercial facilities generally are rented or owned. The district shall charge a rental rate in excess of costs incurred, except that such excess charges may be waived when a service club or other nonprofit group is raising funds for charitable purposes. Similar treatment may be granted public universities and colleges when offering college courses within the community or when any university/college is offering a course for staff at the request of the district. Nonprofit groups of the kind that, in most communities, have their own facilities (churches, lodges, veterans groups, granges, etc.) who wish to use district facilities on a regular but temporary basis may do so under this rental rate :

Commercial Enterprises include profit-making organizations and business-related enterprises. While the district would prefer these organizations use commercial or private facilities, facilities may be rented for non-regular use at the prevailing rate charged by commercial facilities in the area.

District-sponsored activities, including curricular and co-curricular functions, retain first priority in use of facilities. Authorization for use of school facilities shall not be considered as endorsement of or approval of the activity group or organization nor for the purposes it represents.

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| Legal References: | RCW 28A.320.510 | Night schools, summer schools, meetings, use of facilities for |
| | RCW 28A.335.150 | Permitting use and rental of playgrounds, athletic fields, or athletic facilities |
| | RCW 28A.335.155 | Use of buildings for youth programs — Limited immunity |
| | AGO 1973 No. 26, I-276 | School districts — Use of school facilities for presentation of programs — Legislature — Elections |
| Management Resources: | <i>Policy News</i> , August 2009 | Concussion and Head Injuries Legislation |

POLITICAL RELATIONSHIPS WITH GOVERNMENTAL AGENCIES

The board recognizes and encourages the right of its employees, as citizens, to engage in political activity. School property and school time, supported by public funds, may not be used for political purposes.

District employees, when authorized by the board or superintendent, may provide information or communicate on matters pertaining to school district affairs or advocate the official position or interests of the district to any elected official or officer or employee of any agency. The district shall submit quarterly statements in compliance with requirements of the Public Disclosure Commission.

District employees who hold elective or appointive public office in an organization are not entitled to time off from their school duties for reasons incident to such offices except as such time may qualify under leave policies of the district.

The superintendent is directed to establish procedures that are in compliance with the Public Disclosure Commission.

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| Cross Reference: | Board Policy 5252 Board Policy 5525 | Staff Participation in Political Professional, Civic and Service Organizations |
| Legal Reference: | RCW 42.17.130 RCW 42.17.190 | Forbids use of public office or agency facilities in campaigns Legislative activities of state agencies and other units of government |

RELATIONS WITH THE LAW ENFORCEMENT, CHILD PROTECTIVE AGENCIES AND THE COUNTY HEALTH DEPARTMENT

The primary responsibility for maintaining proper order and conduct in the schools is that of staff. Staff shall be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities. Where there is substantial threat to the health and safety of students or others such as in the case of bomb threats, mass demonstrations with threat of violence, individual threats of substantial bodily harm, trafficking in prohibited drugs or the scheduling of events where large crowds may be difficult to handle, law enforcement shall be called upon for assistance. Information regarding major violations of the law shall be communicated to the appropriate law enforcement agency.

The district shall strive to develop and maintain cooperative working relationship with law enforcement. The superintendent shall meet with law enforcement, child protective authorities and health department officials to establish agreed upon procedures for cooperation between law enforcement, child protective, health, and school authorities. Such procedures should address the handling of child abuse and neglect allegations and cases, the handling of bomb threats, arrests by law enforcement officers on school premises, the availability of law enforcement personnel for crowd control purposes, the processes for investigating possible criminal activity involving students, reporting of communicable disease cases and investigations, and other matters that affect school and law enforcement cooperation. Such procedures shall be made available to affected staff and periodically revised.

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| Cross Reference: | Board Policy 3231 | Student Records |
| Legal Reference: | RCW 28A.635.020 | Wilfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty |
| | RCW 26.44.050 | Taking child into custody without court order |
| | RCW 26.44.110 | Written statement required |
| | RCW 26.44.115 | Notice required |

Management Resources:

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| <i>Policy News</i> , February 1998 | FERPA limits student records access |
| <i>Policy News</i> , April 2001 | Compliance Office Provides FERPA Update |

Adoption Date: 10.09.95
Auburn School District
Revised: 03.28.11

NOTIFICATION OF THREATS OF VIOLENCE OR HARM

Students and school employees who are subjects of threats of violence or harm shall be notified of the threats in a timely manner. Parents shall be included in notifications to students who are subjects of threats of violence or harm. If there is a specific and significant threat to the health or safety of a student or other individuals, the district may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

Individual-directed threats of violence or harm are communications that create fear of physical harm to a specific individual or individuals, communicated directly or indirectly by any means.

Building-directed threats of violence or harm are direct or indirect communications by any means of the intent to cause damage to a school building or school property (e.g., bomb threats), or to harm students, employees, volunteers, patrons or visitors.

The district will address threats of violence or harm in a manner consistent with the district's safety policies and comprehensive safe school plans.

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 will be referred to appropriate community agencies including law enforcement and mental health services. District staff shall work with in-district and community-based professionals and services in all relevant disciplines to address threats of violence or harm, those threatened and those making the threats. Necessary information about the person making the threat shall be communicated by the principal to teachers and staff, including security personnel.

State law provides the district, school district directors and district staff with immunity from liability for providing notice of threats in good faith. Persons who make a knowingly false notification of a threat are subject to appropriate district discipline policies and may be referred for prosecution.

The superintendent is directed to develop and implement procedures consistent with this policy.

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| Cross References: | Board Policy 3207 | Prohibition of Harassment, Intimidation and Bullying |
| | Board Policy 3240 | Student Conduct |
| | Board Policy 3241 | Classroom Management, Corrective Actions or Punishment |
| | Board Policy 5281 | Disciplinary Action or Discharge |
| | Board Policy 6513 | Workplace Violence Prevention |

RELEASE OF INFORMATION CONCERNING SEXUAL AND KIDNAPPING OFFENDERS

Law enforcement agencies receive relevant information about the release of sexual and kidnapping offenders into communities. Law enforcement agencies decide when such information needs to be released to the public. The school district has a public safety role to play in the dissemination of such information to staff, parents, students and the community and will disseminate such information under the following conditions:

- A. Receipt of a specific request from a law enforcement agency that information be disseminated to staff and/or students and parents. In every case where students are notified, parents will be notified as soon as possible.
- B. Receipt of the actual sex offender documents to be distributed. The district may duplicate the sex offender documents, but they will be distributed in the form received from the law enforcement agency.

Cross Reference: Board Policy 3143

District Notification of Juvenile
Offenders

Legal Reference: RCW 4.24.550

Sex offenders — and kidnapping
offenders — Release of information
to public — When authorized —
Immunity

Management Resources:

Policy News, August 1998

Policy News, October 2010

State encourages modification of
weapons policy
Release of Sex Offender Information

Adoption Date: 10.09.95
Auburn School District
Revised: 03.28.11

COOPERATIVE PROGRAMS WITH OTHER DISTRICTS AND PUBLIC AGENCIES

Whenever it appears to the economic, administrative, and educational advantage of the district to participate in cooperative programs with other units of local government, the superintendent shall prepare and present for the board's consideration an analysis of each cooperative proposal. Cooperative programs between two or more small school districts shall not affect the small school factor of participating schools.

Cooperative agreements shall comply with the requirements of the Interlocal Cooperation Act, with assurances that all parties to the agreement have the legal authority to engage in the activities contemplated by the agreement.

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| Legal References: | RCW 28A.225.250 | Voluntary, tuition free attendance programs among school districts,scope — Rules and regulations |
| | Chapter 39.34 RCW | Interlocal Cooperation Act |
| | Chapter 48.62 RCW | Local Government Insurance |
| | Chapter 392-135 WAC | Finances — Interdistrict Cooperation Programs |

COOPERATION WITH PRIVATE AND PAROCHIAL SCHOOLS AND DAY CARE AGENCIES

The district shall cooperate with private and parochial schools, including day care agencies, both in federally assisted programs and other aspects of district operations in ways that are permitted by law. The primary obligation of the district shall be to its students, and such cooperation shall not interfere with or diminish the quality of services offered to its students.

Legal References: RCW 28A.150.350

RCW 28A.235.120

RCW 28A.205

Part-time students — Defined —
Enrollment authorized —
Reimbursement for costs — Funding
authority recognition — Rules,
regulations

Lunchrooms — Establishment and
operation — Personnel for —
Agreement for
Educational Centers

Adoption Date: 10.09.95
Auburn School District
Revised: 03.28.11

ELECTION ACTIVITIES

The district, as part of its mission to educate and instill civic virtue, will assure that public facilities are not to be used to assist in any candidate's campaign or to support or oppose any ballot measure, and will assure that the community is appropriately informed about district and education related ballot measures through objective and fair presentations of the facts related to those measures.

The board will consider adopting resolutions expressing the board's collective opinion on ballot measures (state and local, including district levy and bond measures) that impact the effective operation of the schools. Such a resolution will be considered at a board meeting, the short title and proposition number of the ballot measure will be included in the meeting notice, and an equal opportunity will be provided for views on both sides of the issue to be expressed.

Prior to an election on a district ballot measure, the district will publish, to the entire community, an objective and fair presentation of the facts relevant to the ballot measure. Normal and regular publications of the district will also continue to be published during election cycles and may contain fair, objective and relevant discussions of the facts of pending election issues.

The superintendent is directed to develop procedures for implementing this policy and communicating the policy and procedures to staff.

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| Cross References: | Board Policy 2022 | Electronic Information System (K-20 Network) |
| | Board Policy 5252 | Staff Participation in Political Activities |
| Legal References: | RCW 28A.320.090 | Preparing and distributing information on the district's instructional program, operation and maintenance — Limitation |
| | RCW 42.17.130 | Forbids use of public office or agency facilities in campaigns |
| | WAC 390-05-271 | General application of RCW 42.17.130 |
| | WAC 390-05-273 | Definition of normal and regular conduct |
| Management Resources: | <i>Policy News</i> , August 2001, | PDC Issues Election Guidelines for Schools |

Adoption Date:
Auburn School District:
Revised: 03.28.11

RECRUITMENT AND SELECTION OF STAFF

VISION

Staff are recruited and selected to assure that students grow and meet their full potential in district programs. Staff are highly effective and have the necessary skills and experience to meet the learning needs of all students. The district works with teacher preparation programs, communicating the teaching skills, competencies, and experiences it considers of primary importance in its staff, and providing field experiences designed to train teachers to be able to improve student learning. Decisions about hiring, assigning, or transferring staff are based on maximizing the effectiveness of that staff member within the district's programs.

STRUCTURE

Staff positions are established by the board to provide the district's comprehensive program of education. New positions are established by the board as needed. The superintendent establishes the necessary skills, competencies, qualifications, education, experience, and past performance levels for each position, as it relates to the district's comprehensive program of education, and the goal of continued improvement in student learning. Selection of staff is based on which candidate is the most qualified for the position and is made pursuant to the district's standard screening, interview, and reference check process and equity requirements.

ACCOUNTABILITY

Positions are created within budget parameters, and legal requirements. Part of the district's strategic and short-term planning processes analyze current and projected staffing requirements. The filling of individual positions is done with consideration to salary issues, budget parameters, and legal requirements. The superintendent regularly evaluates the effectiveness of the district's staff recruitment and selection processes and reports the findings and recommendations from the evaluation to the board.

ADVOCACY

The board and district regularly communicates to staff, professional associations, employee bargaining units, teacher and professional preparation programs in higher education, students, parents, and the larger community the district's commitment to hiring those people best prepared and able to improve student achievement.

Cross References: Board Policy 5005

Board Policy 5610

Legal References: RCW 28A.400.300

RCW 28A.405.210

Employment: Disclosures, Certification Requirements, Assurances and Approval

Substitute Employment

Hiring and discharging employees — Leaves for employees — Seniority and leave benefits, retention upon transfers between schools

Conditions and contracts of employment — Determination of probable cause for non-renewal of contracts — Notice — Opportunity for hearing

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| 43.43.830 | Background checks — Access to children or vulnerable persons |
| 43.43.832 | Background checks — Disclosure of child abuse |
| WAC 162-12 | Preemployment Inquiry Guide (Human Rights Commission) |
| AGO 62155.00 - No. 155 | 1961-62 Expenses of Applicants |
| P.L. 99-603 | (IRCA)Immigration Reform and Control Act of 1986 |
| Title 8 USC, Ch. 12 §1324a and §1324b | |

HIRING OF RETIRED SCHOOL EMPLOYEES

The district shall recruit, select, and employ the best-qualified individuals as employees. The district may employ persons retired from the Teachers' Retirement System (TRS), the School Employees' Retirement System (SERS), or the Public Employees' Retirement System (PERS). A retired employee shall only be rehired pursuant to this district policy.

All retirees of TRS, SERS, or PERS may work an annual threshold of eight hundred sixty-seven (867) hours per year while receiving retirement benefits. The annual threshold for TRS Plan 1 retirees is calculated per fiscal year. All other plans are calculated per calendar year. Qualified hours are determined by whether the retiree works in an eligible position as defined by the Department of Retirement Systems (DRS).

TRS 1 and PERS 1 Retirees (hired after July 22, 2007)

Beyond the eight hundred sixty-seven hours (867) per work year, eligible retirees hired from Plan I of TRS or PERS may work up to a total of one thousand five hundred hours (1,500) per year while receiving retirement benefits, subject to limitations established by DRS.

Cross References: Board Policy 5610
 Board Policy 5612
 Board Policy 5050

Substitute Employment
Temporary Administrators
Contracts

Legal References: RCW 41.32
 41.40

Teachers' retirement
Washington public employees'
retirement system

Management Resources:
Policy News, June 2007

Revisions to Retire/Rehire Law

Adoption Date: 07.23.07
Auburn School District
Revised: 05.09.11

District Responsibilities

The district shall abide by the following process when considering a retiree for employment:

- A. The board of directors shall approve a process for recruitment and selection of employees, including those vacancies for which a retiree applicant may be considered.
- B. Applicant(s) shall be evaluated and considered equally, selecting the candidate who best meets the needs of the district.
- C. There shall be no prearranged employment agreement or commitment to rehire an employee after retirement. Mere inquiries about post-retirement employment do not constitute an agreement.
- D. Employment shall be limited to a maximum of a one-year, non-continuing contract or appointment.
- E. The district shall make contributions to the appropriate retirement system when any retiree works more than eight hundred sixty-seven (867) hours per year.
- F. The district shall maintain records of the process followed in seeking qualified candidates that resulted in the hiring of the retiree.
- G. The board of directors shall approve the hiring and document a justifiable need for choosing the retiree.
- H. Subject to any applicable bargaining agreements, vacancies filled by retirees shall be annually reviewed by the board to determine whether the retiree will be rehired for another year of employment.
- I. The district shall provide the retiree with the same terms and conditions of employment as other appointees or employees in comparable positions with the exception of sick-leave cash-out.
- J. The district shall report the number of hours worked by the retiree to DRS.

Retired Employee Responsibilities

The following conditions of employment shall apply to retirees that are re-employed:

- A. Retired applicants shall disclose to the district whether they are retired from a Washington State retirement plan.
- B. Employees must satisfy the DRS requirement for separation and retirement from service prior to accepting a retiree/rehire position with the district.
- C. Retirees are subject to the same collective bargaining membership as other one-year temporary employees.
- D. Retirees are responsible for tracking service hours during post-retirement employment among multiple employers.

EMPLOYMENT: DISCLOSURES, CERTIFICATION REQUIREMENTS, ASSURANCES AND APPROVAL

The board has the legal responsibility of employing all staff. The responsibility of administering the recruitment process is assigned to the superintendent. Prior to final action by the board, a prospective staff member shall present necessary documents which establish eligibility to work and attest to his/her eligibility as required by P.L. 99-603, Immigration Reform and Control Act of 1986. As required by federal immigration law, the superintendent shall certify that he/she has: "examined the documents which were presented to me by the new hire; that the documents appear to be genuine; that they appear to relate to the individual named; and that the individual is a U.S. citizen, a legal permanent resident, or a non-immigrant alien with authorization to work." This certification shall be made on the I-9 form issued by the federal Immigration and Naturalization Service.

The district shall report all new hires to the state Department of Social and Health Services Division of Child Support as required by P.L. 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

The district shall require that every prospective staff member sign a release form allowing the district to contact school employers regarding prior acts of sexual misconduct. The applicant shall authorize current and past school district employers including employers outside of Washington to disclose to the district sexual misconduct, if any, and make available to the district all documents in the employer's personnel, investigative or other files related to the sexual misconduct. The applicant is not prohibited from employment in Washington State if the laws or policies of another state prohibit disclosure or if the out-of-state district denies the request.

Disclosure of Crime

Prior to employment of any unsupervised staff member or volunteer, the district shall require the applicant to disclose whether he/she has been:

- A. Convicted of any crime against persons;
- B. Found in any dependency action under RCW 13.34 to have sexually assaulted or exploited any minor or to have physically abused any minor;
- C. Found by a court in a domestic relations proceeding under Title 26 RCW to have sexually abused or exploited any minor or to have physically abused any minor;
- D. Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor: or
- E. Convicted of a crime related to drugs: manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance.

For purposes of this policy, unsupervised means not in the presence of another employee or volunteer and working with children under sixteen years of age or persons developmentally disabled. The disclosure shall be made in writing and signed by the applicant and sworn to under penalty of perjury. The disclosure sheet shall specify all crimes committed against persons.

Background Check

Prospective unsupervised staff members shall have their records checked through the Washington State Patrol criminal identification system and through the Federal Bureau of Investigation.

Unsupervised volunteers and employees without unsupervised access to children shall also be advised that they will be subjected to a name and birth date background check with the Washington State Patrol.

Applicants may be employed on a conditional basis pending the outcome of the background check and may begin conditional employment once completed fingerprint cards have been sent to the Washington State Patrol. If the background check reveals evidence of convictions, the candidate will not be recommended for employment, or if temporarily employed, will be terminated. When such a background check is received, the superintendent is directed to consult with legal counsel.

If a volunteer has undergone a criminal record check in the last two years for another entity, the district shall request a copy from the volunteer or have the volunteer sign a release permitting the entity for whom the check was conducted to provide a copy to the district.

Record Checkdata Base Access Designee

The superintendent is directed to establish procedures for determining which staff members are authorized to access the Superintendent of Public Instruction's record check database. Fingerprint record information is highly confidential and shall not be re-disseminated to any organization or individual by district staff. Records of arrest and prosecution (RAP sheets) shall be stored in a secure location separate from personnel and applicant files and access to this information is limited to those authorized to access the SPI record check data base.

Certification Requirements

The district shall require that certificated staff hold a Washington State certificate, with proper endorsement (if required for that certificate and unless eligible for out-of-endorsement assignment), for the role and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. State law requires that the initial application for certification shall require a background check of the applicant through the Washington State Patrol criminal identification system and Federal Bureau of Investigation. No salary warrants may be issued to the staff member until the district has registered a valid certificate for the role to which he/she has been assigned.

In addition, any teacher who meets standard or continuing certification after August 30, 1987, must complete 150 hours of continuing education study every five years. Failure to satisfy this requirement will cause the certificate to lapse. If a certificated staff member with a lapsed certificate is issued a transitional certificate pursuant to WAC 181-79A-231 (7), he or she may be conditionally employed for up to two years while he or she meets the certificate reinstatement requirements.

Classified Staff

Classified staff who are engaged to serve less than twelve (12) months, shall be advised of their employment status for the ensuing school year prior to the close of the school year. The superintendent shall give “reasonable assurance” by written notice that the staff member will be employed during the next school year.

Board Approval

All staff members selected for employment shall be recommended by the superintendent. Staff members must receive an affirmative vote from a majority of all members of the board. In the event an authorized position must be filled before the board can take action, the superintendent has the authority to fill the position with a temporary employee who shall receive the same salary and benefits as a permanent staff member. The board will act on the superintendent's recommendation to fill the vacancy at its next regular meeting.

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| Cross References: | Board Policy 1610 Board Policy 5251 Board Policy 5006 Board Policy 5281 Board Policy 5520 Board Policy 5610 Board Policy 6530 | Conflicts of Interest [1st Class] [2nd Class] Conflicts of Interest Certification Revocation Disciplinary Action and Discharge Staff Development Substitute Employment Insurance |
| Legal References: | RCW 28A.320.155 RCW 28A.400.300 RCW 28A.400.303 RCW 28A.405.060 RCW 28A. 405.210 RCW 28A.410.010 RCW 9.96A.020 RCW 43.43.830 - .840 RCW 50.44.050 | Criminal history record information--School volunteers Hiring and discharging of employees--Written leave policies--Seniority and leave benefits of employees transferring between school districts and other educational employers Record checks for employees Course of study and regulations—enforcement--Withholding salary warrant for failure Conditions and contracts of employment--Determination of probable cause for nonrenewal of contracts--Nonrenewal due to enrollment decline or revenue loss—Notice--Opportunity for hearing Certification--Duty of Professional Educator Standards Board—Rules--Record check--Lapsed certificates--superintendent of public instruction as administrator Employment, occupational licensing by public entity--Prior felony conviction no disqualification--Exceptions Washington State Criminal Code Records Benefits payable, terms and conditions--"Academic year" defined |

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| RCW 50.44.053 | "Reasonable assurance" defined-- Presumption, employees of educational institutions |
| P.L. 99-603 | Immigration Reform and Control Act of 1986 (IRCA) |
| P.L. 104-193 | Personal Responsibility and Work Opportunity Reconciliation Act of 1996 |
| WAC 162-12 | Preemployment Inquiry Guide (Human Rights Commission) |
| WAC 180-16-220 | Supplemental basic education program approval requirements |
| WAC 181-79A | Standards for Teacher, Administrator and Educational Staff Associate Certification |
| WAC 181-82-105 | Assignment of classroom teachers within districts |
| WAC 181-82-110 | Exceptions to classroom teacher assignment policy |
| WAC 181-85 | Professional certification--Continuing education requirement |
| WAC 392-300-050 | Access to record check data base |
| WAC 392-300-055 | Prohibition of redissemination of fingerprint record information by education service districts, the State School for the Deaf, the State School for the Blind, school districts, and Bureau of Indian Affairs funded schools |
| WAC 392-300-060 | Protection of fingerprint record information by education service district, the State School for the Deaf, the State School for the Blind, school districts, and Bureau of Indian Affairs funded schools |
| WAC 446-20-280 | Employment--Conviction Records |

Management Resources:

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| <i>Policy News</i> , June 1999 | School Safety Bills Impact Policy |
| <i>Policy News</i> , February 1999 | Local Boards Decide Endorsement Waivers |
| <i>Policy News</i> , August 1998 | District Must Report New Hires |
| <i>Policy News</i> , October 2001 | Updates from the State Board of Education |
| <i>Policy News</i> , April 2004 | School Employee Sexual Misconduct |
| <i>Policy News</i> , October 2005 | Public Disclosure |
| <i>Policy News</i> , October 2005 | Sex Offender Reporting Requirements |
| <i>Policy News</i> , October 2010 | Employment Disclosures |

Adoption Date: 03.10.97

Auburn School District

Revised: 05.09.11

CERTIFICATION REVOCATION

The board of directors recognizes its responsibility to protect students from physical and/or emotional harm. Staff members are expected to exhibit "good moral character and personal fitness" as they teach or supervise students. Staff members shall not engage in unprofessional conduct including:

- A. The related acts of immorality and/or intemperance;
- B. Violation of written contract;
- C. Crime against the state or involving the physical neglect of children;
- D. The physical injury of children;
- E. Sexual misconduct with children or students;
- F. Misrepresentation or falsification in the course of professional practice;
- G. Possession, use or consumption, or being under the influence of alcohol or of a controlled substance on school premises or at a school-sponsored activity involving students;
- H. Disregard or abandonment of generally recognized professional standards;
- I. Abandonment of contract for professional services;
- J. Unauthorized professional practice;
- K. Illegal furnishing of alcohol or a controlled substance to a student; or
- L. Improper remunerative conduct.

Unprofessional conduct shall not include matters such as insubordination, violation of the collective bargaining agreement, or other employment-related acts correctable by the district or other civil remedies.

When the superintendent possesses sufficient reliable information to believe that a certificated employee is not of good moral character or personally fit or has committed an act of unprofessional conduct, within a reasonable period of time of making such determination, he/she shall file a written complaint with the Superintendent of Public Instruction.

If the district is considering action to discharge a staff member, the superintendent need not file such complaint until 10 calendar days after making the final decision to serve or not serve formal notice of discharge. Such written complaint shall state the grounds for revocation and summarize the factual basis upon which a determination has been made that an investigation by the Superintendent of Public Instruction is warranted. The Superintendent of Public Instruction shall provide the affected certificate holder with a copy of such written complaint.

Intentional failure to file a complaint is an act of unprofessional conduct and may be sufficient cause for revocation of the superintendent's professional education certificate. A staff member may voluntarily surrender his or her certificate.

The superintendent shall maintain a confidential file containing allegations and the findings related to his/her investigation.

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| Cross References: | Board Policy 5005 | Employment Disclosures, Certification, Assurances and Approval |
| | Board Policy 5281 | Disciplinary Action and Discharge |
| Legal References: | RCW 28A.400.320 | Mandatory termination of classified employees |
| | 28A.405.470 | Mandatory termination of certificated employees |
| | 28A.410.090 | Revocation of Authority teach--Method--Grounds |
| | 28A.410.100 | Revocation of authority to teach--Hearings and appeals |
| | 28A.410.110 | Reinstatement prohibited for crimes |
| | WAC 181-79A | Standards for teacher, administrator, and educational staff associate certification |
| | 181-86 | Professional certification--Policies and procedures for administration of certification proceedings |
| | 181-87 | Professional certification--Acts of unprofessional conduct |
| | 181-79A-155 | Good Moral Character and Personal Fitness--Necessary supporting evidence applicants |

Adoption Date: 05.09.11
Auburn School District
Revised:

NONDISCRIMINATION AND AFFIRMATIVE ACTION

Nondiscrimination

The district shall provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity shall be provided without discrimination with respect to age; gender; race; color; creed; religion; national origin (including language); sex; sexual orientation including gender expression or identity; honorably discharged veteran or military status; the presence of any sensory, mental, or physical disability; and the use of a trained dog guide or service animal.

The board shall designate a staff member to serve as affirmative action/Title IX compliance officer.

Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action which shall make effective equal employment opportunities for staff and applicants for employment. Such affirmative action shall include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, disabled, ethnic minorities, women, and Vietnam veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action shall also include recruitment, selection, training, education and other programs.

The superintendent shall develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and shall ensure that no such procedures discriminate against any individual. Reasonable steps shall be taken to promote employment opportunities of those classes that are recognized as protected groups--aged, disabled, ethnic minorities and women and Vietnam veterans, although, under state law, racial minorities and women may not be treated preferentially in public employment.

This policy, as well as the affirmative action plan, regulations, and procedures developed according to it, shall be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy shall be reported annually to the board.

Employment of Persons with Disabilities

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions shall prevail:

- A. No qualified person with disabilities shall, solely by reason of a disability, be subjected to discrimination, and the district shall not limit, segregate, or classify any applicants for employment or any staff member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions and includes fringe benefits and other elements of compensation.

- B. The district shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified applicant or staff member with disabilities unless it is clear that an accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:
1. Making facilities used by staff readily accessible and usable by persons with disabilities; and
 2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions. In determining whether or not accommodation would impose an undue hardship on the district, factors to be considered include the nature and cost of the accommodation.
- C. The district shall not make use of any employment test or criteria that screens out persons with disabilities unless:
1. The test or criteria is clearly and specifically job related; and
 2. Alternative tests or criteria that do not screen out persons with disabilities are available.
- D. While the district may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.
- E. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

Nondiscrimination for Military Service

The district will not discriminate against any person who is a member of, applies to be a member, or performs, has performed, applies to perform, or has an obligation to perform service in an uniformed service, on the basis of that participation in an uniformed service. This includes in initial employment, retention in employment, promotion, or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

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| Cross References: | Board Policy 5270 Board Policy 5407 | Resolution of Staff Complaints Military Leave |
| Legal References: | RCW 28A.400.310 RCW 28A.640.020 RCW 49.60 RCW 49.60.030 RCW 49.60.180 RCW 49.60.400 Chapter 73.16 RCW | Law against discrimination applicable to district's employment practices Regulations, guidelines to eliminate discrimination--Scope Discrimination--Human rights commission Freedom from discrimination--Declaration of civil rights Unfair practices of employer defined Discrimination, preferential treatment prohibited. Employment and Re-employment |

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| WAC 392-200 | School personnel--Employment Discrimination |
| WAC 392-200-015 | Public school employment--affirmative action program |
| 42 USC 2000c – 2000c-9 | Title VII of the Civil Rights Act of 1964 |
| 42 USC 2000h – 2000h-6 | Title IX Educational Amendments of 1972 |
| 42 USC 12101 – 12213 | Americans with Disabilities Act |
| 29 USC 706 | |
| 8 USC 1324a and 1324b | (IRCA) Immigration Reform and Control Act of 1986 |
| 38 USC §§ 2021 -2024 | Uniformed Services Employment and Reemployment Rights Act |
| 45 CFR 84 Sec 504 | Vocational Rehabilitation Act of 1973 |
| Executive Order 11246 Amended by Executive Order 11375 | |

Management Resources: *Policy News*, August 2007 Washington's Law Against
Discrimination
Policy News, June 2001 State Updates Military Leave Rights

Adoption Date: 03.10.97

Auburn School District

Revised: 06.14.04; 05.09.11; 05.14.12; 06.25.12

COLLECTIVE BARGAINING

The board encourages and promotes a good and fair working relationship among the staff. The board recognizes the right of staff to join labor organizations of their own choosing and to be represented by such organizations in the negotiations of such matters and according to such procedures as may be required by law or agreement of the parties. The board shall engage in collective bargaining with the properly designated bargaining units and shall abide by collective bargaining agreements reached with such properly designated bargaining units.

The chief negotiator representing the district shall be appointed by the board. The chief negotiator shall advise and inform the board regarding negotiations' progress and shall negotiate within parameters established by the board. Any agreements reached by the chief negotiator shall not be binding upon the board until formally approved by the board.

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| Cross Reference: | Board Policy 5021 | Applicability of Personnel Policies |
| Legal References: | RCW 41.56.060 RCW 41.59.070 | Determination of bargaining unit-- Bargaining representative Election to ascertain exclusive bargaining representative, when--Run off election--Decertification election |

Adoption Date: 05.09.11
Auburn School District
Revised:

APPLICABILITY OF PERSONNEL POLICIES

Except where expressly provided to the contrary, personnel policies apply to the staff of the district. However, where there is a conflict between the terms of a collective bargaining agreement and the district's policy, the law provides that the terms of the collective bargaining agreement shall prevail in regard to the staff covered by that agreement.

When a matter is not specifically provided for in the appropriate negotiated contract, the district's policies shall govern.

Cross Reference: Board Policy 5020

Collective Bargaining

Legal References: RCW 41.59.910

Construction of [public employment]
chapter — Effect on existing
agreements — Collective bargaining
agreement prevails where conflict

Adoption Date: 05.09.11
Auburn School District
Revised:

CONTRACTS

The district shall contract annually with each applicable staff member. Such contract shall be in conformity with state law and the policies and negotiated agreements of the district. The contract shall be binding on the district and on the staff member and may not be abridged or abrogated during its term by either party except by mutual consent or as may be provided elsewhere in board policy or in negotiated agreements.

The contracts for certificated staff shall be written for a period not to exceed one year. Upon the recommendation of the superintendent contracts for selected classified staff may be in writing and/or for a specific period of time not to exceed one year. Otherwise, the employment of classified staff shall be based on an annual work year commencing on the first day of work.

Supplemental contracts, which are not subject to the continuing contract statute, shall be issued for services to be rendered in addition to a staff member's normal "full-time" assignment.

A. Certificated Staff Contracts

The district, upon recommendation of the superintendent and approval by a majority of the board of directors, shall offer a certificated staff contract to the applicant so recommended and approved, such contract to state the salary to be paid based upon the applicable salary schedule, the number of days of service, effective date and term of the contract and to include the following statement: "failure to return this contract within ten (10) days of the above date of issuance shall constitute a resignation or nonacceptance of employment or re-employment." The contract shall also include the following statement:

B. Provisional Employment

The district shall issue to certificated first, second and third year teaching or other non-supervisory certificated staff a "provisional contract" for "provisional employees" who are subject to non-renewal of employment as provided by law for such staff members. Staff who have completed a two year provisional term with another Washington State school district shall be provisional employees only during their first year with the district. Such "provisional contract" shall include the following rider: "It is understood and agreed that the staff member has not completed three years of employment in a Washington State public school district and that the provisions of RCW 28A.405.220 are applicable during the first three years of certificated employment of the staff member by the district or the first year of employment with the district if the staff member has completed at least two years of employment in another Washington State public school district."

C. Retire-Rehires and Persons Replacing Certificated Staff on Leave

The district shall issue one-year, non-continuing contracts to persons who have retired from a certificated position in the state of Washington and are returning to employment under the "retire-rehire" provisions of state law. The district shall issue "replacement employee" contracts upon the recommendation of the superintendent and action of the board, to certificated staff who replace certificated staff who have been granted leaves. Such contracts shall be for the duration of the leave only and are not subject to the terms of the Continuing Contract Law. Such contracts shall clearly state the terms and conditions of the contract. These contracts shall include the following rider:

“It is understood and agreed that the staff member is employed pursuant to the provisions of RCW 28A.405. In accordance with the provisions of RCW 28A.405.900, this contract shall expire automatically at the end of the contract terms set forth herein and is not subject to the provisions of RCW 28A.405.210.”

D. Adjustments

The district shall provide, for the review and adjustment of certificated staff, contracts on the basis of information filed with the human resources office by December 1. The staff member shall provide the human resources office, according to schedule, with the required information, including official college or university transcripts, official records of degrees completed, official records of approval and completion of authorized work for equivalent credits, and all other pertinent data for contract adjustment purposes.

E. Supplemental Employment Contracts

The district shall issue separate supplemental employment contracts to certificated staff for service to be rendered in excess of a normal “full-time” assignment or for service to be rendered beyond the scheduled staff day or for service to be performed beyond the scheduled staff year. Supplemental contracts will also be issued for co-curricular activities and special responsibility assignments. Separate contracts shall not exceed one year and, if not renewed, shall not constitute an adverse change in contract status. Salary for services performed under supplemental employment contracts shall be paid according to the current salary schedule for supervision of co-curricular activities or, in the case of extended time assignments, according to the applicable provisions for payment for the services rendered.

F. Consultants

Staff consultant services may be obtained when unique knowledge or technical skills are needed. A description of desired services and an estimate of time and costs shall be submitted to the superintendent or designee for action. Compensation shall be determined by the superintendent or designee, but normally may not exceed that paid to a regular staff member with comparable duties. The honorarium paid to a consultant shall be determined by the superintendent or designee, taking into account cost incurred and benefits derived there from. Compensation classification of a consultant on a personal services contract or through payroll shall be determined in compliance with the guidelines of the Internal Revenue Service.

G. Title 1 Employees

All teachers working in a program supported with Title 1 funds who were hired on or after the first day of the 2002-03 school year, shall be highly qualified, as defined by federal law and regulations.

All para-educators providing instructional support in a program supported by Title 1 funds hired after January 8, 2002, shall have a secondary school diploma or a recognized equivalent and one (1) of the following:

1. Completed at least two (2) years of study at an institution of higher learning;
2. Obtained an associate’s or higher degree; or
3. Met a rigorous standard of quality through a formal state or local assessment.

Para-educators who are hired primarily as translators or solely to conduct family involvement activities do not need to meet the new requirements. However, they must have earned a secondary school diploma or its recognized equivalent.

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| <p>Cross References: Board Policy 5280</p> <p>Legal References: RCW 28A.330.100 28A.400.300</p> <p style="padding-left: 150px;">28A.400.315</p> <p style="padding-left: 150px;">28A.405.210</p> <p style="padding-left: 150px;">28A.405.220</p> <p style="padding-left: 150px;">28A.405.240</p> <p style="padding-left: 150px;">28A.405.900</p> <p style="padding-left: 75px;">20 U.S.C. § 6319</p> <p>Management Resources: <i>Policy News</i>, August 2001</p> <p style="padding-left: 150px;"><i>Policy News</i>, August 2003</p> <p style="padding-left: 150px;"><i>Policy News</i>, October 2010</p> | <p>Termination of Employment</p> <p>Additional powers of the board</p> <p>Hiring and discharging of employees--</p> <p style="padding-left: 20px;">Written leave policies--Seniority and leave benefits of employees</p> <p style="padding-left: 20px;">transferring between school districts and other educational employers</p> <p>Employment contracts [not retroactive]</p> <p>Conditions and contracts of employment--Determination of probable cause for nonrenewal of contracts--Nonrenewal due to enrollment decline or revenue loss--</p> <p style="padding-left: 20px;">Notice--Opportunity for hearing</p> <p>Conditions and contracts of employment--Non-renewal of provisional employees--Procedure</p> <p>Conditions and contracts of employment</p> <p style="padding-left: 20px;">Supplemental contracts, when--</p> <p style="padding-left: 20px;">Continuing contract provisions, not applicable to</p> <p>Certain certificated employees exempt from chapter provisions</p> <p>Qualifications for teachers and paraprofessionals</p> <p>Legislature Authorizes "Retire-Rehire"</p> <p>No Child Left Behind Update</p> <p>Employment Disclosures</p> |
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Adoption Date: 05.09.11
Auburn School District
Revised:

DRUG-FREE SCHOOLS, COMMUNITY AND WORKPLACE

The board has an obligation to staff, students and citizens to take reasonable steps to assure safety in the workplace and to provide safety and high quality performance for the students that the staff serves.

“Workplace” is defined to mean the site for the performance of work done in connection with a federal grant. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district where work on a federal grant is performed.

For these purposes, the board declares that the following behaviors will not be tolerated:

- A. Reporting to work under the influence of alcohol, illegal chemical substances or opiates.
- B. Using, possessing, transmitting alcohol, illegal chemical substances (including anabolic steroids) or opiates in any amount or in any manner on district property at any time. Any staff member convicted of a felony attributable to the use, possession, or sale of illegal chemical substances or opiates will be subject to disciplinary action, including immediate termination.
- C. Using district property or the staff member's position within the district to make or traffic alcohol, illegal chemical substances or opiates.
- D. Using, possessing or transmitting illegal chemical substances and opiates in a manner which is detrimental to the interest of the district.

Any staff member who is taking a drug or medication, whether or not prescribed by the staff member's physician which may adversely affect that staff member's ability to perform work in a safe or productive manner, is required to report such use of medication to his or her supervisor. This includes drugs which are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those which may cause drowsiness or dizziness. The supervisor, in conjunction with the district office, then will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

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

Each employee shall be notified of the district's policy and procedures regarding employee drug activity at work. Any staff member who violates any aspect of this policy may be subject to disciplinary action, which may include immediate discharge. As a condition of eligibility for reinstatement, an employee may be required to satisfactorily complete a drug rehabilitation or treatment program, at the employee's expense. Nothing in this policy shall be construed to guarantee reinstatement of any employee who violates this policy, nor does the school district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

Other actions such as notification of law enforcement agencies may be taken in regard to a staff member violating this policy at the district's discretion as it deems appropriate.

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| Cross References: | Board Policy 4215 Board Policy 5203 Board Policy 5280 | Use of Tobacco on School Property Staff Assistance Program Termination of Employment |
| Legal References: | 41 USC §§ 701-707 20 USC §§ 7101-7118 21 U.S.C. 812 21 CFR 1300.11-1300.15 RCW 69.50.435 | Drug Free Workplace Act of Subtitle D 1988 and as amended in 1989 Safe and Drug-Free Schools and Communities Act Controlled Substance Act Violations committed on school bus or in or near school grounds or school bus route stop |
| Management Resources: | Policy News, February 1999 | Bus drivers still tested for marijuana |

Adoption Date: 03.10.97
Auburn School District
Revised: 05.09.11

FEDERAL MOTOR CARRIER SAFETY ADMINISTRATION MANDATED DRUG AND ALCOHOL TESTING PROGRAM

The board of directors directs the superintendent to establish programs and procedures as mandated by and in accordance with Federal Motor Carrier Safety Administration (FMCSA) controlled substances and alcohol testing rules.

Prohibited Alcohol And Controlled Substance-Related Conduct

The following alcohol and controlled substance-related activities are prohibited by the district for drivers required to possess a commercial driver's license (CDL) as part of their job responsibilities. Violations shall result in appropriate corrective action ranging from removal from the performance of safety-sensitive functions up to and including discharge.

- A. Reporting for duty or remaining on duty to perform safety-sensitive functions while having an alcohol concentration in excess of the standard set by the FMCSA, 0.04 or greater.
- B. Being on duty or operating a vehicle while the driver possesses alcohol.
- C. Using alcohol while performing safety-sensitive functions.
- D. When required to take a post-accident alcohol test, using alcohol within eight hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.
- E. Refusing to submit to an alcohol or controlled substance test required by post-accident, random, reasonable suspicion, or follow-up testing requirements.
- F. Reporting for duty or remaining on duty when using any controlled substance, except when instructed by a prescribing authority who has advised the driver and the district that the substance does not adversely affect the driver's ability to safely operate a vehicle. Drivers are required to inform the district of any therapeutic drug use, although not the medication that has been prescribed. The use of any medication that could affect a driver's safe job performance is prohibited while working.
- G. Reporting for duty, remaining on duty, or driving if the driver tests positive for controlled substances.

No supervisor having actual knowledge of the above violations shall permit a driver to perform or continue to perform safety-sensitive functions.

Testing Requirements

The following identify the occasions on which a driver shall be subject to alcohol or controlled substances testing. The superintendent is responsible for the development and implementation of procedures for conducting the tests and administering the exemptions consistent with the federal rules.

- A. Pre-employment testing: Prior to the first time a driver performs a safety-sensitive function for the district, the driver shall undergo testing for controlled substances. This testing requirement may be waived under FMCSA rules for CDL drivers recently employed elsewhere for whom testing records are available from their previous employers.
- B. Post-accident testing: Each surviving driver of an accident, as defined by the FMCSA, shall be tested for alcohol and controlled substances.

- C. Random testing: Annually, the district will arrange for the unannounced random alcohol and controlled substances testing of its drivers. Fifty percent (50%) of the district's drivers must be randomly selected for controlled substances testing each year, and 10% of its drivers for alcohol testing (or whatever level of testing is required in a given year by the FMCSA). Alcohol testing under this program shall take place just prior to, during or immediately after the driver engages in a safety-sensitive function for the district.
- D. Reasonable suspicion testing: A driver must submit to alcohol or controlled substance testing whenever a trained supervisor has a reasonable suspicion of alcohol misuse or controlled substance use based on specific, contemporaneous and articulable observations concerning the appearance, behavior, speech or bodily odors of the driver. Observations related to using alcohol must be made just prior to, during, or immediately after the driver engages in a safety-sensitive function for the district and the alcohol test must be given within eight hours following the determination of reasonable suspicion.
- E. Return-to-duty testing: If a driver is to be returned to performing safety-sensitive functions for the district after violating this policy or the federal regulations, the driver shall be evaluated by a substance abuse professional (SAP) who shall determine what assistance, if any, the driver needs in resolving problems associated with alcohol misuse and use of controlled substances. SAPs must require education and/or treatment in all such cases. If a driver is to be returned to performing safety-sensitive functions for the district following a violation of this policy or the federal regulations, the driver shall first be evaluated by a SAP to determine that the driver has properly followed any rehabilitation proscribed. Before a driver could be returned to performing safety-sensitive functions for the district following a violation of this policy and/or the federal regulations, the driver shall undergo a return-to-duty alcohol and/or controlled substances test resulting in an alcohol concentration below 0.02 alcohol concentration or a negative controlled substances test.
- F. Follow-up testing: Any driver that continues performing safety-sensitive functions for the district, following a violation of the alcohol or controlled substances prohibited conduct, shall be subject to follow-up alcohol or drug testing conducted just prior to, during or immediately after the driver performs safety-sensitive functions, as directed by a SAP.

Record Retention and Reporting

The superintendent is responsible for developing procedures for securely retaining records collected under this policy with controlled access and for the time periods established by the federal regulations. The superintendent is also responsible for developing procedures for reporting data collected under this policy as required by the federal regulations.

Education, Training, and Referral Services

The superintendent shall adopt educational materials that explain the requirements of this policy and the federal program. The educational materials shall be distributed to each driver prior to the start of the testing program and to each driver subsequently hired or transferred into a position covered by this policy. Each driver, after receiving a copy of the materials, shall sign a certificate of receipt and the district shall maintain the original of the receipt. The collective bargaining representative of the drivers, if any, shall be notified of the availability of this information. The educational materials shall include:

- A. A copy of this policy and subsequent procedures;

- B. The name of the person designated to answer questions about the materials;
- C. The categories of employees covered by the policy;
- D. A description of safety-sensitive functions, so that drivers will know which part of their tasks will be covered by this policy;
- E. A specific description of conduct prohibited by this policy and the federal program;
- F. The circumstances under which a driver is subject to testing;
- G. The procedures used in the testing program, especially those that protect the driver and the integrity of the testing processes, safeguard the validity of the test results, and ensure that those results are attributed to the correct driver;
- H. The requirement that drivers must submit to testing required by this policy and the federal program, and a description of what constitutes refusal to submit to required testing and the consequences of refusal;
- I. The consequences for drivers who violate this policy and the federal program, including immediate removal from conducting safety-sensitive functions;
- J. The consequences for drivers found to have alcohol concentrations between 0.02 and 0.04; and
- K. Information about the effects of alcohol and controlled substances on an individual's health, work, and personal life and methods of intervening when a problem with alcohol or a controlled substance is suspected, including confrontation, referral to the staff assistance program, and referral to management.

Supervisors designated to determine if reasonable suspicion exists that a driver is under the influence of alcohol or controlled substances must have at least sixty minutes of training on alcohol misuse and at least sixty minutes of training on use of controlled substances. The training shall cover the physical, behavioral, speech and performance indicators of probable alcohol misuse, and use of controlled substances.

The employed driver who violates this policy or the federal regulations shall be informed of resources available for evaluation and resolving problems associated with the misuse of alcohol and use of controlled substances, including the names, addresses, and telephone numbers of SAPs and counseling and treatment programs. Costs incurred by the driver for evaluation and/or rehabilitation are the driver's responsibility (other policies may apply).

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| Cross References: | Board Policy 5201 Board Policy 5203 Board Policy 5281 | Drug-Free Schools, Community and Workplace Staff Assistance Program Disciplinary Action and Discharge |
| Legal Reference: | 49 CFR §§ 382.101-382.605 49 CFR § 40 | |
| Management Resources: | <i>Policy News</i> , February 1999 <i>Policy News</i> , December 2001 | Bus drivers still tested for marijuana Federal Government Amends Bus Driver Drug Testing Rules |

Adoption Date: 05.09.11

Auburn School District

Revised:

EMPLOYEE ASSISTANCE PROGRAM

The district will maintain, as revenues permit, an employee assistance program designed to provide support to staff members who are experiencing a job performance problem. An employee assistance program committee may be established to assist in the implementation of this policy and make program recommendations.

A wide range of problems not directly associated with a job function may affect the staff member's job performance. These problems may result from alcohol abuse or alcoholism; other drug abuse; physical, mental, or emotional illness; personal problems such as marital, family, financial, or legal difficulties; or any combination of these problems.

The employee assistance program will provide professional and confidential assistance to staff members and their families seeking assistance.

Participation in the employee assistance program will not jeopardize employment or job promotion, nor shall such participation substitute for employer action(s) regarding evaluation, probation, and/or termination as provided for under collective bargaining agreements or board policies. The program will be evaluated on an annual basis.

PART-TIME STAFF

Depending upon the needs of the district, part-time staff shall be hired. The superintendent shall be responsible for recommending to the board the number of part-time positions required, if any, and nominees to fill such positions.

Wages and benefits, including but not limited to, sick leave and premiums paid by the district for medical and dental insurance, shall be pro-rated according to the percentage of the regular work week worked by each part-time staff member.

Part-time staff shall receive educational experience credits at the rates established in Chapter 392-121 WAC. If the part-time staff moves to a full-time position, the part-time service will be converted to full-time, full-year experience for salary schedule purposes. When the teaching experience is compiled, the total years of service shall be determined in accordance with state reporting requirements, the S-275 Report. Part-time staff shall be entitled to credit on the salary schedule for any educational increments earned.

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| Legal References: | WAC 392-121-215 | Definition — Full-time equivalent (FTE) basic education certificated instructional staff. |
| | 392-121-245 | Definition — certificated years of experience. |
| | 392-121-270 | Placement of basic education certificated employees on leap salary allocation documents. |
| | 392-121-295 | Definition — District staff mix factor for basic education certificated instructional staff. |

JOB-SHARING STAFF MEMBERS

A job-sharing assignment is the shared performance of the duties of one full-time, regular position by employees.

The superintendent is responsible for recommending to the board when the best interests of the district would be served by creating a job-sharing assignment for a particular position.

The district reserves the authority to:

- A. Determine the number of job-sharing positions, if any, within the district;
- B. Require job-sharing employees to attend staff training or other staff development activities at one-half of full compensation;
- C. Abolish any job-sharing assignment, or change a job-sharing position to a full time position held by one employee, at the sole discretion of the district;
- D. Consider any request to create a job-sharing position in a position currently held by one employee, or vice versa;
- E. Require job-sharing staff members to work full-time in the event of the termination or resignation of one of the job-sharing staff members, or until such time as a replacement can be hired, at the sole discretion of the district.

Employees sharing a position shall sign a job-sharing contract to be developed by the superintendent. The contract shall identify contingencies which may arise during the course of employment including, but not limited to, absence or resignation of one of the job-sharing employees, computation of employee benefits, and responsibility for participation in staff meetings and committees. The purpose of such contract is to address potential conflicts in an equitable manner in advance of actual conflicts.

The conditions provided by this policy are not intended to discourage job sharing nor to impose disproportionate burdens upon job-sharing staff members. The superintendent shall establish job-sharing procedures which describe the duties, responsibilities, salaries and benefits for individuals sharing a position.

Cross References: Board Policy 5000
Board Policy 5005

Legal References: RCW 28A.400.300

28A.405.070

Recruitment and Selection of Staff
Employment: Disclosures, Certification,
Assurances and Approval
Hiring and discharging employees —
Leaves for employees — Seniority
and leave benefits, retention upon
transfers between schools
Job Sharing

Adoption Date: 05.09.11
Auburn School District
Revised:

JOB DESCRIPTIONS/RESPONSIBILITIES

A. Duties of Classified and Certificated Staff

Staff are subject to the policies of the district, provisions of staff agreements in effect, state board of education regulations, state superintendent of public instruction regulations and other applicable state and federal law.

Employees shall be directly responsible to the principal at their respective building for implementing the policies, instructions, rules and regulations of each principal, the superintendent and the board of directors. It shall be the duty of each employee to know the rules, policies and regulations of the school and the school district.

The superintendent shall be responsible for developing administrative procedures to assure that staff knows what is expected of them and how these expectations may be achieved. Each staff member shall receive a job description that identifies the essential functions of the job and which shall also serve as a basis for evaluation.

B. Principals and Program Administration

The district shall hold principals and other administrative staff accountable for the proper and efficient conduct of classroom teaching in their schools which will meet the individual and collective needs of the particular students enrolled. Principals shall achieve and maintain standards of excellence in the instructional program so that each student exposed to this program derives the greatest academic and personal benefit from the learning experience. They have primary responsibility for the improvement of instruction in their programs. A major portion of the principal's time is to be spent with staff, including classroom observations, staff evaluations, departmental meetings, and a review of instructional materials and new and promising innovations in teaching. A principal must possess the knowledge and skill necessary to evaluate the performance of staff members in accordance with district evaluation procedures. The superintendent shall be responsible for determining the evaluation skill and/or needs in considering candidates for the position of principal as well as providing an on-going development program related to the needs of all principals.

C. Duties of Administrative Staff

As authorized by the superintendent, administrative staff shall have full responsibility for the day-to-day administration of the area to which they are assigned. Administrative staff are governed by the policies of the district and are responsible for implementing the administrative procedures which relate to their assigned responsibilities.

Each administrator's duties shall include but not be limited to:

1. Planning for the improvement of the program for which he/she is responsible;
2. Evaluating that program regularly;
3. Recommending to the superintendent, through the management team, budgetary, program, staff and other changes that will enhance the program;
4. Advising the superintendent, through the management team, of the impact of proposed policies or other administrative actions on the program for which he/she is responsible;
5. Evaluating the performance of those staff reporting directly to him/her;
6. Assisting his/her subordinates to improve their performance; and
7. Promoting effective working relationships with students, staff and patrons of the district.

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| Cross References: | Board Policy 5240 | Evaluation of Staff |
| Legal References: | RCW 28A.150.240 | Basic Education Act of 1977 — Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty |
| | 28A.400.100 | Principals and vice principals — Employment of — Qualifications — Duties |
| | 28A.400.110 | Principal to assure appropriate student discipline |
| | 28A.405 | Teachers — General Provisions |
| | 28A.405.100(2) | Minimum criteria for the evaluation of certificated employees, including administrators — Procedure — Scope — Penalty |
| | 28A.405.230 | Conditions and contracts of employment — Transfer of administrator to subordinate certificated position — Procedure |
| | WAC 180-44 | Teacher's Responsibilities |
| | 42 U.S.C. SS 12101-12213 | Americans with Disabilities Act (ADA) |

LENGTH OF WORK DAY

Regular building hours for teachers shall be one-half hour before school starts to one-half hour after school ends including a 30-minute duty-free lunch period. Individual schools may request a board waiver from these district-wide provisions. The starting and dismissal times for students, which may vary from school to school, shall be determined by the district.

Unless otherwise specified, the work day for certificated staff assigned to the district administrative center and all classified staff shall be 8 hours per day exclusive of the lunch period.

A classified hourly staff member shall be paid at the rate of one and one-half times the salary schedule rate when he/she works for more than 40 hours during the regular work week. The regular work day shall include one 15-minute break for each four hours of work. A lunch period of not to exceed one hour shall be scheduled but shall not be counted for pay purposes. The district shall be responsible for establishing the work-day schedule for each classified staff member.

In the event a supervisor requests that a staff member work beyond the specified working hours and thus exceeds the 40 hours during the established work week, the district may grant, at the staff member's request, compensating time off in lieu of overtime pay. A staff member may accumulate up to 240 hours of compensating time. When the staff member reaches the 240-hour limit, he/she must either take compensating time off or receive pay for such excess hours.

Custodial/maintenance and office staff shall report for work when schools are closed for bad weather when required by the superintendent or designee.

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| Legal References: | 29 USC Ch. 8 201-216 | Fair Labor Standards Act |
| | RCW 49.46.130 | Minimum rate of compensation for employment in excess of 40- hour work week--Exceptions |
| | RCW 49.46.120 | Chapter establishes minimum standards and is supplementary to other laws-- more favorable standards unaffected |
| | 28A.405.140 | Assistance for teacher may be required after evaluation |
| | WAC 296-128-550 296-128-560 | Regular rate of pay Compensating time off in lieu of overtime pay |

Management Resources: *Policy News*, June 2006

Certificated Staff Work Hours

Adoption Date:

School District Name:

Revised: 04.98; 06.06; 05.09.11

EVALUATION OF STAFF

A. Evaluation of Non-administrative Certificated Staff

Evaluation of the performance and/or accomplishments of individual staff members is an important process in improving the effectiveness and efficiency of the school district. Staff is expected to perform the duties identified in their job descriptions in addition to any additional responsibilities that may be assigned by their administrator.

The superintendent shall develop a system for evaluating staff. Such a system shall provide for supervisory assignments for staff evaluation; observations; evaluation of new staff; criteria and related forms to be used for evaluating teachers, educational staff associates, and classified staff; observation and evaluation procedures; and probationary action; and non-renewal procedures. All principals and administrators with staff evaluation responsibilities shall be appropriately trained and shall be expected to demonstrate the necessary skills to implement the staff evaluation plan of the district. The district may require the teacher to take inservice training provided by the district in the area of teaching skills needing improvement. The superintendent shall annually assess the quality of evaluation that exists in each administrative unit.

B. Evaluation of Administrative Staff

Each administrator shall be evaluated annually in order to provide guidance and direction to the administrator in the performance of his/ her assignment. Such evaluation shall be based on his/her job description, accomplishment of annual goals and performance objectives, and established evaluative criteria.

The superintendent shall develop procedures for these evaluations. Prior to the beginning of the school year, the superintendent shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for the district. Such criteria shall include: performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens and programs; and staff evaluation.

Both staff members involved in the evaluation conference shall sign the written report and retain a copy for their respective records. The person being evaluated shall have the right to submit and attach a written disclaimer to his/her evaluation following the conference.

C. Evaluation of Classified Staff

Criteria for evaluating classified staff shall be based upon the job description of the specific assignment.

Cross References:

Board Policy 5230
Board Policy 5280
Board Policy 5520

Job Descriptions/Responsibilities
Termination of Employment
Staff Development

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| Legal References: | RCW 28A.405.100 | Minimum criteria for the evaluation of certificated employees, including administrators—Procedure—Scope--Penalty |
| | RCW 28A.405.110 | Evaluations--Legislative findings |
| | RCW 28A.405.120 | Training for evaluators |
| | RCW 28A.405.130 | Training in evaluation procedures required |
| | WAC 392-191-010 | Minimum evaluation criteria--certificated classroom teachers |
| | WAC 392-191-020 | Minimum evaluation criteria--certificated support personnel |
| | WAC 392-191-035 | Conduct of the Evaluation |
| | WAC 392-191-045 | Use of Evaluation Results |

CONFLICTS OF INTEREST

Staff members shall not engage in nor have a direct financial interest in any activity which conflicts with his/her duties and responsibilities. Such activities where a conflict of interest may exist include but are not limited to:

- A. Receiving economic benefit from selling or promoting the sale of goods or services to the students or their parents where the knowledge of the staff member's relationship to the district is in any way utilized to influence the sale.
- B. Receiving economic benefit from the sale of instructional and training materials and/or equipment where the district has specifically engaged a staff member(s) to develop such materials or equipment. In such instances, the district shall retain a proprietary interest.
- C. Encouraging a student who is enrolled in one or more of the teacher's classes to take private lessons or to engage tutoring for fee from the staff member.
- D. Using or providing for others a list of names and home addresses obtained from school records or school-related contacts for purposes of identifying potential client or customer contacts.
- E. Participating in any way in the selection process for materials, books or equipment when an item developed by or authored by the staff member or a member of his/her family is under consideration for approval for district use.
- F. Being involved in the selection of an applicant or in the appointment, evaluation or supervision of any other staff member who is a family member.
- G. Using the interschool mail to promote sales of a product in which a staff member has a financial interest.
- H. Providing a staff or student directory for use in promoting sales of a product or service.
- I. Purchasing or otherwise acquiring surplus district property, where the staff member was involved in or had influence in the process of declaring the item(s) as surplus.

Written permission from the superintendent or principal is necessary when:

- A. A certificated staff member wishes to tutor or give private lessons for a fee to any student who is enrolled in one or more of the teacher's classes.
- B. A certificated staff member such as communication disorder specialists, , psychologists or specialized music teachers, wishes to give private instruction for a fee to any student who is concurrently being served by that individual in the regular school program.

Legal Reference: WAC 181-87-090

Improper remunerative conduct

Adoption Date: 03.10.97
Auburn School District
Revised: 05.09.11

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The board recognizes the right of its employees, as citizens, to engage in political activities. A staff member may seek an elective office provided that the staff member does not campaign on school property during working hours. In the event the staff member is elected to office, the employee may request a leave of absence in accordance with the leave policies of the district or the provisions of the applicable labor agreement for the employee.

No individual shall solicit on the school district property for any contribution to be used for partisan political purpose.

The superintendent is directed to establish procedures which specify the condition under which a staff member can participate in political activities.

Cross Reference: Board Policy 4400 Election Activities

Legal References: RCW 41.06.250 Political activities

MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

The purpose of this policy is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults.

The Auburn Board of Directors expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students. Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established and maintained professional boundaries.

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

Staff members will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve an educational or physical, mental and/or emotional health purpose. An educational purpose is one that relates to the staff member's duties in the district. Additionally, staff members are expected to be sensitive to the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will discuss issues with their building administrator or supervisor whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of this policy.

The Auburn Board of Directors supports the use of technology to communicate for educational purposes. However, district employees are prohibited from inappropriate online socializing or from engaging in any conduct on social networking Web sites that violates the law, district policies or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination, consistent with the district's policies, acceptable use agreement and collective bargaining agreements, as applicable.

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

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| Legal References: | RCW 28A.400 RCW 28A.405.470 | Crimes against children Crimes against children--Mandatory termination of certificated employees--Appeal - Recovery of salary or compensation by district. |
| | RCW 28A.405.475 | Termination of certificated employee based on guilty plea or conviction of certain felonies--Notice to superintendent of public instruction--Record of notices. |
| | RCW 28A.410.090 | Revocation or suspension of certificate or permit to teach--Criminal basis—Complaints--Investigation—Process |

RCW 28A.410.095

Violation or noncompliance--
Investigatory powers of
superintendent of public instruction--
Requirements for investigation of
alleged sexual misconduct towards a
child--Court orders--Contempt--
Written findings required.

RCW 28A.410.100

Revocation of authority to teach--
Hearings.

WAC 181-87

Professional Certification--Acts of
Unprofessional Conduct

WAC 181-88

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

PERSONNEL RECORDS

The district shall organize, compile, and maintain personnel records and files for each staff member of the district which shall be kept secure under the authority of the superintendent. The contents of the files shall be available to the superintendent and to those staff authorized by the superintendent to organize, compile, and maintain the personnel files. Staff members who have access to the files shall be required to maintain the confidentiality of the files and their contents.

A certificated or classified staff member shall be permitted, during normal district business hours, to review the contents of his/her personnel file in the presence of an authorized staff member.

A staff member annually may petition that the superintendent review all information in the staff member's personnel file(s) that is regularly maintained by the district as a part of his business records or is subject to reference for information given to persons outside of the district. The superintendent shall determine if there is any irrelevant or erroneous information in the file(s) and shall remove all such information from the file(s). If a staff member does not agree with the superintendent's determination, the staff member may, at his or her request, have placed in the staff member's personnel file a statement containing a rebuttal or correction.

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| Cross Reference: | Board Policy 4040 | Public Access to District Records |
| Legal References: | RCW 28A.405.250 | Certificated employees, applicants for certificated position, not to be discriminated against--Right to inspect personnel file |
| | 42.56.230(2) | Certain personal and other records exempt (from public inspection) |
| | 49.12.240-260 | Employee inspection of personnel file |

RESOLUTION OF STAFF COMPLAINTS

The board recognizes the importance of establishing reasonable and effective means for resolving difficulties which may arise among staff, to reduce potential areas of grievances, and to establish and maintain recognized two-way channels of communication between supervisory personnel and staff.

The board intends to expedite the process for all concerned parties. Staff is urged to use the administrative procedures whenever they feel that a district action has aggrieved them. The procedures are established to secure a proper and equitable solution to a complaint at the lowest possible supervisory level and to facilitate an orderly procedure within which solutions may be pursued.

A complaint may be a claim by a staff member based upon alleged violation, misinterpretation or a misapplication of existing district policies or administrative procedures.

REPORTING IMPROPER GOVERNMENTAL ACTION

The district encourages the reporting, consistent with the superintendent's procedures, of improper governmental actions by any district officers or employees and will protect employees against retaliatory employment actions for reporting improper governmental actions when the reports are made in compliance with this policy and related procedure. District officers and employees are prohibited from taking retaliatory action against an employee because the employee has in good faith reported alleged improper governmental action in accordance with this policy and related procedure.

The superintendent shall establish procedures for receiving and acting on employee reports of improper governmental actions and responding to allegations of retaliation.

Legal References: RCW 42.41.010-060

Local Government Whistleblowers
Protection

Adoption Date: 03.10.97
Auburn School District
Revised: 05.09.11

TERMINATION OF EMPLOYMENT

The superintendent has the statutory authority to issue probable cause for termination to a certificated staff member. The board shall consider the termination of a classified staff member based upon the recommendation of the superintendent. The notice of termination shall include notice of any appeal rights the employee may have and notice of the appeal processes.

A. Release from Contract

A certificated staff member may be released from contract under the following conditions:

1. A letter requesting release shall be submitted to the superintendent's office. If accepted by the board at its next meeting, the staff member shall be released from contract.
2. A release from contract may be granted by the board to allow a staff member to accept another position prior to or during the school year provided a satisfactory replacement can be obtained.
3. A release from contract may be granted by the board in case of illness or other personal matters which make it a substantial hardship for the staff member to continue his/her employment in the district.
4. Each request shall be determined upon its own merits. The needs of the district and continuity of the educational program offered to students shall receive primary consideration in the board's decision.

B. Resignation

In order to permit proper staff planning and to minimize inconvenience to others who may be affected, certificated staff who plan to resign at the end of their contract period are requested to notify the superintendent of their resignation or retirement by April 1.

Those staff who are not contractually obligated to complete the current school year should notify the superintendent as early as possible of their intent to resign and no less than 30 days prior to their last working day.

C. Retirement

Staff shall participate in the retirement programs under the Federal Social Security Act and the Washington State Teachers' Retirement System or the Public Employees' Retirement System. Payroll deductions shall be made and paid into the respective retirement programs in the manner prescribed by law.

Staff who become eligible to retire under the controlling retirement system and who intend to retire at the end of the current school year should notify the superintendent prior to April 1 of that year.

Those staff intending to retire who are not contractually obligated to complete the current school year should notify the superintendent as early as possible and no less than 30 days prior to their retirement date. Because of their contribution to the children of the district, retiring staff shall be given appropriate recognition. The district office may assist them in making arrangements for their retirement benefits.

D. Probation, Non-renewal or Termination

The employment contracts of individual certificated staff may be non-renewed at the end of the staff member's contract period by action of the superintendent. Such non-renewals may be based upon unsatisfactory performance or changes in the district's financial circumstances and/or staffing needs. Except for "provisional employees," non-renewals for unsatisfactory performance shall be preceded by a probationary period.

The superintendent shall establish procedures to assist those certificated staff whose performance, through the evaluation process, does not meet minimum requirements. The district may require the teacher to take inservice training provided by the district in the area of teaching skills needing improvement.

Classified staff are granted provisional status during the first 90 days of employment. During that period of time, they are subject to termination without advance notice. Upon satisfactory completion of 90 days of consecutive service, a staff member may be granted regular status. Regular status classified staff are employed on an annual work year basis and shall be provided at least 90 days notice before termination. Such staff member shall be entitled to an informal pretermination meeting with the superintendent prior to any action taken by the board of directors.

E. Program and Staff Reductions

Program and staff reductions may be required as a direct result of enrollment decline, failure of a special levy election or other events resulting in a significant reduction in revenue; or termination or reduction of funding of categorically funded projects. The board shall, after a review of such indicators as test results, community surveys, informal and formal statements of support and/or opinion, and the district's statement of philosophy, identify those educational programs and services which shall be reduced, modified or eliminated.

When the reduction, modification or elimination of programs and/or services necessitates a reduction in staff, the board shall retain staff members based upon service in the state of Washington and qualifications and experience necessary for the retained position.

A staff member who receives notice of non-renewal of contract due to enrollment decline or loss of revenue may, in his/her request for a hearing, stipulate that initiation of the arrangements for a hearing officer shall occur within ten (10) days following July 15, rather than the day the staff member submits the request for a hearing.

The superintendent shall develop procedures to implement this policy except that any staff agreement in effect shall supersede this policy.

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| Cross References: | Board Policy 5006 | Certification Revocation |
| | Board Policy 5240 | Evaluation of Classified, Certificated and Administrative Staff |
| Legal References: | RCW 28A.400.300 | Hiring and Discharging Employees — Leaves for employees — Seniority and leave benefits, retention upon transfers between schools |
| | 28A.400.320 | Mandatory termination of classified employees |
| | 28A.400.340 | Discharge Notices Include Appeal Rights |

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| 28A.405.140 | Assistance for teacher may be required after evaluation |
| 28A.405.210 | Conditions and contracts of employment — Determination of probable cause for non-renewal of contracts — Notice — Opportunity for hearing |
| 28A.405.220 | Conditions and contracts of employment — Non-renewal of provisional employees — Procedure |
| 28A.405.300 | Adverse change in contract status of certificated employee — Determination of probable cause — Notice — Opportunity for hearing |
| 28A.405.310 | Adverse change in contract status of certificated employee, including non-renewal of contract — Hearings — Procedure |
| 28A.405.470 | Mandatory termination of certified employees |
| 28A.410.090 | Revocation of authority to teach |
| 41.32.240 | Membership in system — Procedure when exempted person desires membership — Continuation of exemption — Persons formerly exempt, minimum period to qualify for retirement allowance |
| 41.33.020(6) | Terms and provisions of plan |
| 41.40.023 | Membership |
| 41.41 | State Employees' Retirement — Federal Social Security |
| WAC 181-86 | Policies and procedures for administration of certification proceedings |
| 181-87 | Acts of Unprofessional Conduct |
| 180-44-060 | Drugs and alcohol — Use of as cause for dismissal |

DISCIPLINARY ACTION AND DISCHARGE

Staff who fail to fulfill their job responsibilities or follow the reasonable directions of their administrators or who conduct themselves on or off the job in ways that significantly affect their effectiveness on the job or in such other ways that the law determines to be sufficient cause shall be subject to discipline. Behavior, conduct or action which may institute disciplinary action or discharge may include, but is not limited to:

Insubordination, gross incompetence, immorality, sexual misconduct, conviction of a felony, nonprofessional conduct, mental or physical inability to perform the duties for which employed, intemperance, intentional discrimination, vulgar speech or actions, use of habit-forming drugs without pharmaceutical prescription by a doctor of medicine licensed to practice in the state of Washington, use of alcoholic beverages on school premises or at a school-sponsored activity off the school premises, and use of district supplies and equipment for personal betterment or financial gain.

Discipline shall be reasonably appropriate to the circumstances but may include suspension or discharge.

In the event that allegations or charges are made against a staff member for misconduct with minors, the superintendent may contact the child protective services central registry for evidence regarding the staff member as an adjudicated or admitted perpetrator of child abuse or neglect. Discharge or other adverse action affecting the contract status of certificated staff shall be instituted by the superintendent in the manner prescribed by law.

When allegations are made against an employee of sexual abuse, verbal abuse, or physical abuse, the district shall make a determination whether the abuse or misconduct occurred.

If the district determines that sufficient information exists to conclude that the abuse or misconduct occurred and that the abuse or misconduct resulted in the employee's leaving his or her position at the district, the district must forward known information about the employee sexual misconduct to prospective school district employers.

The district shall not enter into any contract to suppress information about verbal or physical abuse or sexual misconduct by a present or former employee. Neither shall the district expunge such information from the employee's file.

In cases where the allegations involve violations of the state professional code of conduct for certificated staff, the superintendent shall file a report with the office of professional practice in the state superintendent's office. When the district or superintendent discharges, fails to renew the contract, or permits a certificated staff member to resign, the superintendent shall notify the office of professional practice of such termination of employment.

The superintendent is authorized to suspend a provisional status classified staff member immediately. Provisional status as used herein is granted to a classified staff member for the first 90 days of employment. Thereafter, if performance has been acceptable, the classified staff member shall be granted regular status.

The superintendent is authorized to suspend a regular status classified staff member immediately. The staff member shall be advised of the right to request an informal pretermination meeting within five (5) working days following notice. At such time, the staff member may receive notice of the charges against him/her, an explanation of the evidence, and an opportunity to refute any of the charges made.

Upon the request of the suspended staff member, the board shall meet with the suspended staff member to determine if discharge action shall be taken. If a request is not received, the board shall act upon the recommendation of the superintendent.

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| Cross References: | Board Policy 5006 | Certification Revocation |
| Legal References: | RCW 28A.400.300 | Hiring and discharge of employees — Leaves for employees — Seniority and leave benefits, retention upon transfers between schools |
| | 28A.400.340 | Notice of discharge to contain notice or right to appeal if available |
| | 28A.405.300 | Adverse change in contract status of certificated employee — Determination of probable cause — Notice — Opportunity for hearings |
| | 28A.405.310 | Adverse change in contract status of certificated employee, including non- renewal of contract — Hearings — Procedure |
| | 28A.410.090 | Revocation of authority to teach |
| | 28A.400.320 | Mandatory termination of classified employees |
| | 28A.405.470 | Mandatory termination of certified employees |
| | 28A.400.340 | Notice of discharge to contain notice of right to appeal if available |
| | WAC 181-86 | Policies and procedures for administration of certification proceedings |
| | 181-87 | Acts of Unprofessional Conduct |
| | 180-44-060 | Drugs and alcohol — Use of as cause for dismissal |
| Management Resources: | <i>Policy News</i> , October 2004 | Sexual Misconduct Definitions |

Adoption Date: 03.10.97
School District Name:
Revised: 05.09.11

COMPENSATION

A. Certificated Salaries

Staff under contract to the district shall be paid according to current staff salary schedules.

The district shall adopt annual salary schedules and reproduce the same by printing, mimeographing, or other reasonable method which shall be the basis for salaries of staff in the district.

B. Classified Salaries

Classified staff shall be placed on the approved wage and salary guide for classes of such staff. The superintendent is authorized to credit past service of an applicant for employment in the district for placement on the wage or salary guide.

In order to advance one step on the salary schedule, a staff member must have served at least one-half of the prior work year with the district.

C. Administrative Salaries

The board will establish and follow salary schedules for administrative staff based upon professional preparation, experience, and position. When appropriate, such salary schedules will be consistent with the terms of applicable bargaining agreements.

D. Application of Course Credits to the Certificated Salary Schedule

The district shall provide for the review and adjustment of certificated staff contracts on the basis of information filed with the human resources office by December 1. The staff member shall provide the human resources office, according to schedule, with the required information, including official college or university transcripts, official records of degrees completed, official records of approval and completion of authorized work for equivalent credits and all other pertinent data for contract adjustment purposes.

Credits earned by certificated staff after September 1, 1995, shall be eligible for application to the state salary schedule only if the course content meets one of the following criteria:

1. The course is consistent with a school-based plan for mastery of student learning goals identified in the annual school performance report for the school in which the staff member is assigned;
2. The course pertains to the individual's current assignment or expected assignment for the subsequent school year;
3. The course is necessary to obtain an endorsement required by the Washington Professional Educator Standards Board;
4. The course is specifically required to obtain an advanced level of certification;
5. The course is part of a college or university degree program that pertains to the staff member's current or potential future assignment as instructional staff; or
6. The course addresses research-based assessment and instructional strategies for students with dyslexia, dysgraphia and language disabilities when addressing learning goal one as applicable and appropriate for individual certificated instructional staff.

E. Military, Peace Corps or Vista Service Credit

The superintendent is authorized to grant one year of increment credit for each year served in the military, Peace Corps, or Vista service or professional employment providing such service interrupted the staff member's actual teaching career. For purposes of credit, one-half or more of a year of service shall be counted as a full year.

Legal References: RCW 28A.405.200

Annual salary schedule as basis for
salaries for certificated employees

WAC 392-121-200-299

Definition — Certificated years of
experience

Management Resources: *Policy News*, December 2005 Addition to Certificated Staff Course
Options

Adoption Date: 05.09.11
Auburn School District
Revised:

GARNISHMENT AND PERSONAL CREDIT PROBLEMS

When so ordered by the Superior Court, the U.S. Secretary of Education or the Secretary's guaranty agency (in the case of defaulted student loans), the district shall comply with the directives of a Writ of Garnishment filed against a staff member of the district. Each garnishment or action for collection of debts will be reviewed by the superintendent and such information will become a part of the record of the staff member. Attempts will be made to counsel any such staff member with regard to the staff member's financial problems. The district shall not discharge a staff member for the reason that a creditor of the staff member has subjected or attempted to subject unpaid earnings of the employee to a writ of wage garnishment directed to the district. This provision shall not apply if the garnishments on three or more separate indebtednesses are served upon the district within any period of twelve (12) consecutive months by the Superior Court.

Legal References: RCW 6.27.040

6.27.170

State and public corporations subject to
garnishment

Garnished employee not to be
discharged--Exception

Adoption Date: 03.10.97
Auburn School District
Revised: 05.09.11

PERSONNEL LEAVES

Upon the recommendation of the superintendent and in accordance with the law and district policy, staff may be granted leaves pursuant to the following conditions unless the applicable collective bargaining agreement provides otherwise:

- A. Leave at Full Pay Unless Stated Otherwise. Leaves shall be with pay unless otherwise stated. If leaves are to include expenses to be paid by the district, that also shall be specifically stated.
- B. Return from Leaves. At the end of any leave shorter than 20 days in duration, sabbatical leave, or sick leave which does not exhaust the staff member's accumulated sick leave, the affected staff member is entitled to return to the position held when the leave commenced or to an appropriate comparable position.

Except as may otherwise be specifically provided by law or district policy, a staff member shall be entitled to a position in the district subject to the availability of a position for which the staff member is qualified after leaves of longer duration.
- C. Prior Notice of Application. Reasonable advance notice is required for all leaves, with specific advance notice as stated in district policy.
- D. Flexibility in Granting Leaves. The superintendent, with approval of the board, may grant leaves to individuals who might not otherwise be covered, or extend leave in excess of the number of days provided by district policy, in unusual or exceptional circumstances.
- E. Leaves Prorated for Part-Time Staff. Part-time staff shall be entitled to leave benefits, unless otherwise stated in district policy, provided that the length of leaves shall be prorated according to the ratio of days and/or hours worked to the number of days and/or hours worked by a full-time staff member in the same or a similar position.
- F. Noncumulative. Leaves shall be noncumulative from year to year unless otherwise stated.

Legal References: RCW 28A.400.300

Hiring and discharging employees —
Leaves for employees — Seniority
and leave benefits, retention upon
transfers between schools.

AGO 1980 No. 22

Limitation on compensated leave for
school district employees

Adoption Date: 05.09.11
Auburn School District
Revised:

SICK LEAVE

The district shall grant each full time, certificated and classified staff member of the district 12 sick leave days annually. Unused sick leave may be accumulated on a year-to-year basis up to a maximum of the number of contract days in a contract period, not to exceed one year.

Employees hired during the year, or employees with less-than-twelve-month assignments, will be entitled to a number of leave days computed in direct relationship to the number of working days in the year, based on the maximum number of allowable days, rounded to the nearest half day.

The district may require a signed statement from a physician for any absence in excess of five consecutive days. If sick leave benefits are exhausted, the board may grant leave without pay for the balance of the year upon the recommendation of the superintendent.

Attendance Incentive

In February of the year following any year in which a minimum of 60 days of sick leave is accrued, and each February thereafter, any eligible staff member may exercise an option either:

- A. To receive remuneration for unused sick accumulated in the previous year in an amount equal to one day's monetary compensation of the staff member for each four full days of accrued sick leave in excess of 60 days; or
- B. To add that year's sick leave to the staff member's accumulated sick leave.

All such leave for which the staff member receives compensation shall be deducted from accumulated sick leave at the rate of four days for every one day's monetary compensation.

A staff member may cash out all accrued sick leave at the above rate at the time of separation due to retirement, provided that the retiree provides documentation from the appropriate state retirement system. Such leave shall be accrued at the rate of no more than one day per month.

The administrator of the estate of a deceased staff member may also cash out all accumulated sick leave at the rate of one day's monetary compensation for every four days of leave. A certified copy of the death certificate must be submitted to the district office or proper documentation of court appointment as administrator of the estate.

An employee who is at least age 55, has 10 years of service in the retirement system, and is a member of either the teachers' or school employees' retirement system plan 3, or is at least age 55, has at least 15 years of service in the retirement system and is a member of either the teachers' or school employees' retirement system plan 2 may cash out all accumulated sick leave at the rate of one day's monetary compensation for every four days of leave at the time of separation from employment.

Earned sick leave shall not be accumulated in excess of 180 days as of December 31 of each year, except that an employee may exercise the annual February cash-out option for all days accumulated in excess of this maximum.

Legal References: RCW 28A.400.210
 RCW 28A.400.300

Employee attendance incentive program--
Remuneration for unused sick leave
Hiring and discharging employees--Leaves
for employees--Seniority and leave
benefits, retention upon transfers
between schools

Chapter 392-136 WAC
AGO 1963-64 No.98

AGO 1980 No.22

Conversion of Accumulated Sick Leave
Sick leave for certificated and
noncertificated employees
Limitation on compensated leave for school
district employees

MATERNITY LEAVE

A staff member may use accumulated, paid sick leave for the period of actual disability attributable to pregnancy or childbirth. This period of disability shall extend from the date of birth for a period of not more than 60 days, unless an actual period of disability which begins prior to the date of birth or continues beyond 60 days is otherwise verified in writing by the employee's physician.

If the employee's accumulated sick leave is exhausted during the period of maternity disability, the district shall grant a leave of absence without pay or fringe benefits, upon the staff member's request, for the remainder of the period of actual disability due to pregnancy or childbirth.

During any unpaid portion of such leave of absence, the staff member may pay the premiums for any district insurance plans to keep coverage in effect for the employee and her family.

Notice Required

A pregnant staff member is requested to notify her immediate supervisor and the superintendent by the beginning of the fifth month of pregnancy.

At the time of such notice, the staff member shall submit a written request to her immediate supervisor and the superintendent for one or more of the following:

- A. Maternity leave for the period of her actual disability due to pregnancy or childbirth;
- B. Family leave for a period of up to 12 weeks, in addition to any period of maternity disability leave, the district will extend the employee's health benefit during this period of unpaid leave;
- C. Leave of absence for a period of up to the beginning of the next school term or school year. Such extended leave of absence may be approved at the discretion of the superintendent based upon consideration of educational program needs and the desires of the staff member, together with the recommendation of her personal physician or licensed practitioner; or
- D. Termination of employment by resignation.

The notice to the district shall include the approximate beginning and ending dates for the leave.

Employment Conditions

A pregnant staff member may continue working as long as she is capable of performing her normal duties, with the written approval of her physician or licensed practitioner.

The staff member may return to work when physically able to perform her duties. If the employee intends to return to work within 60 days of childbirth, her personal physician or licensed practitioner must certify that the staff member is in good health and ready to resume her duties.

No later than 30 days after the date of birth, the staff member is requested to notify the superintendent of the specific date when she shall return to work. Unless the superintendent approves an earlier date of return, the employee shall give at least 14 days advance notice of the actual date of return.

The staff member shall return to her duties following an extended leave of absence on the date approved by the superintendent. If the employee is still experiencing a disability due to pregnancy, miscarriage, abortion, childbirth or recovery which prevents the employee from performing her duties on the scheduled date of return, an additional period of unpaid leave of absence may be approved at the discretion of the superintendent based upon consideration of educational program needs and the recommendation of the employee's personal physician or licensed practitioner.

Assignment upon Return

An employee who has taken a leave of absence only for the actual period of disability relating to pregnancy or childbirth or up to 12 weeks of family leave shall return to the same assignment or a similar position for which she is qualified with at least the same pay and benefits as she held prior to the maternity leave or family leave.

Upon return from an extended maternity leave, a staff member shall be entitled to a position in the district subject to the availability of a position for which she is qualified. An effort shall be made to place the staff member in her original position or in a comparable position.

Right to Apply for Other Leave

Nothing in this policy shall preclude a staff member's right to apply for any other applicable leave as provided by board policy.

Legal References: RCW 28A.400.300
 RCW 49.78
 WAC 162-30-020
 WAC 296-134
 P.L. 103-3

Hiring and discharging employees —
 Leave for employees
Family Leave
Maternity
Family Leave
Family and Medical Leave Act of 1993

Adoption Date:
Auburn School District
Revised: 05.09.11

EMERGENCY LEAVE

Emergency leave may be granted for no more than three days per year and may be taken in the case of emergencies as defined in the following:

An emergency arises out of unforeseen and unexpected circumstances which create an air of crisis or extreme need. The circumstances must present a grave and clear danger that imminently threatens physical or mental health or would result in irremediable harm or in immediate disaster to life or property unless some action is taken.

A written application for emergency leave must be returned to the district office on the day of return to school.

Family Emergency Leaves

The board recognizes that the demands of the workplace and of families need to be balanced to promote family stability and economic security for school district employees. Conditions for the authorized use of accumulated leave for family leaves are to be fairly construed in a manner consistent with this policy, and other relevant district policies.

Unless otherwise stated, any leave used under terms of this policy shall be deducted from the staff member's accumulated sick leave. In the event the staff member's sick leave has been exhausted, the leave shall be granted without pay.

Unless a situation is governed by an applicable collective bargaining agreement, the following shall apply:

A. Domestic Violence Leave

The district shall allow victims of domestic violence, sexual assault, or stalking and family members of victims to take reasonable leave from work, intermittent leave, or leave on a reduced leave schedule. The leave may be sick leave, other accrued leave, or leave without pay. Family member includes a child, spouse, parent, parent-in-law, grandparent, or an individual with whom the victim has a dating relationship. The employee shall provide advance notice of their intent to take leave. If advance notice is not possible due to an emergency, notice should be provided no later than the end of the first day that the employee takes the leave.

B. Family Illness

District staff members may use accrued sick leave or other accrued leave, at the employee's choice, to care for a child of the employee with a health condition that requires treatment or supervision. Staff members may use accrued sick leave or other accrued leave, at the employee's choice, to care for a spouse, parent, parent-in-law, or grandparent of the employee who has a serious health condition or an emergency condition. The district may require a signed statement from a licensed medical practitioner to verify the need for treatment, care, or supervision for any absence that exceeds five (5) consecutive days.

C. Death in the Family

The district shall allow each staff member leave upon the death of an employee's spouse, mother, father, son, daughter, sister, brother, mother-in-law, or father-in-law. Leave also shall be allowed upon the death of a son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandmother, grandfather, granddaughter or grandson. The deaths of more than one family member resulting from a common occurrence shall be treated as a single death with respect to the length of leave granted.

D. Birth or Adoption of a Child

The district shall grant leave upon the same terms to male employees as is available to female employees upon the birth or adoption of the employee's child. Leave shall be granted upon the same terms to employees who become adoptive parents or stepparents, at the time of birth or initial placement for adoption of a child under the age of six, as is available to employees who become biological parents. Such leave is available only when the child lives in the employee's household at the time of birth or initial placement.

Employee requests for leave of absence due to birth or initial placement for adoption of a child shall be submitted in writing to the superintendent not less than 30 days prior to the beginning date of the leave. The notice shall include the approximate beginning and ending dates for the leave requested.

An extended unpaid leave of absence for a period up to the beginning of the next school term or school year may be approved at the discretion of the superintendent based upon consideration of educational program needs and the desires of the staff member, together with any recommendation of professionals such as medical practitioners or counselors regarding the leave request.

Nothing in this section shall preclude the use of accumulated sick leave to care for a child with a health condition that requires treatment or supervision, as provided in the Family Illness section of this policy.

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| Cross References: | Board Policy 5021 | Applicability of Personnel Policies |
| Legal References: | RCW 49.12.270 | Sick leave, time off — Care of family members |
| | RCW 28A.400.300 | Hiring and discharging employees — Written leave policies — Seniority and leave benefits of employees transferring between school districts |
| | RCW 49.76 | Domestic Violence Leave |

Adoption Date: 03.10.97
Auburn School District
Revised: 05.09.11

FAMILY LEAVE

Every employee of the district who has worked for the district at least one year and for at least 1,250 hours in the preceding year is entitled to twelve (12) workweeks of family leave during any twelve (12) month period to:

- A. Care for a newborn child, an adopted child of the employee who is under the age of eighteen at the time of placement for adoption, or a newly placed foster child; or
- B. Care for a spouse, parent, or child of the employee who has a serious health condition, or the employee may obtain leave for a personal health condition if it renders the employee unable to perform his or her job.
- C. Respond to a qualifying exigency occurring because the employee's spouse, child, or parent is on active duty or has been notified of pending active duty in support of a contingency operation.

Leave taken for newborn or adopted child care shall be completed within one year after the date of birth or placement for adoption. Family leave authorized under this policy must be taken full time and consecutively unless an alternative schedule is approved by the superintendent or where intermittent or reduced leave is medically necessary. Instructional staff may not take reduced or intermittent leave when it would constitute 20% of the number of working days in the period during which the leave would extend without the approval of the superintendent. An instructional employee may be transferred to an alternative equivalent position that would accommodate reduced or intermittent leave, if such a position is available.

A period of family leave is in addition to any sick leave taken due to the employee's temporary disability attributable to pregnancy or childbirth, pursuant to the Policy 5402, Maternity Leave.

If both parents of a newborn or newly adopted child are employed by the school district, they shall be entitled to a total of twelve workweeks of family leave during any twelve-month period, and leave shall be granted to only one parent at a time. There is no pooling effect for spouses if the family leave is related to a serious health condition.

The superintendent may require written verification from the employee's health care provider.

The district may obtain the opinion of a second health care provider, at district expense, concerning any information pertinent to the employee's leave request. If the opinions of the health care providers differ on any matter determinative of the employee's eligibility for family leave, the two health care providers shall select a third provider, whose opinion, obtained at the employer's expense, shall be conclusive.

Military Caregiver Leave

An employee who is the spouse, child, parent, or next of kin of a service member who is recovering from a serious illness or injury sustained while on active duty is entitled to twenty-six (26) weeks of unpaid leave in a 12-month period to care for the service member.

Return to Work

Any employee returning from an authorized family leave shall be entitled to the same position held by the employee when the leave commenced, or to a position with equivalent benefits and pay.

Reinstatement of an employee returning from family leave need not occur if: a) the specific job is eliminated by a bona fide restructuring or a reduction-in-force resulting from lack of funds or lack of work, b) an employee on family leave takes a position with another employer outside the home, or c) the employee fails to provide the required notice of intent to take family leave or fails to return on the established ending date of leave. If an employee fails to return from family leave, the district may recover the costs of the employee's health benefits paid during the leave. Instructional staff may be required to delay their return from family leave to the beginning of the next semester under the following circumstances:

- A. The employee began leave five or more weeks before the end of the semester, the leave is for more than three weeks, and the employee would otherwise return to work within three weeks of the end of the semester.
- B. The employee began family leave (except for a personal health condition) less than five weeks before the end of the semester, the leave is for more than two weeks, and the employee would otherwise return to work within two weeks of the end of the semester.
- C. The employee began family leave (except for a personal health condition) three or fewer weeks before the end of the semester and the period of leave is more than five working days.

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| Cross Reference: | Board Policy 5021 | Applicability of Personnel Policies |
| Legal References: | Ch. 49.78 RCW Ch. 296-134 WAC P.L. 103-3 | Family Leave Family Leave Family and Medical Leave Act of 1993 |

LEAVE SHARING

The district shall establish and administer a leave sharing plan in which eligible employees may donate excess leave for use by an eligible recipient who is suffering from, or has a relative or household member suffering from, an extraordinary or severe illness, injury, impairment, or physical or mental condition or who has been called to service in the uniform services.

Such a program is intended to extend leave benefits to an eligible recipient who otherwise would have to take leave without pay or terminate his or her employment.

The superintendent is directed to establish procedures to donate leave for staff members who earn personal holiday leave, staff members who accrue annual leave and sick leave, and staff members who accrue leave to be used for illnesses, injuries, or emergencies. The superintendent is directed to administer the leave sharing plan in a manner consistent with state law and applicable collective bargaining agreements.

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| Cross Reference: | Board Policy 5021 | Applicability of Personnel Policies |
| Legal References: | RCW 28A.400.380 41.04.650-665 | Leave sharing program Leave sharing program |
| Management Resources: | WAC 392-126-004 -104 <i>Policy News</i> , August 1999 <i>Policy News</i> , October 2004 <i>Policy News</i> , October 2010 | Finance — Shared Leave Staff may share personal holiday Revisions to the State Leave Sharing Program Leave Sharing |

Adoption Date: 03.10.97
Auburn School District
Revised: 10.12.09; 05.09.11

MILITARY LEAVE

The district shall grant military leave, as provided by law, to each staff member who is a member of a United States Military Reserve Unit or a member of the Washington National Guard for a period not to exceed twenty-one (21) days during each year beginning October 1 and ending the following September 30, provided such reservist has been called to, or volunteered for, active duty or active duty training. Such military leave of absence shall be in addition to any vacation or sick leave to which the staff member may be entitled and shall not result in any loss of rating, privileges, or pay. During the period of military leave, the staff member shall receive his/her normal pay from the district.

Employees whose school district employment is interrupted by up to five years of service in a uniformed service are entitled to re-employment by the district following their discharge. The superintendent shall adopt procedures to implement these re-employment rights consistent with state and federal law.

Military Leave - Spouse

The district shall allow an employee who is the spouse of a military member of the U.S. Armed Forces, National Guard, or Reserves to take up to fifteen (15) days of unpaid leave during a period of military conflict when: (1) the military spouse is on leave from a deployment; or (2) prior to deployment once the military spouse receives official notification of an impending call or order to active duty. The employee must work an average of twenty (20) hours or more each week for the district.

The employee is entitled to fifteen (15) days of unpaid leave for each deployment. The employee must provide the district notice of intent to take leave within five business days of the call to active duty or notice of leave from deployment.

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| Cross References: | Board Policy 5404 | Family Leave |
| Legal References: | RCW 38.40.060 RCW 49.77 RCW Ch.73.16 AGO 61-62 No. 081 38 USC 4301-4335 | Military leaves for public employees Military Family Leave Act Employment and Re-employment Public Employees — State and Municipal employees — Military leave — Reserve meetings Uniformed Services Employment and Reemployment Rights Act |
| Management Resources: | <i>Policy News</i> , April 2009 <i>Policy News</i> , February 2009 <i>Policy News</i> , June 2001 | Military Leave Military Leave State Updates Military Leave Rights |

Adoption Date: 05.09.11
Auburn School District
Revised:

JURY DUTY AND SUBPOENA LEAVE

The district may grant leaves to a staff member for the days he/she is required to serve on a jury. Any expense reimbursement received by a staff member for jury duty performed on a contract day shall be retained by the staff member. The district may grant a maximum of two days leave to staff subpoenaed as witnesses in court or other legal proceedings; provided that a leave with pay shall not be granted to a staff member for a case brought or supported by a staff member union or association or for a case in which the staff member has a direct or indirect interest in the proceedings.

On any day that a staff member is released from jury duty or as a witness by the court and four or more hours of the staff member's scheduled work day remain, the staff member is to immediately inform his/her supervisor and report to work if requested to do so.

Legal References: RCW 2.36 Juries

Management Resources: *Policy News*, April 2007 Jury Compensation vs Expenses
 Policy News, February 2007 Juror Payment Provisions

Adoption Date: 03.10.97
Auburn School District
Revised: 05.29.07; 05.09.11

DISCRETIONARY LEAVES

Sabbatical Leave

- A. Sabbatical leave will include that period agreed upon and will not exceed one (1) contract year.
- B. Sabbatical leave will be for a program directly related to the individual's area of proficiency and endeavor. The program may be schooling, travel, or research.
- C. Selection of individuals will be made on the basis of a determination that personal capabilities, as well as general teaching and educational practices, will be improved.
- D. Applicants will have a minimum of six (6) years of service in the district.
- E. A maximum of two (2) percent of the employees may be granted leave during any one period of time.
- F. Leave will be granted so as to represent, as nearly as possible, the different levels: elementary, middle school, high school.
- G. The application form will be submitted to the superintendent by March 1 preceding the contracted year for which leave is requested.
- H. Final decision will be made by the superintendent with the approval of the board.
- I. An employee accepted for leave must guarantee, in writing, that he/she will return to the district for a period of not less than one (1) full year or refund the total stipend, unless the district agrees to release said employee without obligation.
- J. An employee on leave will receive fifty (50) percent of the salary scheduled for the period of leave. Payment of the salary will be by monthly stipend which will be forwarded to the employee on the regular monthly payday.
- K. An employee on leave will receive the benefit of all provisions of tenure and salary schedule.
- L. An employee on leave will submit, at least quarterly, a progress report, including official transcripts, if applicable.

Short-term Educational Leave

The purpose of selecting employees to participate in short-term educational leaves will be for the improvement of the educational program. Workshops, institutes, curriculum development, and other recognized educational opportunities will be considered as short-term.

- 1. Authorized costs of short institutes and workshops will be paid by the district if the district requires such attendance or considers such participation in the district's best interests.

2. Funds will be a part of the money allocated for the total educational leave program and will not exceed one-third (1/3) of the total allocation unless the money allocated for the sabbatical leave program is not used.
3. Employees on short-term leave will receive their regular salary provided such employee does not accept college credit for participation.
4. Participants will be chosen by the superintendent with the approval of the board.

Cross Reference: Board Policy 5021

Applicability of Personnel Policies

Adoption Date: 03.10.97
Auburn School District
Revised: 05.09.11

HOLIDAYS

The district shall observe the following school holidays and shall not operate on these days Sunday, New Years' Day (January 1), Martin Luther King, Jr. Day (third Monday in January), President's Day (third Monday in February), Memorial Day (last Monday in May), Independence Day (July 4), Labor Day (first Monday in September), Veteran's Day (November 11), Thanksgiving Day (fourth Thursday in November), the day after Thanksgiving and Christmas Day (December 25). Whenever any legal holiday, other than a Sunday, falls on Sunday, the following Monday shall be a legal holiday, and whenever any legal holiday falls on a Saturday, the preceding Friday shall be a legal holiday.

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| Legal References: | RCW 1.16.050 | Legal holidays |
| | 28A.150.050 | School Holidays |

Adoption Date: 03.10.97
Auburn School District
Revised: 05.09.11

STAFF DEVELOPMENT

A. Professional Growth and Development for Nonadministrative Staff

Additional training and study are prerequisites for continued growth and effectiveness of staff members. It is also necessary for staff members with increased responsibilities and new demands. Staff are encouraged to gain additional job-related skills through special study or inservice training.

The district may participate in the state Inservice Training Act of 1977.

The district shall develop and adopt a professional growth program.

Each holder of a professional education certificate, except those exempted by State Board of Education regulation, shall complete 150 hours of continuing education study every five years, in order to maintain his or her certificate.

B. Professional Growth and Development for Administrators

The board recognizes that training and study for administrators contribute to their skill development necessary to better serve the needs of the school district. Each year the superintendent shall develop an administrative inservice program based upon the needs of the district, as well as the needs of individual administrators.

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| Cross References: | Board Policy 5005 | Employment: Disclosures, Certification Requirements, Assurances and Approval Evaluation Staff |
| | Board Policy 5240 | |
| Legal References: | RCW 28A.415.040 | Inservice training act |
| | WAC 181-85-075 | Continuing education requirement |
| | 181-85-200 | Inservice education approval standards |
| | 392-195 | Inservice training program |
| | 392-121-255 | Definition--Academic credits |
| | 392-121-257 | Definition--Inservice credits |
| | 392-192 | Professional Growth |

SUBSTITUTE EMPLOYMENT

The board authorizes the employment of a certificated substitute in the absence of a certificated staff member. In addition, the district may use a substitute in place of a regularly contracted staff member when:

- A. Enrollment uncertainties exist at the beginning of a school year; or
- B. Resignations of regular staff do not allow sufficient time for the district to employ an immediate replacement.

On either of the latter occasions, the district shall employ a contracted staff person within a reasonable time.

The superintendent shall be responsible for establishing procedures by which teachers request substitutes and by which substitute teachers are assigned, employed, and compensated.

Substitute teachers who have served for 20 full consecutive working days in the same assignment shall, from the 21st day of service on, be paid according to the regular salary schedule of certificated staff.

The board authorizes the employment of a spouse of an officer as a substitute teacher when the superintendent deems that there is a shortage of substitute teachers in the district.

Retired teachers or administrators may work up to one thousand five-hundred (1,500) hours per school year as substitutes without affecting their retirement. After eight hundred sixty-seven (867) hours of employment for a retired employee, the district will be responsible for the employer's contribution to the state retirement system for that employee for all hours worked in that school year.

If the superintendent reasonably anticipates that the list of qualified, willing substitutes will be exhausted, emergency substitute certification may be sought from the Office of the Superintendent of Public Instruction for persons not fully qualified for a teaching or substitute certificate. Substitutes holding emergency certification may only be assigned work when the list of fully qualified substitutes is exhausted.

The board authorizes the employment of a classified substitute in the absence of a classified staff member when a program will be adversely affected by the regular staff member's absence and when a substitute can perform the duties in a reasonable manner. A classified substitute employee's eligibility to purchase retirement service credit will be determined according to RCW 41.35 and retirement system rules. Substitute classified employee means a classified employee who is employed by the district exclusively as a substitute for an absent employee or a vacant position. The superintendent is authorized to establish procedures relating to the use of substitute classified staff.

Cross References: Board Policy 1610

Conflicts of Interest

Legal References: RCW 28A.330.240
RCW 28A.400.300

Employment Contracts
Hiring and discharging employees —
Leaves for employees — Seniority
and leave benefits, retention upon
between schools

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|------------------|--|
| RCW 28A.405.900 | Certain certificated employees exempt from chapter provisions |
| RCW 28A.410.010 | Certification — Duty of professional educator standards board — Rules — Record check — Lapsed certificates — Superintendent of Public Instruction as administrator |
| RCW 41.32.570 | Postretirement employment — Suspension of pension payments |
| RCW 42.23.030(9) | Interest in contracts prohibited — Exceptions |
| RCW 41.35 | Washington school employees' retirement system |

Management Resources: *Policy News*, June 2008
Policy News, August 2001

Substitute Employment
Legislature Authorizes “Retire-Rehire”

STUDENT TEACHERS

The board encourages cooperation with colleges and universities within the state in the training of student teachers. The district shall accept student teachers from accredited institutions of higher learning with which the district has a cooperative agreement approved by the board.

The board authorizes the superintendent to honor those reasonable rules, regulations, and training guidelines of the teacher training institution. The teacher training institution shall be expected to provide liaison personnel who shall work cooperatively throughout the training process with the principal and the supervising teacher.

The superintendent shall coordinate the request for placement with building principals in order that excessive concentrations of student teachers in any given building shall be avoided. Student teachers shall comply with the policy of the district as it applies to certificated staff. The supervising teacher and the principal shall be responsible for the conduct of the student teacher.

INTERNSHIPS

The board recognizes the need to provide training opportunities for prospective administrators. Internships for those who are in the process of acquiring administrative credentials shall be approved on an individual basis. Specific factors to be used in considering an individual for an internship position shall include but not be limited to: academic record, teaching ability, leadership qualities, communication skills and dedication to past and present assignments.

If recommended by the screening committee, the superintendent shall be responsible for: scheduling any necessary release time, arranging for constructive supervision of the internship experience and identifying a variety of experiences which will meet the needs of the intern.

PROGRAM PLANNING, BUDGET PREPARATION, ADOPTION AND IMPLEMENTATION

A district's annual budget is tangible evidence of the board's commitment toward fulfilling the aims and objectives of the instructional program and providing for the efficient and effective operation of the district. The budget expresses in specific terms the services to be provided, consistent with immediate and long-range goals and resources available and establishes priorities within broad program areas such as basic education, other separately funded programs and support services. Each year a budget shall be prepared for the ensuing fiscal year. The budget shall set forth the complete financial plan of the district for the ensuing school year.

Notice and Conduct of Budget Hearings

The time and place of the budget hearing shall be published through the local news media of the school district. Any person may appear and be heard for or against any part of such budget.

Budget: Adoption and Filing

The budget for the ensuing school year shall be adopted by board resolution following a public hearing. Such action shall be recorded in the official minutes of the board. Copies of the budget as adopted shall be filed with the education service district for review. Copies of the budget will be filed with the state superintendent of public instruction.

The dates for adoption and filing are as follows:

Budget adopted by August 31

Budget filed with ESD by September 3

Budget filed with OSPI by September 10

Budget Implementation

The board places responsibility with the superintendent for administering the operating budget, once adopted. All actions of the superintendent in executing the programs and/or activities as set forth in the adopted operating budget are authorized subject to the following provisions:

- A. Expenditure of funds for the employment and assignment of staff meet the legal requirements of the state of Washington and adopted board policies;
- B. Funds held in reserve accounts (General fund #810-890) for self-insurance and other such contingencies may not be expended unless approved for purposes designated by the board;
- C. Complete listing of expenditures for supplies, materials and services is presented for board approval and/or ratification;
- D. Purchases are made according to the legal requirements of the state of Washington and adopted board policy;
- E. Funds may be transferred from one budget classification to another subject to such restrictions as may be imposed by the board;

- F. The superintendent shall be responsible for establishing procedures to authorize and control the payroll operations of the district. The board may act on behalf of individual staff to deduct a certain amount from the staff member's paycheck and remit an agreed amount to a designee of the staff member. No involuntary deduction may be made from the wages of a staff member except for federal income tax, social security, medical aid, and state retirement, or in compliance with a court order such as garnishment; and
- G. Financial reports are submitted to the board each month.

Reserves in the School Budget

The district shall maintain reserves in all district funds as deemed appropriate by the board of directors.

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| Cross References: | Board Policy 5005 Board Policy 6213 | Employment Reimbursement for Travel Expense |
| Legal References: | RCW 28A.300.060 28A.320.010 28A.320.020 28A.400.300 28A.320.090 28A.330.100 28A.505 28A.505.040 28A.505.060 28A.505.080 28.505.150 28A.510 WAC 392-123-054 | Studies and adoption of classifications for school district budgets — Publication Corporate powers Liability for debts and judgments Hiring and discharging employees — Seniority and leave benefits, transfers between school districts Preparing & distributing information on district's instructional program, operation and maintenance — Limitation Additional powers of the board School Districts' Budgets Budget — Notice of completion — Copies — Review by ESD Budget — Hearing and adoption of — Copies filed with ESDs Budget — Disposition of copies Budgeted expenditures as appropriations — Interim expenditures — Transfer between budget classes — Liability for nonbudgeted expenditures Apportionment to District — District Accounting Time Schedule for Budget |

**PROGRAM PLANNING, BUDGET PREPARATION,
ADOPTION AND IMPLEMENTATION**

Prior to presentation of the proposed budget for adoption, the superintendent or designee shall prepare for the board's study and consideration appropriate documentation supporting his/her recommendations, which shall be designed to meet the needs of students within the limits of anticipated revenues consistent with reasonable management practices.

FISCAL YEAR

The district fiscal year shall begin September 1 each year and shall continue through August 31 of the succeeding calendar year.

Legal Reference: RCW 28A.505.030

District fiscal year

Adoption Date: 07.11.11
Auburn School District
Revised:

SYSTEM OF FUNDS AND ACCOUNTS

Accounting procedures in the district shall be in compliance with directives outlined in the manual approved by the State Superintendent of Public Instruction, Accounting Manual for School Districts. The district shall maintain a system of funds with the county treasurer in accordance with state law and the accounting manual approved by the state superintendent of public instruction. The funds are: General Fund, Capital Projects Fund, Debt Service Fund, Associated Student Body Program Fund, and Transportation Vehicle Fund, Private-Purpose Trust Fund, and the Pension and Other Employee Benefit Trust Fund.

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

District depository and/or transmittal bank accounts;

An associated student body imprest bank account for each school having an associated student body organization approved by the board; and

Petty cash accounts in such numbers as are necessary to meet the petty cash needs of the schools and divisions of the district. The board may authorize the establishment of such accounts. Each petty cash account shall be approved by the board. A custodian shall be appointed for these accounts who shall be independent of invoice processing, check signing, general accounting and cash receipts functions. If this separation of functions is not feasible, another employee who is independent of those functions shall be responsible for reviewing the management of each account.

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| Legal References: | Wash.Const., Article VII, § 2 | Voted bond proceeds and capital levy proceeds-- Uses |
| | RCW 28A.320.320 | Investment of funds of district |
| | RCW 28A.320.330 | School funds enumerated--Deposits--Uses |
| | RCW 28A.325.010 | Fees for optional noncredit extra curricular events-- Disposition |
| | RCW 28A.325.020 | Associated student bodies--Powers and responsibilities affecting |
| | RCW 28A.325.030 | Associated student body program fund--Fundraising activities--Nonassociated student body program fund moneys |
| | RCW 28A.335.060 | Surplus school property--Rental, lease or use of--disposition of moneys received from |
| | RCW 28A.505.140 | Rules and regulations for budgetary procedures--Review when superintendent [SPI] determines budget irregularity--Revised budget, state board's financial plan until adoption |
| | RCW 28A.530.010 | Purposes for use of voted bond proceeds |
| | RCW 28A.530.020 | Bond issuance--Election--Resolution to specify purposes |
| | RCW 28A.530.080 | Additional authority to contract indebtedness |
| | RCW 42.17.130 | Use of public office or agency facilities in campaigns-- Prohibition--Exceptions |
| | RCW 43.09.200 | Division of municipal corporations--Uniform system of accounting |
| | RCW 43.09.210 | Division of municipal corporations--Separate accounts for each fund or activity |
| | RCW 84.52.053 | Levies by school districts authorized--When--Procedure |
| | RCW 84.52.056 | Excess levies for capital purposes authorized |
| | WAC 392-123 | Finance--School District Budgeting |
| | WAC 392-138 | Finance--ASB Moneys |
| | State Auditor Bulletin #301, III(E), | Petty Cash |

SYSTEM OF FUNDS AND ACCOUNTS

General Fund

The General Fund (GF) is financed primarily from local taxes, state support funds, federal grants, and local receipts. These revenues are used specifically for financing the ordinary and legally authorized operations of the district for all grades. The GF includes money which has been segregated for the purpose of carrying on specific activities such as the basic education program, the program for the handicapped and so on. The GF is managed in accordance with special regulations, restrictions and limitations and constitutes an independent fiscal and accounting entity.

Capital Projects Fund

The Capital Projects Fund (CPF) contains the proceeds from the sale of voted bonds (unlimited tax general obligation bonds) and non-voted bonds (limited general obligation bonds), state of Washington financing assistance (state matching money), transfers from the district's basic education allotment, the proceeds of special levies earmarked for building purposes, earnings from capital projects fund investments, growth management impact fees, state environmental protection act mitigation payments, rental or lease proceeds, and proceeds from the sale of property. Permissible expenditures from the proceeds derived from the sale of voted bonds, including the investment earnings thereon, is governed expressly by state law and may include the acquisition of land or existing buildings, improvements to buildings and/or grounds, design and construction and/or remodeling of buildings, or initial equipment; provided that, the bond election resolution and ballot proposition approved by the voters authorizing the bonds includes these items. The Washington Constitution prohibits the use of voted bond proceeds to replace equipment. Proceeds from other sources are also governed by state law and may be used for major renovation and replacement including but not limited to roofing, heating and ventilating systems, floor covering and electrical systems; renovation of play fields and other district real property; energy audits, capital improvements and major items of equipment, furniture and implementing technology systems, facilities and projects, including acquiring hardware, licensing software and on-line applications that are an integral part of the district's technology systems. Any money from the sale of voted bonds and investment earnings thereon remaining after the authorized capital improvements have been completed may be used to: (a) acquire, construct, install, equip and make other capital improvements to the district's facilities; or (b) retire and/or defease a portion of voted bonds, all as the school board may determine by resolution after holding a public hearing pursuant to RCW 28A.530.020. Investment earnings derived from other sources in the CPF should be retained in the CPF and used for statutorily authorized purposes. The district may transfer investment earnings in the CPF, which have not been derived from voted bond proceeds, to a different fund; provided that, such investment earnings may only be expended for instructional supplies, equipment or capital outlay purposes. The superintendent should consult the board and appropriate district staff prior to altering the use of voted bond proceeds and transferring investment earnings out of the CPF.

Debt Service Fund

The Debt Service Fund (DSF) is for the payment of principal of and interest on outstanding voted and non-voted bonds. Disbursements are made by the county treasurer. Provision shall be made annually for the making of a levy sufficient to meet the annual payments of principal and semiannual payments of interest. The district may transfer surplus investment earnings from the DSF to any other school district fund; provided that, such investment earnings are spent only for instructional supplies, equipment or capital outlay purposes. The district may transfer such investment earnings to other school district funds unless the resolution authorizing the voted bonds requires investment earnings to remain in the DSF to secure payment of voted bonds, thereby reducing future tax collections and the corresponding tax levy rate. The superintendent should consult with the board and appropriate staff prior to transferring interest earnings out of the DSF. Non-voted bonds are required to be repaid from the school district's DSF, rather than the fund that actually received the non-voted bond proceeds. As a result, to pay principal of and interest on the non-voted bond, an operating transfer must be used from the CPF (or other fund) to the DSF. The school district should create a separate account within the DSF to repay the non-voted bond. The district should internally segregate the money pledged to repay the non-voted bond from any excess property taxes deposited in the DSF for the repayment of voted bonds. Prior to the issuance of a non-voted bond the superintendent or a designee shall review the repayment process with the board and the county treasurer. The proceeds from the sale of real property may be placed in the DSF or CPF, except for the amount required to be expended for the costs associated with the sale of such property.

Associated Student Body Program Fund

The board is responsible for the protection and control of student body financial resources just as it is for other public funds placed in its custody. The financial resources of the Associated Student Body Program Fund (ASB Fund) are for the benefit of students. Student involvement in the decision-making processes related to the use of this money is an integral part of the associated student body, except that the board may delegate the authority to a staff member to act as the associated student body for any school which contains no grade higher than grade six. Money in the ASB Fund is public money and may not be used to support or oppose any political candidate or ballot measure. Money raised by students through recognized student body organizations shall be deposited in and disbursed from the fund which is maintained by the county treasurer. The ASB Fund is subject to management and accounting procedures which are similar to those required for all other district moneys. ASB constitutions shall provide for participation by ASB representatives in the decisions to budget for and disburse ASB Fund money. Private non-associated student body fund moneys raised for scholarships, student exchanges and charitable purposes shall be held in trust by the district.

Transportation Vehicle Fund

The transportation vehicle fund (TVF) includes the proceeds from the sale of transportation vehicles; lease, rental, non-voted bonds, or occasional use of surplus buses; depreciation reimbursement for district-owned buses; proceeds of TVF levies; optional transfers from the GF; and investment earnings coming from the TVF. The TVF may be used to purchase and/or rebuild buses on a contract or cash basis. Money may be transferred from the TVF to the DSF exclusively for the payment of principal of and interest on non-voted debt incurred by the TVF. Such a transfer does not constitute a transfer of money from the TVF within the meaning of RCW 28A.160.130.

INTERFUND LOANS

Inter-fund loans between the general fund, the transportation vehicle fund, the capital projects fund, or the debt service fund may be used to alleviate a temporary cash deficiency.

Such loans shall not be used to balance the budget of the borrowing fund; nor shall they deter any function or project for which the fund was established.

The board must adopt a resolution before any inter-fund loan transaction takes place. The resolution shall contain the exact amount of the loan, the funds involved, the specific source of funds for repayment, the schedule for repayment and the interest rate involved.

Legal References: RCW 28A.505.150

WAC 392-123-135
through 160

Budgeted expenditures as appropriations
— Interim expenditures — Transfer
between budget classes — Liability
for non-budgeted expenditures
Inter-fund loans

Adoption Date: 07.11.11
Auburn School District
Revised:

FINANCIAL REPORTS

Monthly Report

The business office shall prepare a monthly budget status report of the following funds:

- A. General fund,
- B. Capital projects fund,
- C. Debt service fund,
- D. Associated student body fund, and
- E. Transportation vehicle fund.

A “statement of financial condition” shall be submitted to the board each month. The superintendent or designee shall reconcile ending net cash and investments, revenues and expenditures reported by the county treasurer with the district records for all funds. As part of the budget status report, the superintendent shall provide each director with a brief written explanation of any significant deviation in revenue and/or expenditure projections that may affect the financial status of the district.

Annual Financial and Statistical Report

At the close of each fiscal year, the superintendent, as board secretary, shall submit to the board an annual financial statistical report. The report shall include at least a summary of financial operations for the year.

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| Legal References: | RCW 28A.150.230 | Basic Education Act of 1977 — District school directors as accountable for proper operation of district — Scope — Responsibilities |
| | 28A.400.030(3) | Superintendent's duties |
| | WAC 392-123-110 | Monthly financial statements and reports prepared by school district administrator |
| | 392-123-115 | Monthly budget status report for general fund operations |
| | 392-123-120 | Statement of financial condition — Financial position of the school district |
| | 392-123-125 | Personnel budget status report |
| | 392-123-132 | Reconciliation of monthly county treasurers' statement to district records |

EXPENDITURES IN EXCESS OF BUDGET

Total budget expenditures for each fund as adopted in the budget shall constitute the appropriations of the district for the ensuing fiscal year. The board shall be limited in the incurring of expenditures to the grand total of such appropriations.

Board members, administrators, or staff who knowingly or negligently violate or participate in a violation of this policy by incurring expenditures in excess of appropriations shall be held civilly liable, jointly and severally, for such expenditures, including consequential damages, for each such violation. If as a result of any civil or criminal action the violation is found to have been done knowingly, such board member, administrator, or staff member who is found to have participated in such breach shall immediately forfeit his/her office or employment.

In the event of an emergency requiring expenditures in excess of the budget, the board may adopt a resolution which states the conditions constituting the emergency and the amount of the appropriation necessary to correct the situation. At any other time that the budget is to be increased by making an additional appropriation, the board, after proper notice, shall adopt a resolution stating the facts and the amount of appropriation necessary to correct the situation. Any person may appear at the meeting at which the appropriation resolution is to be voted on and may be heard for or against the adoption. Passage of the resolution requires a majority vote of all members of the board.

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| Legal References: | RCW 28A.225.250 | Cooperative programs among school districts — Rules |
| | RCW 28A.505.150 | Budgeted expenditures as appropriations — Interim expenditures — Transfer between budget classes — Liability for non-budgeted expenditures |
| | RCW 28A.505.170 | First class school districts — Emergency or additional appropriation resolutions — Procedure |
| | WAC 392-123-071 | Budget extension — First class district |
| | WAC 392-123-072 | Budget extension — Second class district |

Adoption Date: 07.11.11
Auburn School District
Revised:

REVENUES FROM LOCAL, STATE AND FEDERAL SOURCES

Revenues from Discretionary Local Taxes

As necessary, the district shall consider the necessity of requesting voter approval of an excess property tax to be collected in the year following voter approval. Such a levy, if any, shall be in that amount permitted by law which the board determines necessary to provide educational services beyond those provided by state appropriations. The board shall solicit advice from staff and patrons prior to establishing the amount and purposes of the special levy request. The special levy being collected shall be presented by program and expenditure in the district's annual descriptive guide for patrons as required by law.

Revenues from State Resources

The responsibility for financing public education in Washington falls primarily upon the state.

Revenues from the Federal Government

The objective of the board is to provide the best educational services possible within resources available to the district. Federal grants and programs may provide helpful financial resources towards pursuing that objective.

The board agrees to comply with all federal and state requirements that may be a condition to receipt of federal funds including, but not limited to:

- A. Maintenance of fiscal records which show the receipt and disposition of federal funds;
- B. Provision for eligible private school students to participate in programs and/or services designed for the educationally disadvantaged as well as other programs which are supported by ECIA funds;
- C. Provision for testing to identify target students as well as to measure program results; and
- D. Provision for staff and parent involvement, program planning, budget development and program evaluation.

The district agrees to comply with Title 1 requirements pertaining to the implementation of internal controls for travel, contracted services, training, and capital outlay purchases and expenditures.

The district further assures that a district-wide salary schedule is in effect and that the staff is assigned equitably among schools. Instructional material shall also be distributed equitably among all schools. The board grants authority to directors and staff to participate in the development of any state and/or federal regulations deemed to be necessary for the implementation of federally funded programs.

Federal Impact Funds (Native American)

Federal impact funds are provided to the district as a supplement to taxes and other revenue sources. State-appropriated funds and local taxes contribute to the development and implementation of a basic education program for all students enrolled in the district. The district gives assurance that tribes and parents of Native American children will be afforded the opportunity to make recommendations regarding the needs of their children and will be involved in the planning and development of the basic education program including those educational programs and services to be provided with P.L. 81-874 funds. Native American students shall have the equal opportunity to participate in the district's program with other students.

Recognizing that the board is the ultimate authority in defining the educational program of the district, the superintendent shall establish procedures to assure the involvement of the tribe and parents of Native American students in the development of the basic education program including the education services to be provided with P.L. 81-874 funds and the participation of Native American children in the program on an equal basis. The superintendent will provide opportunities for parents and members of the tribal council to suggest if any policy and/or procedure changes as well as program changes are necessary to better serve the needs of the Native American students.

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|-------------------|-------------------|---|
| Legal References: | RCW 28A.300.070 | Receipt of federal funds for school purposes--Superintendent of public instruction to administer |
| | 28A.150.230 | Basic Education Act--District school directors as accountable for proper operation of district—Scope—Responsibilities--Publication of guide |
| | 28A.150.250 | Annual basic education allocation of funds according to average FTE student enrollment--Student/ teacher ratio standard |
| | 28A.150.370 | Additional programs for which legislative appropriations must or may be made |
| | 84.52.0531 | Levies by school districts--Maximum dollar amount for maintenance and operation support--Restrictions--Maximum levy percentage--Levy reduction funds--Rules. (Exp 1-1-08) |
| | WAC 392-163 | Special Service Program--Title I Grants for Improving LEA Basic Programs |
| | 180-16 | State Support of Public Schools |
| | Public Law 81-874 | |
| | 34 CFR 223 | Special Aid Provisions for Local Educational Agencies |

Adoption Date: 01.12.98
Auburn School District
Revised: 06.14.04; 07.11.11

REVENUES FROM LOCAL, STATE AND FEDERAL SOURCES

Internal Controls—Title 1

The following controls are established for the Title 1 program:

- A. All Title 1 funded purchases and expenditures shall be directly related to allowable Title 1 activities and services that are necessary to effectively carry out the objectives of the current program, and for the benefit of eligible participants.
- B. Title 1 purchases and expenditures shall be restricted to those incurred by persons with direct Title 1 duties and responsibilities and/or which benefit only eligible Title 1 participants.
- C. Title 1 funded inservice training shall be directly related to specific Title 1 program activities and provided only to persons with Title 1 program responsibilities and duties.
- D. Appropriate documentation of all Title 1 purchases and expenditures incurred shall be maintained for accountability and audit purposes.

Parent Involvement – Title 1

Each school offering Title 1 programs shall comply with federal and state requirements by providing for:

- A. Written parent notification of the selection of students for services;
- B. Accessibility to parents of specific instructional objectives for their children;
- C. Periodic student progress reports to parents;
- D. Accessibility of support materials to be utilized in the home when requested by parents;
- E. Parent participation in the instructional program on a volunteer basis; and
- F. Parent input and recommendations in program planning and modification.

Federal Impact Funds (Native American)

The district shall disseminate material related to the P.L.81-874 application, program evaluations and program plans and/or changes to parents of Native American children and tribal officials no later than eight weeks before the application is submitted. The district will seek input from tribal officials and the parents of Native American children regarding:

- A. The participation of Native American children in the district's education program on an equal basis;
- B. Their views regarding the P.L. 81-874 application, program evaluation and program plans; and
- C. Their recommendations regarding the needs of Native American children, the ways tribal leaders and parents can assist their children to achieve the benefits of P.L. 81-874 programs, and the overall education program and parental participation allowed.

At the board meeting immediately preceding the submission of the P.L. 81-874 application, the board will review the application and input provided by tribal officials and the parents of Native American children. Notice of the meeting location, time and topics related to the district's P.L. 81-874 application shall be published.

The district shall form a parent-teacher task force to involve tribal officials and parents of Native American children in the planning and development of education programs assisted with the district's P.L. 81-874 funds. The task force shall also assess the efficacy of the district's efforts to obtain meaningful input from tribal officials and parents of Native American children, and the responsiveness of the district in modifying its policies and procedures following input. The task force shall report its findings and recommendations to the board at a public hearing at least once per year.

Following a conclusion by the board that such an action is necessary, the district shall form an ad hoc task force to recommend to the board a modified educational program to ensure the equal participation of Native American children. The task force shall report its recommendations to the board in a public hearing.

The district shall also conduct planning and information sessions during the year. All parents of Native American students and representatives of the tribal council shall be invited to attend these meetings. At these sessions, the district may:

- A. Review the annual descriptive guide of the district;
- B. Explain how Native American students gain access to and are served by the district's education programs, and how educational programs are modified to ensure equal opportunity and participation by Native American students;
- C. Review the identified needs of the district with particular attention directed towards assessing the needs of Native American students; and
- D. Discuss proposed programs and services, as recommended by the task force, which are being considered to satisfy the stated needs and the extent to which Native American students are expected to be served.

Parents of Native American students and members of the tribal council will be advised of the Federal Impact Funds policy and procedure. Expressions of concerns and/or suggestions regarding the policies/procedures of the district are welcome. Any parent of Native American students or a member of the council may file a complaint regarding the application of P.L.81-874 funds with the district. Said complaint should be submitted in writing to the superintendent of schools. Any complaint not satisfactorily resolved may be submitted in writing to the board of directors of the district. The board may elect to respond in writing to the complaint or hold an informal hearing with the complainant(s). A decision will be rendered within twenty (20) working days following submittal of the complaint to the board.

DISTRICT FUNDRAISING ACTIVITIES

The district recognizes that it needs a balance of state, federal, local, and nongovernmental funds to achieve its goals. The district further recognizes that dwindling state and federal funds present challenges for the district. Increasingly, the district is seeking local and nongovernmental funding sources in order to preserve, establish and enhance important district programs and educational opportunities. The district's ability to offer diverse, quality educational programs and experiences for our students depends in part on our ability to secure reliable alternative sources of funding.

To preserve and to establish district programs and educational opportunities, the board authorizes fundraising activities where such programs: (1) promote K-12 education; (2) provide educational experiences for students, and/or (3) address local funding obligations that support the educational mission of the district; (4) and/or promote the effective, efficient, or safe management and operation of the district.

District fundraising activities may include: (1) soliciting gifts and donations that are reasonably related to the pursuit of the district's objectives; (2) entering into interlocal agreements with other governments which generate additional funds for school district activities; and/or (3) operating various revenue generating enterprises consisting of the sale of goods or services that are produced by, or that are linked to, the district's educational program. Fundraising programs, including enterprise activities, shall be in the best interest of the district and shall not interfere with the operation of the district's programs and functions. District fundraising programs shall not conflict with any applicable law and or state or federal constitutional provisions, including the separation of church and state.

This policy governs the establishment and administration of district fundraising for the general fund and for particular programs in the district. It does not address fundraising programs conducted by Parent Teacher Organizations, other non-profit or citizens' organizations, or the Associated Student Body. Fundraising by the Associated Student Body is addressed by RCW28A. 325.030. and District Policy 6020 and 6020P.

The superintendent shall establish procedures for the administration of district fundraising programs to ensure compliance with all applicable laws.

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| Legal References: | RCW 28A.320.015 | School Boards of Directors –Powers Notice of adoption of policy |
| | RCW 28A.320.030 | Gifts, conveyances, etc., for scholarship and student aid purposes, receipt and administration |
| | Attorney General's Opinion | AGO 2003 No. 1 |

Management Resources: *Policy News*, December 2003 District Fundraising Activities

Adoption Date: 07.11.11
Auburn School District
Revised:

TUITION

Tuition shall be charged to all persons age 21 or older who wish to attend the regular educational program. The formula for determining the rate of tuition is fixed by the state superintendent of public instruction.

Consistent with existing statute, the district may charge tuition for programs or activities that are not funded by state appropriations.

Legal Reference: RCW 28A.225.220

Adults, children from other districts,
agreements for attending school —
Tuition

RENTAL OR LEASE OF DISTRICT REAL PROPERTY

When district real property is not needed, the board has the authority to call for bids to rent or lease any surplus real property. Notice of the intent to rent or lease property shall be published in a newspaper of general circulation in the district at least 45 days before the rental or lease takes effect, if the value of the rental or lease is \$10,000.00 or more. The district may establish a minimum acceptable bid based upon the fair market value, provided that such minimum bid is non-discriminatory within classes of users.

Such property shall be rented or leased for lawful purposes. The rental or lease shall be in the best interests of the district and shall not interfere with the conduct of the district's educational program and related activities. Proceeds from rental or lease of district property which are in excess of the operational costs incurred for such rental or lease shall be deposited in the capital projects fund or debt service fund.

At the option of the board of directors, after evaluating the sufficiency of the school district's capital projects fund for purposes of meeting demands for new construction and improvements, moneys derived from the lease or rental of real property may be deposited into the district's general fund to be used exclusively for nonrecurring costs related to operating school facilities, including but not limited to, expenses for maintenance.

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|-------------------|-----------------|--|
| Legal References: | RCW 28A.335.040 | Surplus school property, rental, lease or use of — Authorized |
| | 28A.335.050 | Surplus school property, rental, lease or use of — Joint use |
| | 28A.335.060 | Surplus school property, rental lease or use of — Disposition of moneys received for |
| | 28A.335.070 | Surplus school property, rental, lease or use of — Existing contracts not impaired |
| | 28A.335.080 | Surplus school property, rental, lease or use of — Community use not impaired |
| | 28A.335.090 | Conveyance and acquisition of property — Management |
| | 28A.335.130 | Real property — Sale — Use of proceeds |

GIFTS

The board recognizes that individuals and organizations in the community may wish to contribute additional supplies or equipment to enhance or extend the instructional and/or activity program.

All gifts shall become district property and shall be accepted without obligation relative to use and/or disposal.

The superintendent shall establish criteria to be met in the acceptance of gifts to the district.

Legal References: RCW 28A.320.030

Gifts, conveyances, etc., for scholarship
and student aid purposes, receipt and
administration

UNCOLLECTED NON-TAX REVENUE

The superintendent will make every reasonable effort to collect all funds owed the district. However, when owed or delinquent funds inhibit regular reconciliation/bookkeeping procedures, the superintendent will implement regulations and procedures to preserve the orderly and efficient operation of the district. Bad checks which become outdated for normal collection procedures will be entered into accounts receivable or written off consistent with adopted regulations. Delinquent accounts receivable will be pursued in accordance with the regulations and procedures herein.

INVESTMENT OF FUNDS

The superintendent *or designee* is authorized to direct and authorize the county or state treasurer to invest district moneys which are not needed for current obligations in any district fund. Such investments shall be made with the objective of producing the greatest return, consistent with prudent practice.

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| Legal References: | RCW 28A.320.300 | Investment of funds, including funds received by ESD — Authority — Procedure |
| | 28A.320.320 | Investment of funds of district not needed for immediate necessities — Service fee |
| | 36.29.020 | Custodian of moneys — Investment of funds not required or immediate expenditures, service fee |
| | 43.250 | Investment of local government funds |
| | WAC 210-01 | Local Government Investment Pool |

PURCHASING: AUTHORIZATION AND CONTROL

The superintendent is authorized to direct expenditures and purchases within the limits of the detailed annual budget for the school year. The superintendent shall establish requisition and purchase order procedures as a means of monitoring the expenditure of funds. Staff who obligate the district without proper prior authorization may be held personally responsible for payment of such obligations.

Adoption Date: 07.11.11
Auburn School District
Revised:

CHARGE CARDS

The board authorizes the issuance of charge cards to officers and staff for district purchases, acquisitions and authorized travel. The board shall approve any contract for the issuance of credit cards, including the credit limit. The superintendent or his/her designee is responsible for the authorization and control of the use of credit card funds, subject to final board approval of payments.

Upon billing or no later than thirty (30) days of the billing date, the officer or staff member using a charge card shall submit a fully itemized expense voucher including receipts or invoices supporting purchases. Any charges not properly identified on the expense voucher or not allowed following review by the auditing officer shall be paid by the official or staff member. Any official or staff member who has been issued a charge card shall not use the card if any disallowed charges are outstanding.

The superintendent shall establish procedures for the issuance and use of charge cards.

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| Cross References: | Board Policy 6213 | Reimbursement for Travel Expenses |
| Legal References: | RCW 42.24.115 | Municipal corporations and political subdivisions — Issuance of charge cards to officers and employees for travel expenses |
| | 43.09.2855 | Local governments — Use of credit cards |
| Management Resources: | <i>Policy News</i> , April 2005 | Credit Card Policy Updated |

REIMBURSEMENT FOR TRAVEL EXPENSES

The actual and necessary expenses of a director, administrator, staff member or designate of the district incurred in the course of performing services for the district, whether within or outside of the district, may be reimbursed in accordance with the approval and reimbursement procedures of the district. For purposes of this policy, travel expense includes amounts paid for use of personal automobiles, other transportation, and actual expenses or reimbursement in lieu of actual expenses for meals, lodging and related items that are necessary while in the conduct of official business of the district. A staff member or district officer may be reimbursed for gratuities not exceeding customary percentages for the cost of meals as well as reasonable amounts for such services as baggage handling when the costs are incurred while the individual is engaged in district business or other approved travel.

Reimbursement for travel expenses shall be made pursuant to the federal internal revenue code and internal revenue service regulations.

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| Legal References: | RCW 28A.320.050 | Reimbursement of expenses of directors, superintendents, other school representatives, and superintendent candidates — Advancing anticipated |
| | 42.24.090 | Municipal corporations and political subdivisions — Reimbursement claims by officers and employees — Detailed account — Travel allowances and allowances in lieu of actual expenses — Certification — Forms |
| | Ch. 3, Sec. 4, Page 1 | School Accounting Manual |

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|-----------------------|------------------------------------|---------------------------------------|
| Management Resources: | <i>Policy News</i> , April 2005 | Credit Card Policy Updated |
| | <i>Policy News</i> , December 1999 | IRS rules impact travel reimbursement |

Adoption Date: 07.11.11
Auburn School District
Revised:

VOUCHER CERTIFICATION AND APPROVAL

Expenditures shall be made on district voucher forms. Before vouchers are submitted to the board for payment, they shall be audited and certified by the district's appointed auditing officer for accuracy and proof that the goods or services have been received and are satisfactory and that previous payment has not been made. The certification must be signed and dated by the auditing officer or his/her delegate. Vouchers shall be approved by a recorded affirmative vote of a majority of the board.

The board authorizes advance payment of a voucher when a delay in payment would adversely impact the financial condition of the district. The board shall review and approve all such advance payments at its next regularly scheduled public meeting. In the event the claim is disapproved, the auditing officer and superintendent shall cause the claims to be recognized as receivables and pursue collection diligently until the funds are collected or until the board approves the payment of those claims.

The auditing officer and the superintendent shall each furnish an official bond, for not less than \$50,000, for the faithful discharge of such duties. The school district shall purchase and pay for the surety bonds.

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| Cross Reference: | Board Policy 6500 | Risk Management |
| Legal References: | RCW 28A.330.080 28A.330.090 42.24.080 42.24.180 | Payment of claims Auditing committee and expenditures Municipal corporations and political subdivisions — Auditing and payment — Authentication and certification Taxing District — Issuance of warrants or checks before approval by legislative body — Conditions |

State Auditor's Voucher certification and approval
Bulletin #301-III(F)

Adoption Date: 01.12.98
Auburn School District
Revised: 07.11.11

REIMBURSEMENT FOR GOODS AND SERVICES: WARRANTS

A majority of the members of the board shall approve the issuance of all warrants, except that advance payments may be made on vouchers when authorized by the board.

Expenditures of district moneys shall be made on approved vouchers by a warrant signed by the secretary of the board or, in his/her absence, the board chairman.

Unclaimed or Reissued Warrants

In the event that a warrant has been lost, a replacement warrant may be issued following acknowledgement of a "stop payment" with the district's depository. A replacement warrant may also be issued to the estate of a deceased staff member upon notice from the court. A replacement warrant may also be issued to a claimant whose warrant has been cancelled because of the time limitation imposed by this policy.

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| Cross Reference: | Board Policy 6215 | Voucher Certification and Approval |
| Legal References: | RCW 28A.330.080 28A.330.090 63.29 39.56.040 | Payment of Claims Auditing Committee and Expenditures Uniform Unclaimed Property Act Cancellation of Municipal Warrants |

Adoption Date: 07.11.11
Auburn School District
Revised:

BID REQUIREMENTS

Purchases

All purchasing of furniture, supplies, building improvement or repairs, except books, shall be in compliance with RCW 28A.335.190 and consistent with all applicable Washington Administrative Codes. The superintendent of schools or designee shall establish bidding and contract awarding procedures for all purchases in the manner consistent with statutory authority.

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| Legal References: | RCW 28A.335.190 | Advertising for bids — Bid procedure- Telephone solicitation, limitations — Emergencies |
| | RCW 28A.400.330 | Crimes Against Children — Contractor Employees — Termination of Contract |
| | RCW39.04.155 | Small Works roster — Contract award — Process |
| | RCW 39.04.280 | Competitive Bidding Requirements — Exemptions |
| | RCW 39.30.060 | Bids on public works — Subcontractors must be identified — When |
| | RCW 43.19.1911 | Competitive Bids — Notice Of Modification or Cancellation — Cancellation Requirements — Lowest Responsible Bidder — Preferential Purchase — Life Cycle Costing |
| Management Resources: | <i>Policy News</i> , October 2005 | Competitive Bid Process Changes |
| | <i>Policy News</i> , June 2001 | Legislation Further Simplifies Bid Compliance |

Adoption Date: 02.27.95
Auburn School District
Revised: 09.09.02; 07.11.11

BID REQUIREMENTS

1. Whenever in the opinion of the board the cost of any furniture, equipment or supplies (except books), shall equal or exceed \$75,000, formal bids shall be called for by issuing public notice placed in at least one newspaper of general circulation within the district once each week for two consecutive weeks, unless a statutory exception permits another contracting option. Clear and definite specifications shall be prepared and made available to all vendors interested in submitting a bid. For purposes of this policy, a lease-purchase agreement, whereby the district may own the property at the end of a lease term, shall be subject to the same conditions as an outright purchase.
2. When the cost of any supplies, equipment or furniture (except books) shall exceed \$40,000 but be less than \$75,000, informal bids shall be solicited from responsible vendors. The superintendent shall establish bidding and contract awarding procedures for all purchases of furniture, equipment, or supplies (except for books), the cost of which is estimated to be in excess of \$40,000.
3. No bid procedure is required for purchases of furniture, equipment or supplies under \$40,000.

Public Works Projects

1. Whenever in the opinion of the board the cost of any public work project shall equal or exceed \$100,000 formal bids shall be called for by issuing public notice placed in at least one newspaper of general circulation within the district once each week for two consecutive weeks, unless a statutory exception permits another contracting option. Clear and definite specifications shall be prepared and made available to all vendors interested in submitting a bid.
2. When the cost of a public works project equals or exceeds \$40,000 but is less than \$100,000 informal bids shall be solicited from responsible vendors. The superintendent shall establish bidding and contract awarding procedures for all public works projects, the cost of which is estimated to be in excess of \$40,000. However, all building improvement, repair or other public work projects estimated to be less than \$300,000 may be awarded to a contractor on the small works roster, pursuant to state's uniform small works roster process.
3. Public works projects that are less than \$40,000 may be performed by district personnel.

Limited public works projects are those estimated to cost less than \$35,000. The district may award contracts for limited public works pursuant to the state limited public works process. With prior board approval for limited public works, the district may waive the payment and performance bond requirements and the retainage requirements of law, thereby assuming liability for a contractor's nonpayment of laborers, mechanics, subcontractors, materialmen, suppliers and taxes. The district shall have the right of recovery against the contractor for any of these payments made on the contractor's behalf.

For any public works contract expected to cost over \$1,000,000.00 the bids shall include the names of subcontractors who will do the heating, ventilation and air conditioning, plumbing or electrical work. Failure to name a subcontractor or the bidder for each category of work renders the bid nonresponsive and void. Naming more than one subcontractor for a category of work, unless different contractors are named in alternative bids, also voids a bid.

Bid procedures shall be waived when the board declares an emergency for purchases involving special facilities or market conditions, for purchases of insurance or bonds or when purchases are clearly limited to a single source of supply. Any time bid requirements are waived pursuant to this provision, a document explaining the factual basis for the exception and the contract shall be recorded and open for public inspection.

The board may, by resolution, reject any and all bids and make further calls for bids in the same manner as the original call. The board reserves the right to purchase through an inter-local cooperative agreement with another governmental agency provided such agency has complied with the bidding requirements that are applicable to school district.

The board shall include in each contract a proviso requiring the contractor to prohibit any of its employees who has ever been convicted of or pled guilty to any of the child related felonies from working where he/she would have contact with public school children. The contract shall also provide that failure to comply with this requirement is grounds for immediate termination of the contract.

RELATIONS WITH VENDORS

Financial and business transactions of the district shall be carried out in conformity with the law and consistent with sound and ethical business practices. Purchasing decisions shall be made on the basis of objectivity and shall not be influenced by friendships or other personal relationships. Board members, administrators, or staff shall not accept a gift or favor from vendors or prospective vendors or other firms or individuals who have had or hope to have transactions with the district. Financial interests of board members and administrators in any district purchase, sale, or other transaction shall be prohibited.

Legal References: RCW 42.23.030
 RCW 42.23.040

Interest in contract prohibited —
 Excepted cases
 Remote interests

Adoption Date: 07.11.11
Auburn School District
Revised:

FOOD AND BEVERAGE CONSUMPTION

The board recognizes that staff members and others associated with the district are expected to pay for their own food and beverages. However, under certain circumstances when the district is deriving benefit, the district may expend funds for food and beverage consumed by staff and others while in the conduct of the business of the district.

The superintendent is directed to establish procedures which reflect the intent of the board to provide for reasonable food and beverage consumption while in the conduct of business that is of benefit to the district. Such expenditures shall be supported by statements that show:

- A. The occasion for incurring expenses;
- B. The nature of expenses that were incurred; and
- C. The general nature of the business that was being conducted.

RISK MANAGEMENT

The board believes the district must identify and measure risks of loss due to the damage or destruction of district property or to claims against the district by others claiming to have been harmed by the action or inaction of the district, its officers or staff. A risk management program shall be implemented to reduce or eliminate risks where possible, to determine which risks the district can afford to assume and to transfer to an insurance company those risks which the district does not wish to assume or cannot economically afford to assume. Such a program shall consider the benefits, if any, of joining with other units of local government for joint purchasing of insurance, joint self-funding, joint self-insuring or joint employment of a risk manager. The superintendent or designee shall assign the primary responsibility for the administration and supervision of the risk management program to a single person.

The district shall purchase and pay for surety bonds for the superintendent, business manager and such other staff and in such amounts as the board shall from time to time determine to be necessary for honest performance of the staff in the conduct of the district's financial operations.

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| Legal References: | RCW 4.96.020 | Tortious conduct of local governmental entities and their agents — Claims — Presentment and filing — Contents |
| | 28A.400.350 | Liability, life, health, health care, accident, disability and salary insurance authorized — Premiums |
| | 28A.400.360 | Liability insurance for officials and employees authorized |
| | 28A.400.370 | Mandatory insurance protection for employees |
| | 28A.320.100 | Actions against officers, employees or agents of school districts and educational service districts — Defense, costs, fees — Payment of obligation |
| | 28A.320.060 | Officers, employees or agents of school districts or educational service districts, insurance to protect and hold personally harmless |
| | 28A.330.100(10) | Additional powers of board |
| | 48.62 | Local government insurance transactions |

Management Resources: *Policy News*, April 2010

Tort Claims

Adoption Date: 07.11.11
Auburn School District
Revised:

SAFETY

The superintendent shall ensure that the district's facilities and programs are in compliance with state and federal safety and health requirements.

Cross References: Board Policy 2151
Board Policy 6511
Board Policy 6605

Interscholastic Activities
Staff Safety
Student Safety Walking to School and
Riding Buses

Legal References: RCW 28A. 335.300

Playground matting

STAFF SAFETY

The board recognizes that safety and health standards should be incorporated into all aspects of the operation of the district. Rules for safety and prevention of accidents shall be posted in compliance with OSHA and WISHA requirements. All hazardous chemicals will be identified and properly labeled. Staff members will be trained in the use of these chemicals specific to their respective jobs. Proper records will be maintained to verify that all of the preventive and safety measures are in place. Injuries and accidents shall be reported to the district office.

The district shall have at least one staff member at each school and work site in the district who holds a valid certificate of first aid training from the department of labor and industries, U.S. Bureau of Mines or the American Red Cross or equivalent training. Each school and work site shall have first aid supplies readily accessible.

The superintendent shall develop necessary safety and health standards to comply with Department of Labor requirements.

Cross Reference: Board Policy 6510
Board Policy 6512

Safety
Infection Control Program

Legal References: RCW 49.17

Washington Industrial Safety and Health
Act

Adoption Date: 01.12.98
Auburn School District
Revised: 07.11.11

INFECTION CONTROL PROGRAM

In order to safeguard the school community from the spread of certain vaccine-preventable diseases and in recognition that prevention is a means of combating the spread of disease, the board strongly urges that susceptible school staff members (including volunteers) provide evidence of immunity against TD (Tetanus-Diphtheria) and MMR (Measles, Mumps and Rubella). Staff members born prior to January 1, 1957, need not provide evidence of immunity to measles; these individuals are considered naturally immune.

To facilitate this prevention program, the board authorizes the superintendent to make arrangements for staff immunization at a convenient time and place, and at a nominal cost to the staff member. A “susceptible” staff member may be exempt from the requirements for immunization by filing a written objection to such immunization on the basis of religious or philosophical grounds, when a private physician certifies that the staff member's physical condition contraindicates immunization or when the staff member provides documentation of immunity by blood test.

Cross reference: Board Policy 3414
Legal References: WAC 246-110-001
296-62-08001
392-198

Infectious Disease
Control of communicable disease
Bloodborne pathogens
Training — school employees —
HIV/AIDS

Adoption Date: 07.11.11
Auburn School District
Revised:

INFECTION CONTROL PROGRAM

In the event of an outbreak of a vaccine-preventable disease in school, the local health officer has the authority to exclude a susceptible staff member. A staff member granted an exemption for religious, philosophical or medical reasons or without an acceptable immunization record on file may be excluded, as he/she is considered to be susceptible. If excluded he/she is not eligible to receive sick leave benefits because of the exclusion itself. To qualify for benefits, he/she must be ill or temporarily physically disabled.

The superintendent or designee shall evaluate all job duties of district employees to determine which employees have reasonably anticipated on-the-job exposure to blood or other potentially infectious material. The district shall maintain a list of job classifications where employees have reasonably anticipated exposure to blood or other potentially infectious material. The hepatitis B vaccine shall be provided at the district's expense to all employees identified as having risk of directly contacting blood or other potentially infectious material at work.

In the event that an employee has a specific exposure to blood or other potentially infectious material, the employee will be provided, at district expense, with confidential medical evaluation, follow-up and treatment, if indicated.

The district shall provide annual training to all employees with reasonably anticipated exposure to blood or other potentially infectious material. All employees shall receive district-provided training on HIV/AIDS within six months of initial employment.

Records shall be kept in strict confidence regarding the hepatitis B vaccine status of all employees with reasonably anticipated exposure to blood or other potentially infectious material and for each occupational exposure an employee has to blood or other potentially infectious material. The records shall be kept for the duration of the employee's employment, plus 30 years. The district shall also keep records that employees have received appropriate training.

WORKPLACE VIOLENCE PREVENTION

The district does not tolerate violence in the workplace and will work to prevent violent incidents from occurring by implementing a workplace violence prevention program. All employees of the district are responsible for implementing and maintaining the violence prevention program. The workplace violence prevention program establishes and requires adherence to work practices that are designed to make the workplace more secure. It also reinforces the ban on verbal threats or physical actions by employees that create a security hazard for others.

Additionally, the district does not tolerate domestic violence including harassment of any employee or other person while in the district's buildings or vehicles, while on district property, or while engaged in school or work-related activities. The district is committed to working with employees who are victims of domestic violence to prevent abuse and harassment from occurring in the workplace. No employees will be penalized or disciplined solely for being a victim of domestic violence. The district will provide appropriate support and assistance to employees who are victims of domestic violence. Any employee who threatens, harasses, or abuses someone in the district or from their workplace using district resources such as work time, district telephones, fax machines, mail, or e-mail shall be subject to disciplinary action up to and including discharge. Corrective action or discharge may also be taken against employees who are arrested, convicted, or permanently enjoined as a result of domestic violence when such action is directly related to their position with the district.

All violent incidents shall be reported and investigated, whether or not a physical injury has occurred. There will be no discrimination against victims of workplace violence. Copies of this policy and support materials are readily available to all employees. The superintendent or designee is directed to adopt procedures to implement this policy, including creation of the workplace violence prevention group which will: assess the district's vulnerability to workplace violence, recommend preventive actions and employee training programs, and review the program annually for possible adjustments.

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|------------------|-------------------|---|
| Cross Reference: | Board Policy 4210 | Regulation of Dangerous Weapons on School Premises |
| | Board Policy 5281 | Disciplinary Action and Discharge |
| | Board Policy 6511 | Staff Safety |

Adoption Date: 07.11.11
Auburn School District
Revised:

INSURANCE

All insurance programs of the district shall be managed as part of the district's risk management program.

The board of directors shall purchase, with district funds, the type and amount of insurance necessary to protect itself as a corporate body, its individual members, its appointed officers, and its employees from financial loss arising from any claim, demand, suit, or judgment by reason of alleged negligence or other act resulting in accidental injury to any person; or in property damage within or without the school buildings while the above-named insured are acting in the discharge of their duties within the scope of their employment and/or under the direction of the board.

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|------------------|--|--|
| Cross Reference: | Board Policy 2151 Board Policy 5401 Board Policy 6500 Board Policy 6535 Board Policy 6540 | Interscholastic Activities Sick Leave Risk Management Student Insurance School District Responsibility for Privately Owned Property |
| Legal Reference: | RCW 28A.320.060 28A.320.100 28A.335.010 28A.400.350 28A.400.370 4.24.470 4.96.010 41.50.160 50.20.050 50.44.030(3) 50.44.050 | Officers, employees or agents of school districts or educational service districts, insurance to protect and hold personally harmless Actions against officers, employees or agents of school districts and educational service districts-- Defense, costs, fees--Payment of obligation School buildings, maintenance, furnishing and insuring Liability, life, health, health care, accident, disability and salary insurance authorized when required-- Premiums Mandatory insurance protection for employees Liability of officials and members of governing body of public agency-- Definition Tortious conduct of local government entities--Liability for damages Restoration of withdrawn contributions Disqualification for leaving work voluntarily without good cause Political subdivisions, instrumentalities of this state and other state Benefits payable, terms and conditions-- "Academic year" defined |

| | |
|--------------------------|---|
| 51.32.090 | Temporary total disability--Partial restoration of earning power--Return to available work--When employer continues wages--Limitations |
| 29 U.S.C. A §§ 1161-1168 | Consolidated Omnibus Budget Reconciliation Act |
| WAC 296-15 | Worker's compensation self-insurance rules and regulations |

INSURANCE

Liability Insurance

The district shall maintain sufficient liability insurance to protect it against claims for the negligent or wrongful acts of its staff or agents. The amount and terms of such insurance protection shall be reviewed annually as part of the district's risk management program.

The board shall hold individual board members, administrators, staff or agents of the district harmless and defend them from any financial loss, including reasonable attorneys' fees, arising out of any act or failure to act, provided that at the time of the act or omission complained of, the individual so indemnified was acting within the scope of his/her responsibilities or employment and in compliance with the policies and procedures of the district.

The district shall provide its staff with insurance protection while they are engaged in the maintenance of order and discipline and in the protection of students, other staff and property. Such insurance protection must include liability insurance covering injury to persons and property and insurance protecting staff from loss or damage of their personal property incurred while so engaged.

A member of the board of directors or the superintendent is immune from civil liability for damages for any discretionary decision or failure to make a discretionary decision within his or her official capacity, but liability shall remain on the district for the tortious conduct of the board members and superintendent. The superintendent shall obtain errors and omissions insurance in the amounts deemed necessary by the board.

Property Damage Insurance

The district shall maintain a comprehensive insurance program which shall provide adequate coverage, as determined by the board, in the event of loss or damage to school buildings and/or equipment, including motor vehicles.

Staff Insurance

The district shall develop and maintain an effective program of insurance for its staff. Such programs may include, but are not limited to, unemployment compensation, industrial accident and/or injury insurance, liability and medical insurance.

The district may make available liability, life, health, health care, accident, disability or salary protection insurance or any one of or a combination of these types of insurance and may contribute all or part of the cost of such insurance.

Workers' Compensation

The Auburn School District is self-insured through the Puget Sound Workers Compensation Trust for the purpose of providing industrial insurance benefits to employees who sustain job-related injuries or occupational diseases. This trust has been approved by Washington State Department of Labor and Industries to administer industrial insurance benefits. Employees of a self-insured business have the same rights and responsibilities as other workers insured through the state of Washington. Employees are protected in two ways:

- A. Medical costs resulting from job-related injuries or diseases are paid under the claim; and
- B. Injured employees are paid a partial wage replacement while off work due to a job-related injury or disease under the claim when certified off work by their doctor.

When an employee is injured on the job and is unable to perform his or her duties as a result of an on-the-job injury or occupational disease and certified off work by a doctor, the employee may elect to use leave as follows (provided the employer does not elect to keep the employee on full salary through means other than use of accrued leave):

- A. Choose unpaid leave thus receiving only his or her entitled temporary total disability (TTD) benefits, or
- B. Elect to use a full day of accumulated leave (sick, annual or other similar benefit) in addition to their entitled TTD benefits, or
- C. Elect to use a proportionate share of accumulated leave to make up the difference between the workers' compensation payments and the employee's regular pay at the time of injury.

Medical Insurance

Medical plans are offered in the district on a payroll deduction plan. Staff may select from among those plans which are made available by the district's approval. The district shall make a contribution toward approved insurance premiums for each full-time staff member each month in an amount which is determined each year. The district may provide prorated contributions toward premiums for less than full-time staff. In the event of any fully funded legislative changes for payment of insurance premiums, such funds shall be provided automatically as additional contributions.

When a staff member is on leave and the staff member's accumulated paid leave has been exhausted, the district shall notify the staff member that the medical insurance benefits are exhausted and the premium is due. The district shall accept the premium from the staff member and remit it to the carrier each month during the term of an approved leave of absence.

In compliance with COBRA (Consolidated Omnibus Budget Reconciliation Act), the district will offer continuing health care coverage on a self-pay basis to staff members and their dependents following termination (for reasons other than gross misconduct), a reduction in hours, retirement, death, or loss of coverage eligibility to the dependent. These health benefits will be identical to the coverages offered to full-time staff members. For terminated or reduced-hour staff members, the coverage may last up to 18 months or until they become eligible for other health insurance, whichever is earlier. In the event of the staff member's retirement, divorce, separation or death, or loss of dependent eligibility the coverage may last up to 36 months for the staff member and/or qualified beneficiary.

STUDENT INSURANCE

Student accident insurance coverage shall be offered. The district may distribute application forms and supply the necessary claims information (time of accident, cause of accident) when requested by a student or his/her parent.

Cross Reference: Board Policy 2151

Interscholastic Activities

Legal Reference: RCW 28A.400.350

Liability, life, health, health care,
accident, disability and salary
insurance authorized — Premiums

Adoption Date: 07.11 11
Auburn School District
Revised:

SCHOOL DISTRICT'S RESPONSIBILITY FOR PRIVATELY OWNED PROPERTY

The district shall not assume responsibility for the maintenance, repair or replacement of any privately owned property brought to a school or district function unless the use or presence of such property has been specifically requested in writing by the administration.

The district shall not make reimbursement for loss or damage to a staff member's personal equipment or material brought to school unless evidence can be shown that it was necessary or highly desirable for use in the school program. Evidence of loss or damage must show that the loss was not due to any negligence or fault of the staff member. The following guidelines shall apply:

- A. Leaving items of obvious value at the school over a weekend or vacation period should be avoided.
- B. The district shall not reimburse for loss of money or personal effects.
- C. The use of personal equipment for instructional purposes must have the prior approval of the principal or supervisor.
- D. The staff member must verify that no personal insurance coverage is applicable to the loss or damage.
- E. Claims for loss must be filed within 5 days after the damage or loss.
- F. Proper documentation shall accompany the requisition for reimbursement.

SEXUAL HARASSMENT

This district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities.

Sexual harassment occurs when:

- A. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
- B. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or
- C. Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.

The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment shall be reviewed and remedied, as appropriate.

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

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

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

The superintendent/designee shall develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.

The superintendent/designee shall develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy shall be posted in each district building in a place available to staff, students, parents, volunteers and visitors. The policy shall be reproduced in each student, staff, volunteer and parent handbook.

The superintendent shall ensure that this policy and related procedures are developed, reviewed, and that changes to this policy, if applicable, shall be submitted to the board of directors.

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| Cross References: | Board Policy 3210 | Nondiscrimination |
| | Board Policy3240 | Student Conduct |
| | Board Policy3421 | Child Abuse and Neglect |
| | Board Policy5010 | Nondiscrimination |
| | Board Policy5281 | Disciplinary Action and Discharge |
| Legal References: | RCW 28A.640.020 | Regulations, guidelines to eliminate discrimination — Scope |
| | WAC 392-190-056-058 | Sexual harassment |

TRANSPORTATION

The district may provide transportation to and from school for a student:

- A. Whose residence is beyond the one mile radius from the school to which the student is assigned;
- B. Whose walking route to school is hazardous;
- C. Whose disability prevents him/her from walking or providing for his/her own welfare while walking; or
- D. Who has another compelling and legally sufficient reason to receive transportation services. The parent or guardian of a student whose assigned bus stop is beyond the maximum walking distance may receive reimbursement for private transportation at the state mileage reimbursement rate.

The district's transportation program shall comply in all ways with state law and regulation. Transportation services of the district may include approved bus routes, district-approved field trips, school activities (participants only) and extracurricular activities (rooters). The superintendent is authorized to permit a parent of a student enrolled in school to ride a bus when excess seating is available and private or other public transportation is not reasonably available.

The board of directors may authorize children attending an approved private school to ride a school bus provided that the bus route and stops are not altered, space is available, and a fee to cover the per seat cost for such transportation is collected.

Routes and Schedules

The superintendent shall be responsible for scheduling bus transportation, including the determination of routes and bus stops as well as overseeing the transportation program.

The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses insofar as this is consistent with rendering safe and reasonably equal service to all students entitled to such service. The board may authorize the use of a district-owned passenger car in lieu of a bus for transporting students to and from school.

In order to operate the transportation system as safely and efficiently as possible, the following factors shall be considered in establishing bus routes:

- A. Where an alternate route may be considered without sacrifice of efficiency or economy, preference shall be given to that route more directly serving the largest number of students.
- B. Location of bus stops may be determined by such factors as student safety, economy and efficiency. Students may be required to walk up to one mile from their home to their bus stop provided that the walking route is safe.
- C. School schedules shall be adjusted to allow maximum utilization of each bus in the system by alternating elementary and secondary trips.

The district shall apply for state transportation apportionment funds and shall maintain the records required to obtain such funding.

Emergency Routes and Schedules

The district shall develop emergency bus routes and schedules to be used when weather conditions make the usual routes impassable or, in the superintendent's judgment, too hazardous. At the beginning of the school year, copies of emergency routes and schedules shall be distributed to parents with instructions on how to obtain emergency information.

If roads are closed to buses but not to private vehicles, the district may continue to operate the instructional programs of the schools without providing bus transportation until the roads are again open to buses.

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| Legal References: | RCW 28A.160 | Student Transportation |
| | 28A.160.020 | Authorization for private school students to ride buses--Conditions |
| | 28A.160.030 | Authorizing individual transportation or other arrangements |
| | WAC 392-141 | Transportation--State allocation for operations |
| | 392-172-204 | Transportation (Special Education) |
| | 392-172-035 | Definitions of "free appropriate, public education," "adult student," "special education student," "parent," and "public agency" |

Legal References: RCW 28A.600.010

WAC 392-144
WAC 392-400-225

WAC 392-145
WAC 392-145-015
WAC 392-145-035

Government of schools, pupils,
employees, rules and regulations for
— Due process guarantee —
Enforcement
School Bus Driver Qualifications
School district rules defining misconduct
— Distribution of rules
Transportation — Operation rules
General operating regulations
Rules for students riding school buses

VIDEO CAMERAS ON SCHOOL BUSES

The board authorizes the use of video cameras on district operated school buses for the purpose of reducing discipline problems, thus providing a safer environment for the transportation of students. The reason for recording the transportation environment is to provide school officials, drivers and parents/guardians/custodians with documentation when dealing with inappropriate student behavior. Disciplinary action will be in accordance with policies and procedures on Student Responsibilities and Rights.

The superintendent shall prepare procedures for use of the video equipment on buses, the authorized review process for video tapes and the proper disposal of tapes.

Cross References: Board Policy 3200 Student Rights and Responsibilities

Adoption Date: 07.11.11
Auburn School District
Revised:

SPECIAL TRANSPORTATION

The following uses of district transportation are a privilege, not a right, and, except where bound by the terms of a lease, the district may revoke that privilege through official board action at a regularly scheduled and legally advertised meeting. The superintendent shall have the authority to modify transportation services for school and extracurricular activities when the available fuel supply for regular transportation services appears to fall below the required level. Any staff member may deny transportation to any student who violates the district's written rules and regulations.

School Activities

Transportation may be provided by the district for all activities which have been officially designated by the board as school activities. Activities may include, but not be limited to:

- A. Educational field trips growing out of regular classroom activity which are planned by the teacher, approved by the principal and supervised by school staff, provided that any overnight trip requires prior approval of the board; and
- B. Athletics, debate, drama or music programs or other board-approved co-curricular programs.

Participants in any other activity who feel such activity should be considered an official school activity may petition the board, through the superintendent, to have it considered as a school activity.

Extracurricular Activities

The superintendent may authorize the use of district transportation vehicles transporting nonparticipating students to extracurricular activities. Such vehicles may be so used when the users pay an amount sufficient to reimburse the district for the complete cost of such use. District drivers shall be used on all such trips. Participants shall be supervised by staff.

Leasing of Buses

The board may enter into a written lease agreement with any of the following:

- A. A nonprofit organization transporting handicapped children and/or persons at least 60 years of age to and from the site of activities or programs deemed beneficial to such persons by such organizations, provided that commercial bus service is not reasonably available for such purpose;
- B. A governmental agency transporting personnel, supplies and/or evacuees in the event of a major forest fire, flood or other natural disaster;
- C. A user conducting an educational recreation program supported wholly or in part by tax funds.

Such a lease agreement shall contain a clause absolving the district of any and all liability arising from the lessee's use and operation of the district's buses and a clause requiring the lessee to maintain adequate insurance to recompense the district for the potential loss of the buses leased. Potential users shall stipulate in writing that commercial or charter bus service is not reasonably available to provide the services for which a school bus is needed. The user shall reimburse the district for the actual costs plus a reasonable fee for use of the bus. Funds derived from the lease of a surplus bus shall be deposited in the transportation vehicle fund. If a bus is a part of the regular fleet, the funds derived from a rental or lease agreement may be deposited in the general fund.

Cooperative Programs

The board may enter into cooperative transportation agreements with other districts when it is economically advantageous to the cooperating districts and when it does not impair the quality of educational programs available to students.

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| Cross Reference: | Board Policy 2320 Board Policy 6112 Board Policy 6605 | Field Trips Rental or Lease of District Property Student Safety Walking to School and Riding Buses) |
| Legal References: | RCW 28A.160.010 28A.160.040 28A.160.070 28A.160.080 28A.160.100 28A.160.120 28A.335.060 | Operation of student transportation program —Responsibility of local district — Transporting of elderly — Insurance Lease of buses to transport children with disabilities and elderly — Limitation Lease of buses to transport handicapped children and elderly — Elderly persons defined — Program limitation School buses, rental or lease for emergency purposes-Authorization School buses, transportation of general public to interscholastic activities— Limitations Agreements with other governmental entities for transportation of public or other noncommon school purposes — Limitations Surplus school property, rental, lease or use of — Disposition of moneys received from |

PRIVATE VEHICLE TRANSPORTATION

The board authorizes the use of private vehicles under the following circumstances:

- A. Under unusual circumstances, the district may request parents, or a responsible adult, to drive children to school in their own vehicles on a per-mile cost reimbursable basis. The transportation department determines when "in-lieu" transportation would be advantageous to the district and arranges its implementation. In cases where car pools are formed by families, reimbursement shall be provided only to the parent whose car is used to transport the students to school.
- B. Upon written approval of the principal, staff may transport students when a student's welfare is involved; when due care dictates prompt action, when engaged in occasional field trip activity or when engaged in an occasional extracurricular activity. The staff member shall acknowledge that he/she agrees to assume full responsibility for any liability or property damage, comprehensive or collision, made by or against the driver/owner of the vehicle. The district's liability insurance shall cover the risk assumed by the district. The mileage of the staff member shall be reimbursed by the district.

The superintendent shall establish procedures for the use of private auto transportation.

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| Legal References: | RCW 28A.160.030 | Authorizing individual transportation or other arrangements |
| | WAC 392-143-070 | Other vehicles used to transport students |

Adoption Date: 07.11 11
Auburn School District
Revised:

DRIVER TRAINING AND RESPONSIBILITY

School bus operators shall observe all state statutes and administrative rules governing traffic safety and school bus operation. The district shall, at the beginning of each school year, verify that each school bus driver has been provided a copy of the OSPI School Bus Driver Handbook, the district's policy and procedure on the Prohibition of Harassment, Intimidation and Bullying, any additional laws and/or rules which apply to school bus drivers, and the district's written rules for student conduct on buses.

Bus Driver Qualifications

Prior to on-the-road training, the district will verify that each driver holds a commercial driver's license instruction permit and a valid Department of Transportation (DOT) medical examiner's certificate, and the district will conduct a pre-employment drug screening pursuant to federal regulations. The school district shall verify a negative result of such test prior to allowing the driver to operate a school bus on public roads, regardless of whether or not students are on board.

A. Initial Authorization

Prior to transporting students, each school bus driver must have a school bus driver's authorization issued by the Superintendent of Public Instruction; a commercial driver's license appropriate for the size vehicle they will drive, including a passenger endorsement; and a school bus endorsement (with the air brake restriction removed if they drive a bus with air brakes). A school bus driver shall also hold a valid and current first-aid card (unless the driver has a temporary school bus driver authorization). A school bus driver is required to maintain and carry a valid Department of Transportation (DOT) medical examiner's certificate and to demonstrate annually their continued ability to pass the Superintendent of Public Instruction school bus driver physical certification requirement. The school district retains the right to request more frequent medical examinations or demonstration of the physical ability requirement.

B. Continuing Compliance

At least once each school year, school bus drivers must submit to his or her supervisor a photocopy of the following: a valid commercial driver's license indicating the appropriate endorsements, a valid DOT medical examiner's certificate, and a current first-aid card. Annually, school bus drivers shall make a written disclosure verifying that he or she meets the continuing requirements for school bus drivers and verifying that his or her driving and criminal records do not indicate any disqualifying conditions

At least annually, the district will obtain an original, current and complete school bus driver abstract directly from the Department of Licensing verifying that each school bus driver is in compliance with all continuing bus driver qualifications and that his or her driving record does not indicate any disqualifying conditions.

Employees are responsible for reporting any potentially disqualifying offenses to the school district or their supervisor within 20 days. Within 20 days of receiving notice, the district shall notify OSPI in writing of the disqualifying offense.

The district shall comply with all drug testing requirements under federal law which includes random, reasonable suspicion, and post-accident testing. Failure to submit to a drug test shall result in termination.

Transportation by a School Employee

Any district employee, other than a school bus driver, who transports students for school activities in a district or private vehicle, must have a valid driver's license issued by the State Department of Licensing (or their state of residence) and proof of insurance. Such drivers may only operate vehicles with a manufacturer's rated seating capacity of 10 or less including the driver. Such drivers are required to be authorized school bus drivers if they drive students on scheduled routes between home and school.

In addition, for any employees whose job assignment or supplemental contract requires the regularly scheduled transportation of students in vehicles with a manufacturer's rated seating capacity of 10 or fewer, the district shall obtain a certified abstract of the driving record of the employee before the employee transports students. This requirement is not necessary for persons transporting students in an emergency affecting health and/or safety.

Supervision of Students

When a teacher, coach, or other certificated staff member is assigned to accompany students on a bus, such person shall be primarily responsible for the behavior of the students in his/her charge and shall ensure that student behavior complies with state regulations and district policy. The bus driver shall have final authority and responsibility.

Charter Buses or Excursion Carriers

When the district utilizes charter buses or excursion carriers, the driver shall not have unsupervised access to children, and children shall be supervised by a responsible employee of the district. Every contract between the school district and a charter bus or excursion carrier shall contain a carrier profile from the Washington Utilities and Transportation Commission indicating a satisfactory safety rating.

Legal References: RCW 28A.160.210

46.25
WAC 392-144
392-145-015
392-145-020
through 030
49CFR382

School bus drivers, training and
qualifications — Rules
Uniform Commercial Drivers Act
School bus driver qualifications
General operating regulations
Rules for school bus drivers; Rules for
students riding school buses
FHWA CDL Drug Testing Requirements

Management Resources: *Policy News*, April 2007
Policy News, Oct 2006

School Bus Driver Qualifications
OSPI Updates Bus Driver Rules

Adoption Date: 01.12.98
Auburn School District
Revised: 05.05.06; 07.11.11

SCHOOL-OWNED VEHICLES

The district may provide for the necessary transportation and expenses that are incurred in the course of performing services for the district, whether within or outside the district. All such vehicles shall be properly marked with letters of contrasting color at least 1-1/4" in height in a conspicuous place on both sides of the vehicle. A district may use a distinctive insignia which shall be at least six (6) inches in diameter across its narrowest dimension. Unless otherwise specified, all travel must be approved in advance by the staff member's immediate supervisor.

The superintendent is directed to establish procedures for the use of school-owned vehicles. The district shall comply with IRS regulations pertaining to the use of district-provided vehicles for personal commuting.

Cross References: Board Policy 6213

Reimbursement for Travel Expenses

Legal References: RCW46.08.065

Publicly owned vehicles to be marked —
Exceptions

Adoption Date: 01.12.98
Auburn School District
Revised: 07.11.11

CONTRACTING FOR TRANSPORTATION SERVICES

If the board enters into a contract for transportation services, the contractor shall operate such equipment according to district policy and the rules and regulations of the state board of education. The contract shall be in effect for no more than five years. Prior to entering into such a contract the district shall determine that the cost of contracting will not exceed the projected cost of operating its own system. Such assurances shall be submitted to the superintendent of public instruction for approval.

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|-------------------|-----------------|--|
| Legal References: | RCW 28A.160.010 | Operation of student transportation program — Responsibility of local district — Scope — Transporting of elderly — Insurance |
| | 28A.160.140 | Contract for pupil transportation services with private nongovernmental entity — Competitive bid procedures |
| | 28A.335.170 | Contracts to lease building space and portable buildings, rent or have maintained security systems, computers and other equipment, and provide pupil transportation services |
| | WAC 392-144 | School Bus Driver Qualifications |
| | 392-141 | Transportation — State Allocation for Operations |
| | 392-143 | Transportation — Specifications for School Buses |
| | 392-145 | Transportation — Operation Rules |

WELLNESS

The Auburn Board of Directors is committed to providing a school environment that enhances student learning and the development of lifelong wellness practices. The board supports emphasis on nutrition as well as physical activity at all grade levels. Therefore, the board supports the implementation of this policy to provide students access to nutritious food; opportunities for physical activity and developmentally appropriate exercise; provide accurate and readily available information on wellness and nutrition district-wide goals; and maintain a wellness council to review the Wellness policy and provide feedback on the implementation of the policy. Nutrition, health, and fitness topics shall be integrated within the sequential, comprehensive health education curriculum taught at each grade level, kindergarten through grade 12, and coordinated with the district's nutrition and food services operation. The district will take a proactive effort to encourage students to make nutritious food choices.

The superintendent or designee shall ensure that:

- A. A variety of healthy food choices, including competitive foods that comply with state and federal regulations, will be available for sale or service whenever food is sold or served at district-sponsored events;
- B. Evaluation of the implementation of the wellness policy occurs on a regular and ongoing basis.
- C. Support is available to assist with policy implementation.

Nutrition

Child Nutrition Program

The district supports the philosophy of the National School Lunch and Breakfast programs providing wholesome and nutritious meals and appropriate nutrition education for children in the district's schools. The board authorizes the superintendent or designee to administer the Child Nutrition Program. The board authorizes the superintendent to administer the food services program, provided that any decision to enter into a contract with a private food service agency will require the approval of the board. Expenditures for food supplies shall not exceed the estimated revenues.

Free and Reduced-Price Food Services

The district shall provide free and reduced-price breakfasts, lunches, and milk to students according to the terms of the National School Lunch and Breakfast programs and the laws and rules of the state and federal government.

Use of USDA Foods

The district may use USDA foods for school menus. Child Nutrition Program shall not accept donations of food due to potential liability.

Physical Education

Health and Fitness Curriculum

The district shall adopt and implement a comprehensive health and fitness curriculum. The curriculum will provide opportunities for developmentally appropriate instruction for grades K-12.

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| Cross References: | Board Policy 4260 | Use of School Facilities |
| Legal References: | RCW 28A.230.040 | Physical Education – Grades 1-8 |
| | 28A.230.050 | Physical Education in High Schools |
| | 28A.235 | Food Services |
| | 28A.235.120 | Meal Programs — Establishment and Operation — Personnel — Agreements |
| | 28A.235.130 | Milk for children at school expense |
| | 28A.623.020 | Nonprofit program for elderly — Authorized — Restrictions |
| | 69.04 | Intrastate Commerce in Food, Drugs and Cosmetics |
| | 69.06.010 | Food and beverage service worker’s permit — Filing, duration — Minimum training requirements |
| | 69.06.020 | Permit exclusive and valid throughout state — Fee |
| | 69.06.030 | Diseased persons — May not work — Employer may not hire |
| | 69.06.050 | Permit to be secured within fourteen days from time of employment. |
| | 69.06.070 | Limited duty permit |
| | WAC 392-410-135 | Physical Education – Grade school and high school requirement. |
| | WAC 392-410-136 | Physical Education Requirement-Excuse |
| | 7 CFR, Parts 210 and 220 | |
| | 7 CFR, Part 245.5 | |

Management Resources: *Policy News*, December 2004 Nutrition and Physical Fitness Update
Policy News, February 2005 Nutrition and Physical Fitness Policy

PROCEDURE WELLNESS

These Wellness procedures will be consistent with district educational and budgetary goals and are designed to optimize students' ability to make health-enhancing choices and fulfill the requirements of The Healthy, Hunger-Free Kids Act of 2010.

1. Nutritional Standards for Food and Beverages/Federal Competitive Food Rule

All foods served in school from midnight through 30 minutes after school dismissal will conform to The Health, Hunger-free Kids Act of 2010 and the Competitive Food Rule of 2013.

2. School Meals and Ala Carte Program

All district child nutrition Services programs, including the National School Lunch Program, the School Breakfast Program, the After School Snack Program, and the Summer Food Service Program, will meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations; including but not limited to the USDA's Health Hunger-free Kids Act of 2010. Schools will offer varied and nutritious food choices that are consistent with the federal government's current dietary Guidelines for Americans. Menus will be planned by the registered dietitian.

Free and Reduced-price Food Services

The district will provide free and reduced-price breakfasts, lunches, and milk to students according to the terms of the National School Lunch and Breakfast programs and the laws and rules of the state. The district will inform parents of the eligibility standards for free or reduced-price meals. Schools will make every effort to protect the identity of students receiving such meals. A parent has the right to appeal any decision with respect to their application for free or reduced-price food services to the superintendent or designee.

3. USDA Foods

The district will use foods made available under the USDA Food Program for school menus.

4. Qualifications of Child Nutrition Staff

- a. Qualified child nutrition staff shall administer the school meals programs.
- b. Appropriate training shall be provided for all child nutrition staff including continuing education and certification training.

5. Competitive Foods and Beverages

All competitive foods offered in Auburn School District schools will comply with the USDA Nutrition Standards for All Foods Sold in School as Required by the Healthy, Hunger-free Kids Act of 2010, also designated “Smart Snacks in Schools.” “USDA Interim Rule for Competitive Foods.”

The health of today’s school environment continues to improve. Students across the country are now offered healthier school lunches with more fruits, vegetables, and whole grains. The *Smart Snacks in School* standards will build on those healthy advancements and ensure that kids are only offered tasty and nutritious foods during the school day.

Smart Snacks in School also supports efforts by school food service staff, school administrators, teachers, parents, and the school community, all working hard to instill healthy habits in students.

Nutrition Standards for Foods

Any food sold in schools must:

- Be a “whole grain-rich” grain product; or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least 1/4 cup of fruit and/or vegetable; or
- Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).*

Foods must also meet several nutrient requirements:

Calorie limits

- Snack items: < 200 calories
- Entree items: < 350 calories

Sodium limits

- Snack items: < 230 mg**
- Entree items: < 480 mg

Fat limits

- Total fat: < 35% of calories
- Saturated fat: < 10% of calories
- Trans fat: zero grams

Sugar limit:

- < 35% of weight from total sugars in foods

*On July 1, 2016, foods may not qualify using the 10% DV criteria

**On July 1, 2016, snack items must contain < 200 mg sodium per item

Nutrition Standards for Beverages

All schools may sell:

- Plain water (with or without carbonation)
- Unflavored low fat milk
- Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
- 100% fruit or vegetable juice and
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.

Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.

Beyond this, the standards allow additional “no calorie” and “lower calorie” beverage options for high school students.

- No more than 20-ounce portions of calorie-free, flavored water (with or without carbonation); and
- Other flavored and/or carbonated beverages that are labeled to contain <5 calories per 8 fluid ounces or < 10 calories per 20 fluid ounces
- No more than 12 ounce portions of beverages with < 40 calories per 8 fluid ounces, or < 60 calories per 12 fluid ounces.

Other Requirements

Fundraisers

- The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards.
- The standards do not apply during non-school hours, on weekends, and at off-campus fundraising events.

Accompaniments

- Accompaniments such as cream cheese, salad dressing, and butter must be included in the nutrient profile as part of the food item sold.
- This helps control the amount of calories, fat, sugar, and sodium added to foods by accompaniments, which can be significant.

ASB, Vending Machine Sales, and School-based Enterprises: School-based marketing will be consistent with nutrition education and health promotion. Consistent with this goal, schools and Associated Student Bodies (ASB) will increase availability of nutritious foods and beverages available through vending machines, DECA stores, and other ASB-sponsored events so as to provide students with healthy choices. All foods sold will comply with “Smart Snacks in Schools” as published by USDA. Training on “Smart Snacks in Schools” will be provided to ASB, DECA, and Culinary Arts programs.

6. **Food Safety**

All food service equipment and facilities will meet applicable local and state standards for safe food preparation and handling, sanitation, and workplace safety.

In accordance with The Healthy Hunger-free Kids Act of 2010, the district follows a food safety program for the preparation and service of school meals based upon the Hazard Analysis and Critical Control Point (HACCP) principles and staff are trained accordingly.

For students with known food allergies that may interfere with or limit their ability to participate in the educational program, the child nutrition services will work with parents to provide reasonable accommodations in accordance with district policies and federal law.

7. **Farm to School Program**

When practical, child nutrition services will purchase fresh fruits and vegetables from local farmers in order to serve the freshest produce and support the local economy.

8. **Educational Programs in Nutrition and Physical Fitness**

The Auburn School District will provide instruction to meet the state standards for health and fitness and promote skills to maintain an active and healthy life. Current nutrition education materials will be prominently displayed in serving areas, in cafeterias, on menus, and on the website.

9. **Parent Education**

Schools will provide information to parents to support and reinforce nutrition and physical education at home. Information will be supplied by the District Wellness Committee.

10. **Physical Activity**

Schools will be encouraged to participate in regularly scheduled physical activities outside of the school day. The district will work collaboratively with community organizations to increase student awareness and promote family and community involvement in supporting and reinforcing activity/athletic programs in the schools, and student participation in community sport and activity programs.

11. **Health and Fitness Curriculum**

The district health and fitness curriculum meets state standards.

The goal for all students in grades one through eight will be to complete an average of 100 instructional minutes per week of physical education.

In addition to required physical education, students at the elementary level may have the opportunity to participate daily in recess and physical activity. Daily recess is provided for elementary school students featuring time for supervised active play. Schools are encouraged not to withhold physical activity as discipline. The district provides co-curricular physical activity programs, including fully inclusive intramural programs and physical activity clubs; and to promote the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours.

12. **Other School-Based Activities to Promote Student Wellness**

Fundraising Activities: Schools shall encourage fundraising activities that promote physical activity. During the school day, fundraising activities will comply with nutritional standards. After school fundraising activities are exempt. School staff should not use food as an incentive, reward, or punishment for individual students. Staff should use non-food alternatives as student rewards. School staff should not withhold physical activity as a punishment.

13. **Healthy School Environment**

The District Wellness Committee will distribute information so staff are aware of the Wellness Policy and Procedures and will post the policy and procedures on the district website.

The district will encourage healthy celebrations and provide resources to schools and families through the Wellness Committee and the child nutrition website.

14. **Wellness Advisory Committee**

The District Wellness Committee will meet periodically to assist in evaluation of the implementation of the wellness policy.

The committee should include child nutrition professionals and staff, parents/guardians, building-level administrators, students, nutritionists, health care professionals, health and physical education staff, educators, and interested community members.

The Wellness Advisory Committee, will, as necessary, revise the Wellness Policy and Procedures and develop work plans to facilitate the implementation. Reviews may be used to help determine policy compliance, assess progress, and determine areas of improvement.

15. **Policy Monitoring, Reporting, Evaluation, and Policy Review**

Implementation and Monitoring: The superintendent or designee provides oversight to the implementation of wellness policies. The principal or designee at each school provides oversight to the policies in their school and will report on the school's progress annually.

Child nutrition services administrators will monitor and report, as needed, compliance with nutrition policies within school food service areas. In addition, they will report on the OSPI review and recommendations. To assist with the initial implementation of the wellness policy, school assessments should be completed annually and submitted to the Wellness Committee.

OSPI assessment will take place every three years as part of the Administrative Review.

OPERATIONS AND MAINTENANCE OF SCHOOL PROPERTY

Facilities are to be maintained and operated in a safe, healthful condition and to preserve the district's investment. The superintendent shall provide for a program to maintain the district physical plant by way of a continuous program of repair, maintenance, and reconditioning. Budget recommendations shall be made each year to meet these needs and any such needs arising from an emergency.

Cross Reference: Board Policy 3520
Legal Reference: RCW 28A.635.060

WAC 392.347.023
Management Resources: *Policy News*, June 2009

Student Fees, Fines, Charges
Defacing or injuring school property —
Liability of pupil, parent, or guardian
— Withholding grades, diploma, or
transcripts — Suspension and
restitution — voluntary work
program as alternative — Rights
protected
State Assistance in Post 1993 Facilities
New Rules for Asset Preservation
Program

Adoption Date: 07.11.11
Auburn School District
Revised:

CAPITAL ASSETS/THEFT-SENSITIVE ASSETS

Capital Assets

The district shall maintain a comprehensive capital assets record-keeping system. The goal of the capital assets program is to protect the district against losses that would significantly affect the district's students, staff, property, budget or the ability of the district to continue to fulfill its stewardship responsibilities.

For purpose of this policy, "capital assets" shall mean land, improvements to land, easements, building improvements, vehicles, machinery, equipment, works of art and historical treasures, infrastructure and all other tangible and intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period which:

- A. Retains its shape and appearance with use;
- B. Is nonexpendable, meaning if the item is damaged or some of its parts are lost or worn out, it may be more feasible to repair it than to replace it with an entirely new item.
- C. It does not lose its identity when incorporated into a more complex unit;
- D. Is valued no less than \$5,000 unless a lesser amount is set by the district; and
- E. Has a life expectancy of at least one year.

Federal law requires a physical inventory of federally-funded assets at least once every two years.

No equipment shall be removed for personal or non-school use.

Theft-Sensitive Assets

For purposes of this policy, "theft-sensitive" are those items identified by the district as most subject to loss (e.g., audio-visual equipment, laptop computers, digital cameras). The district should establish procedures for internal controls and conduct an annual inventory of theft-sensitive assets.

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|-------------------|--|---|
| Legal References: | RCW 28A.335.090 | Conveyance and acquisition of property—Management--Appraisal |
| | 34 CFR § 80.32 | Uniform Administrative requirements for grants and cooperative agreements to state and local governments--Equipment |
| | 7 CFR § 3015, 3016 | Agriculture |
| | 45 CFR § 92.32 | Health and Human Services |
| | Office of Management and Budget (OMB) Circular A-87, Cost Principles for State, Local, and Indian Tribal Governments, Attachment B(19) | |

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|-----------------------|---------------------------------|---------------------------------------|
| Management Resources: | <i>Policy News</i> , June 2008 | Capital Assets/Theft-Sensitive Assets |
| | <i>Policy News</i> , April 2006 | Fixed Assets |

Adoption Date: 07.11.11
Auburn School District
Revised:

ENERGY MANAGEMENT/EDUCATION

The board recognizes the responsibility to develop and maintain programs to support the conservation of energy and natural resources. In recognition of this leadership responsibility, the district shall strive to (a) institute effective energy management and (b) provide information and develop conservation attitudes and skills for the students it serves.

The superintendent or designee is authorized to establish annual energy management goals, annual energy education goals, and extrinsic rewards to school buildings in recognition of conservation accomplishments.

Cross Reference: Board Policy 2020

Curriculum Development and adoption
of instructional materials

Adoption Date: 07.11.11
Auburn School District
Revised:

DISPOSAL OF SURPLUS EQUIPMENT AND/OR MATERIALS

The district may declare property and equipment surplus and/or obsolete and may offer that property for sale. Revenue from sales shall be considered income for the appropriate fund as required by the Accounting Manual for School Districts. Surplus equipment and/or materials that are determined to have no value or if no purchases are found may be recycled or destroyed.

Prior to disposing of any surplus texts, other books, equipment, materials or relocatable facilities, the superintendent shall serve written notice in a newspaper of general circulation in the school district and to any public school district or private school in Washington State annually requesting such notice. The material or equipment shall be sold to any interested public or private school at its depreciated cost or fair market value, whichever is greater. Students shall have priority in the purchase of texts. Disposition of such surplus property to parties other than public or private schools may take place thirty days after written notice is served.

The preceding notice requirements do not apply to the loan, lease, sale or transfer of assistive devices for the use or benefit of children with disabilities, their parents, or any public or private nonprofit agency providing education, health or rehabilitation services to individuals with disabilities.

Funds derived from the rental, sale or lease of student transportation equipment shall be placed into the transportation vehicle fund. Funds derived from the sale of personal property shall be placed into the general fund.

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|-------------------|-----------------|---|
| Legal References: | RCW 28A.155.160 | Assistive devices — Transfer for benefit of children with disabilities — Record inventory |
| | RCW 28A.335.060 | Surplus school property — Rental, lease or use of — Disposition of moneys received from |
| | RCW 28A.335.090 | Conveyance and acquisition of property — Management — Appraisal |
| | RCW 28A.335.180 | Surplus texts and other educational aids, notice of availability — Student priority as to texts |
| | RCW 28A.335.205 | Assistive devices — Transfer for benefit of children with disabilities — Record, inventory |
| | RCW 39.33.070 | School districts and libraries — Disposal of obsolete or surplus reading materials — Procedures |
| | WAC 392-143-050 | Resold School Buses |

Adoption Date: 01.12.98
Auburn School District
Revised: 09.09.02; 07.11.11

DISPOSAL OF SURPLUS EQUIPMENT AND/OR MATERIALS

Such devices do not need to be declared surplus. The sale or transfer of such devices shall be recorded and based on the item's depreciated value. The district shall establish and maintain an inventory of assistive technology devices whose value exceeds \$100 and for each device shall establish a value that shall be adjusted annually to reflect depreciation.

“Assistive device” means any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified or customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities.

SALE OF REAL PROPERTY

The board has exclusive control of the acquisition and disposal of all district property. This power shall be exercised only when the board determines by resolution that such property is or is not necessary for school purposes.

Once the board has considered all the factors relating to a proposed sale of real property, it shall comply with all requirements of the law, including:

- A. A market value appraisal by a professionally designated real estate appraiser or by a general real estate appraiser certified under chapter 18.140 RCW, selected by the board shall be secured.
- B. No sale of real property is to take place if the sale price would be less than 90 percent of the appraisal made by the appraiser unless the property has been on the market for one year, in which case it may be reappraised and sold for not less than 75 percent of the reappraisal value if the sale is approved by the unanimous consent of the board.
- C. If the appraised value exceeds \$70,000, notice that such a sale is being considered is to be published in a newspaper of general circulation within the district for at least two consecutive weeks. The notice shall specify the date, time, and place of a public hearing scheduled to consider the property specified for sale. Evidence concerning the proposed sale, along with the advisability of selling the parcel, is to be taken into account by the board at such a hearing.
- D. Bids may be secured or a licensed real estate broker may be engaged. If the latter, the commission shall not exceed 7 percent. Any appraiser selected by the board to appraise the market value of a parcel of property may not be a party to any contract with the district to sell the parcel for a period of three years after the appraisal. No bid award shall be made within a forty-five day period following publication of notice of the intended sale in a newspaper of general circulation in the district.

Receipts from the sale of real property shall be placed into the debt service fund or in the capital projects fund. However, after an evaluation of the sufficiency of the capital projects fund, receipts may be deposited into the district's general fund to be used exclusively for nonrecurring costs related to operating school facilities.

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|-----------------------|------------------------------------|---|
| Legal References: | RCW 28A.335.090 | Conveyance and acquisition of property-- Management--Appraisal |
| | RCW 28A.335.120 | Real property--Sale--Notice of and hearing on-- Appraisal required--Broker or real estate appraiser services--Real estate sales contracts, limitations |
| | RCW 39.33.010 | Sale, exchange, transfer, lease of public property authorized--Section deemed alternative |
| | Ch. 18.140 RCW | Certified Real Estate Appraiser Act |
| | RCW 28A.335.060 | Surplus school property--Rental, Lease or use of--Disposition of Moneys Received From Use of Real Estate Appraisers Modified |
| Management Resources: | <i>Policy News</i> , June 2001 | Surplus Property |
| | <i>Policy News</i> , February 2005 | |

Adoption Date: 07.11.11
Auburn School District
Revised:

CLOSURE OF FACILITIES

The board of directors has the authority to close a school building when an unforeseen event or mechanical failure causes a facility to become unsafe, unhealthy, inaccessible, or inoperable. Prior to the closure of a school facility for foreseen circumstances, the board shall have prepared a written analysis which considers the following issues:

- A. Projected or actual enrollment declines and the likelihood that they shall remain so for a long period;
- B. The effect that the disposition or retirement shall have on other facilities and on the district's educational program offering;
- C. Student and staff displacement, including transportation costs to new facilities and staff reassignment;
- D. Potential for repair or modernization;
- E. Financial considerations in terms of such factors as staff costs, operating and maintenance cost, the potential revenue from sale or lease of property, the cost of closure and transferring operations elsewhere;
- F. Safety, health and fire regulations; and
- G. Whether or not the facility may effectively be used for other purposes.

During a 90-day period following the development of a written analysis, the board shall conduct one or more hearings to receive testimony on any issues related to the closure of a school. Each hearing notice shall be published once each week for two consecutive weeks in a newspaper of general circulation which serves the area where the school is located. The last notice shall be published at least seven days prior to the hearing. The notice shall contain the date, time, place, and purpose of the hearing. Comments received from interested parties shall be used for advisory purposes only. The final determination of whether a facility shall be closed or remain open shall be made by the board.

Legal References: RCW 28A.150.290(2)

28A.320.010
28A.335.020

State superintendent to make rules and regulations — Unforeseen conditions or actions to be recognized — Paperwork limited
Corporate powers
School Closures — Policy of citizen involvement required — Summary of effects — Hearings — Notice

Adoption Date: 01.12.98
Auburn School District
Revised: 07.11.11

STATE ENVIRONMENTAL POLICY ACT COMPLIANCE

The district accepts its responsibility, as described by the Washington state legislature in the State Environmental Policy Act, specifically Chapter 43.21C.

Adoption by Reference

In order to fulfill its responsibilities under the State Environmental Policy Act, the district adopts by reference the following sections or subsections of chapter 197-11 of the Washington Administrative Code.

- WAC 197-11-040: Definitions
 - 050: Lead agency
 - 055: Timing of the SEPA process
 - 060: Content of environmental review
 - 070: Limitations on actions during SEPA process
 - 080: Incomplete or unavailable information
 - 090: Supporting documents
 - 100: Information required of applicants
 - 300: Purpose of this part
 - 305: Categorical exemptions
 - 310: Threshold determination required
 - 315: Environmental checklist
 - 330: Threshold determination process
 - 335: Additional information
 - 340: Determination of nonsignificance (DNS)
 - 350: Mitigated DNS
 - 360: Determination of significance (DS)/initiation of scoping
 - 390: Effect of threshold determination
 - 400: Purpose of EIS
 - 402: General requirements
 - 405: EIS types
 - 406: EIS timing
 - 408: Scoping
 - 410: Expanded scoping (Optional)
 - 420: EIS preparation
 - 425: Style and size
 - 430: Format
 - 435: Cover letter or memo
 - 440: EIS contents
 - 442: Contents of EIS on nonproject proposals
 - 443: EIS contents when prior nonproject EIS
 - 444: Elements of the environment
 - 448: Relationship to EIS to other considerations
 - 450: Cost-benefit analysis
 - 455: Issuance of DEIS
 - 460: Issuance of FEIS
 - 500: Purpose of this part
 - 502: Inviting comment
 - 504: Availability and cost of environmental documents

- 508: SEPA register
- 535: Public hearings and meetings
- 545: Effect of no comment
- 550: Specificity of comments
- 560: FEIS response to comments
- 570: Consulted agency costs to assist lead agency
- 600: When to use existing environmental documents
- 610: Use of NEPA documents
- 620: Supplemental environmental impact statement - procedures
- 625: Addenda - procedures
- 630: Adoption - procedures
- 635: Incorporation by reference - procedures
- 640: Combining documents
- 650: Purpose of this part
- 655: Implementation
- 660: Substantive authority and mitigation
- 680: Appeals
- 700: Definitions
- 702: Act
- 704: Action
- 706: Addendum
- 708: Adoption
- 710: Affected tribe
- 712: Affecting
- 714: Agency
- 716: Applicant
- 718: Built environment
- 720: Categorical exemption
- 722: Consolidated appeal
- 724: Consulted agency
- 726: Cost-benefit analysis
- 728: County/city
- 730: Decision maker
- 732: Department
- 734: Determination of nonsignificance (DNS)
- 736: Determination of significance (DS)
- 738: EIS
- 740: Environment
- 742: Environmental checklist
- 744: Environmental document
- 746: Environmental review
- 748: Environmentally sensitive area
- 750: Expanded scoping
- 752: Impacts
- 754: Incorporation by reference
- 756: Lands covered by water
- 758: Lead agency
- 760: License
- 762: Local agency

- 764: Major action
- 766: Mitigated DNS
- 768: Mitigation
- 770: Natural environment
- 772: NEPA
- 774: Nonproject
- 776: Phased review
- 778: Preparation
- 780: Private project
- 782: Probable
- 784: Proposal
- 786: Reasonable alternative
- 788: Reasonable official
- 790: SEPA
- 792: Scope
- 793: Scoping
- 794: Significant
- 796: State agency
- 797: Threshold determination
- 799: Underlying governmental action
- 800: Categorical exemptions
- 880: Emergencies
- 890: Petitioning DOE to change exemptions
- 900: Purpose of this part
- 912: Procedures of consulted agencies
- 916: Application to ongoing actions
- 918: Lack of agency procedures
- 920: Agencies with environmental expertise
- 922: Lead agency rules
- 924: Determining the lead agency
- 926: Lead agency for governmental proposals
- 928: Lead agency for public and private proposals
- 930: Lead agency for private projects with one agency with jurisdiction
- 932: Lead agency for private projects requiring licenses from more than one agency, when one of the agencies is a county/city
- 934: Lead agency for private projects requiring licenses from a local agency, not a county/city, and one or more state agencies
- 936: Lead agency for private projects requiring licenses from more than one state agency
- 938: Lead agencies for specific proposals
- 940: Transfer of lead agency status to a state agency
- 942: Agreements on lead agency status
- 944: Agreements on division of lead agency duties
- 946: DOE resolution of lead agency disputes
- 948: Assumption of lead agency status
- 960: Environmental checklist
- 965: Adoption notice
- 970: Determination of nonsignificance (DNS)

- 980: Determination of significance and scoping notice (DS)
- 985: Notice of assumption of lead agency status
- 990: Notice of action

Additional Definitions

In addition to those definitions contained within WAC 197-11-700 to 197-11-799, the following terms shall have the following meanings, unless the context indicates otherwise:

- A. District. District means the Auburn School District No. 408, King County, state of Washington.
- B. SEPA Rules. SEPA Rules means Chapter 197-11 WAC adopted by the Council on Environmental Policy.

The policies and goals set forth herein are supplementary to those in the existing authorization of the district. The district establishes the following criteria as the basis for exercising authority relative to environmental issues. The district shall use all practicable means, consistent with other essential considerations of state policy, to improve and coordinate plans, functions, programs, and resources to the end that the state and its citizens may:

- C. Fulfill the responsibilities of each generation as trustee of the environment for succeeding generations;
- D. Assure for all people of Washington safe, healthful, productive, and aesthetically and culturally pleasing surroundings;
- E. Attain the widest range of beneficial uses of the environment without degradation, risk to health or safety, or other undesirable and unintended consequences;
- F. Preserve important historic, cultural, and natural aspects of our national heritage;
- G. Maintain, wherever possible, an environment which supports diversity and variety of individual choice;
- H. Achieve a balance between population and resource use which will permit high standards of living and a wide sharing of life's amenities; and
- I. Enhance the quality of renewable resources and approach the maximum attainable recycling of depletable resources.

The district recognizes that each person has a fundamental and inalienable right to a healthful environment and that each person has a responsibility to contribute to the preservation and enhancement of the environment.

Critical Areas

In its actions, the district shall respect "critical areas" and their modified exemption criteria which have been adopted and displayed by local governments pursuant to The Growth Management Act, Chapter 36.70A RCW.

Actions which shall be located wholly or partially within a critical area are to be treated no differently than other actions under these guidelines. A threshold determination shall be made for all such actions and an EIS shall not be automatically required for a proposal merely because it is proposed for location in a critical area.

Use of Exemptions

In determining whether a proposal is exempt from SEPA, the district shall comply with the square footage and parking space threshold levels adopted by the city or county under WAC 197-11-800 (1). To determine whether or not a proposal is exempt, the district shall ascertain the total scope of the proposal and the governmental licenses required. If a proposal includes a series of actions, physically or functionally related to each other, some of which are exempt and some which are not, the proposal is not exempt and the district must complete a threshold determination.

If a proposal includes both exempt and nonexempt actions, exempt actions may be authorized with respect to the proposal prior to compliance with the procedural requirements of these guidelines subject to the following limitations:

- A. No nonexempt action shall be authorized prior to compliance with procedural and substantive requirements;
- B. No action shall be authorized which shall irrevocably commit the district to approve or authorize a nonexempt action;
- C. The district may withhold approval of an exempt action which would lead to modification of the physical environment, when such modifications would serve no purpose if later approval of a nonexempt action is not secured; and
- D. The district may withhold approval of exempt actions which would lead to substantial financial expenditures by a private applicant which would serve no purpose if later approval of a nonexempt action is not secured.

Lead Agency Determination and Responsibilities

The district is lead agency for the proposals it initiates and is responsible for compliance with SEPA regulations.

Environmental Checklist

Except as provided in WAC 197-11-315 the district must complete an environmental checklist (WAC 197-11-960) for any proposal that meets the definition of action (WAC 197-11-709) and is not categorically exempted in WAC 197-11-800 and 880. This checklist shall be the basis for the threshold determination.

For all proposals for which the district is the lead agency, the responsible official of the district shall make the threshold determination pursuant to the criteria and procedures of WAC 197-11-300 through -360.

Preparation of EIS

The draft and final EIS shall be prepared either by the responsible official or his/her designee or a consultant retained by the school district.

In the event that an EIS is to be prepared by a consultant, the responsible official shall assure that the EIS is prepared in a responsible manner and with appropriate methodology. The responsible official shall direct the areas of research and examination to be undertaken, as well as the organization of the resulting document.

No matter who participates in the preparation of an EIS, it must be approved by the responsible official prior to distribution.

Public Notice

The district will establish a mailing list for those interested citizens who wish to be informed regarding documents the district issues that require public notice. If deemed appropriate by the responsible official, the school district will place appropriate notice in the paper of general circulation which serves the area.

Designation of Official to Perform Consulted Agency Responsibilities for the District

The superintendent or his designee shall be responsible for the preparation of the written comments for the district in response to a consultation request prior to a threshold determination, participation in predraft consultation or reviewing a draft EIS.

The official designated in paragraph 1 shall be responsible for compliance by the district with WAC 197-11-400 through -460 wherever the district is a consulted agency and he/she is authorized to develop operating procedures which shall ensure that responses to consultation requests are prepared in a timely fashion and include data from all appropriate departments of the district.

Designation of Responsible Official

For those proposals for which the district is the lead agency, the responsible official shall be the superintendent or his/her designee. The responsible official shall make the threshold determination, supervise preparation of any required EIS and perform any other functions assigned to the "lead agency".

Fees

No fee shall be collected by the district for performing its duties as a consulted agency.

The district may charge any person for copies of any document prepared pursuant to the requirements of this ordinance and for mailing thereof, in a manner provided by Chapter 42.56 RCW.

Publication of Notice

The district may publish notice of action pursuant to RCW 43.21C.080 for any action to establish a time limit for judicial appeals.

The form of the notice shall be as prescribed by the department of ecology and/or substantially in the form and manner set forth in RCW 43.21C.080. The notice shall be published by the district secretary pursuant to RCW 43.21C.080.

Severability

If any provision of these regulations or its application to any person or circumstances is held invalid, the remainder of these regulations or the application of the provision to other persons or circumstances shall not be affected.

Effective Date

These guidelines shall become effective on February 23, 1998.

Legal References: RCW 43.21C
WAC 197-11

State Environmental Policy
State Environmental Policy Act (SEPA)
Rules

Management Resources: *Policy News*, December 1998 SEPA policy requires periodic review
and understanding

PESTICIDE NOTIFICATION, POSTING AND RECORD KEEPING

The superintendent is directed to develop procedures to assure that the district complies with the requirements of law regarding pesticide notification, posting and record keeping. This includes procedures for the annual notification of staff and parents of the district's pest control policies and methods; pre-notification of staff and parents of pesticide applications; posting of sites of pesticide applications; and record keeping, including an annual summary report of pesticide usage.

Legal References: RCW 17.21

Pesticide Application Act

Management Resources: *Policy News*, June 2002

Pesticide Policies Required by July 1st

Adoption Date: 08.11.11
Auburn School District
Revised:

FACILITIES PLANNING

In order to provide high quality physical environment for learning and teaching, the following factors shall be considered in the planning of district facilities:

- A. Facilities shall accommodate the educational needs of students and be consistent with the educational philosophy and instructional goals of the district.
- B. Facilities shall meet or exceed all applicable health, safety and welfare regulations.
- C. When reasonable, the district shall seek state and federal moneys to the maximum extent available to supplement its own financial resources.
- D. Adverse environmental impact shall be minimized.
- E. Changing demographic conditions shall be monitored to prepare for future needs.

Facilities Master Plan

In order to efficiently manage the district's present and future facilities needs, a facilities master plan shall be developed. Such plan shall cover a 10-year period, consider the local comprehensive land-use plan and other growth management policies, be reviewed annually, and include at least the following:

- A. A cost analysis to implement its facilities program;
- B. Existing and projected enrollment figures;
- C. An inventory of the district's undeveloped property and developed facilities, including an analysis of the number of students in each facility and whether the facility is over or under crowded.
- D. An analysis of the appropriateness of the facilities to meet the needs of students, staff and members of the public, including accommodation of to students of both sexes and those with disabilities, all district services, programs and activities;
- E. Recommendations as to the sale or other disposition of district property not needed in the future; and
- F. Recommendations as to the acquisition, construction or modification of new sites or existing facilities.

Enrollment Projections

Enrollment shall be projected for a five-year period using methods acceptable to the state board of education for determining the district's eligibility for state construction grants. This projection shall be reviewed and revised annually and supplemented by an analysis of additional factors that may affect the student population, such as potential zoning and development changes within the district, housing projections and the development of new businesses and public projects.

Legal Reference: 42 U.S.C. § 12101 et. seq. Americans with Disabilities Act

Adoption Date: 07.11.11
Auburn School District
Revised:

SITE ACQUISITION

The district shall attempt to acquire building sites substantially in advance of the actual construction of facilities in order to minimize delay in construction projects and to realize financial savings to the district. The board shall periodically review its inventory of land in light of growth trends in the district and local land-use restrictions and make such transactions as it determines shall best meet the future needs of the district.

Prior to any purchase of real estate, the district shall obtain a market value appraisal by a professionally designated real estate appraiser as defined in RCW 74.46.020. The board shall select the appraiser.

In acquiring a new site, the board shall always first attempt to reach settlement with the owner through negotiations. Eminent domain proceedings shall be commenced at the outset of the decision to purchase a particular site to avoid delay in the event of a negotiations breakdown, but the district shall resort to condemnation only when it is obvious that negotiations shall not lead to an amicable settlement.

The board shall acquire school sites or facilities only when it clearly contemplates using the property for school purposes.

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| Legal References: | RCW 8.16 | Eminent Domain by School Districts |
| | 28A.335.130 | Real property--Sale--Use of proceeds |
| | 28A.335.090 | Conveyance and acquisition of property |
| | | — Management |
| | 74.46.020 | Definitions |

Adoption Date: 01.12.98
Auburn School District
Revised: 07.11.11

CONSTRUCTION FINANCING

The board shall attempt to add moneys to the capital projects fund regularly in such amounts as are available and appropriate to the district's needs. Moneys in that fund which are not immediately needed shall be invested in those securities permitted by law which shall provide maximum return to the fund. In addition to those moneys, the board may consider non-voter approved debt within statutory limits and the board shall seek authority from district electors to issue bonds or levy a special capital improvements property tax assessment for school construction when specific projects are anticipated. The board shall also seek matching funds from the state board of education to the maximum extent available as well as any federal funds that may be reasonably available.

State School Construction Funds

After the board has approved the initiation of a construction project that is eligible for state construction funds, the superintendent shall notify the state board of education of the board's intent. All studies, notices, and other requirements established by the state board of education as conditions for eligibility for state construction grants shall be completed by the superintendent.

The advice of the state superintendent of public instruction shall be solicited in order to assure the district's eligibility for state financial assistance.

Non-Voter Approved Debt

If the board decides it is prudent, it may authorize the issuance of non-voter approved debt within statutory limits to purchase facility sites; improve energy efficiency of buildings; or acquire, remodel or repair school facilities. Statute limits non-voter approved school district debt to three-eighths of one percent of the value of the taxable land within the district.

Bonds

If the board determines that there are insufficient moneys in the capital projects fund for a construction project, the board chooses not to authorize an election for a capital levy, and the district's limit on bonded indebtedness has not been reached, the board shall authorize an election to seek the approval of voters to issue bonds in the amount needed for the project.

The legal requirements for bond elections and subsequent issuance and redemption of bonds shall be met. The resolution adopted by the board calling for the bond election shall specify the purposes of the bond including the specific buildings to be constructed or remodeled and any other purposes authorized in RCW 28A.530.010. The board resolution shall also describe the specific purposes the board anticipates for using any state financing assistance, if any. If circumstances alter the purposes for which the board believes it is in the best interest of the district to use the state funds or those raised through the bond, the board shall conduct a public hearing to consider the circumstances and to receive public testimony. At a meeting subsequent to the public hearing the board may either amend its original resolution or adopt a new one describing the specific purposes to which the state and/or bond funds will be put.

Upon the sale of bonds duly authorized as prescribed by law, the proceeds shall be credited by the county treasurer to the appropriate fund of the district.

Notice of intent to apply for state school construction funds shall be submitted to the state board of education prior to submitting a bond proposal to district voters.

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| Legal References: | RCW 28A.320.310 | Investment of building funds — Restrictions |
| | RCW 28A.525.020 | Duties of state board of education |
| | RCW 28A.525.080 | Federal grants — Rules and regulations |
| | RCW 28A.530 | District Bonds for Land, Buildings and Equipment |
| | RCW 28A.530.030 | Disposition of bond proceeds — Capital projects fund |
| | RCW 28A.530.080 | Additional authority to contract indebtedness |
| | RCW 39.36.020 | Limitation of indebtedness prescribed |
| | WAC 392-123-180 | Bond Proceeds |

Adoption Date: 07.11.11
Auburn School District
Revised:

CONSTRUCTION DESIGN

After determining that a need for new or improved facilities exists, the board, with the guidance of its professional staff, shall engage in the following processes:

- A. Select an architect, engineer, or other appropriate design professional;
- B. Conduct a site evaluation including an assessment of existing facilities, if any, on the site;
- C. Develop educational specifications, as appropriate, addressing facility and instructional needs and available financial resources;
- D. Review and approve design developed, assuring that the new or remodeled facility or part of a facility complies with applicable coding and regulations;
- E. Comply with OSPI requirements for state school construction funds for applicable projects;
- F. Solicit bids or questions as applicable;
- G. Review and approve final construction contract; and
- H. Provide construction management services.

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| Legal References: | Chapter 39.35 RCW | Energy Conservation in Design of Public Facilities |
| | 42 U.S.C. § 12101 et. seq. | Americans with Disabilities Act |
| | WAC 392-343-080 | Value engineering studies, constructability reviews, and building commissioning — Requirements and definitions |
| | WAC 392-343-102 | Construction management |
| | WAC 392-344-065 | Value engineering contracts |
| | WAC 392-344-066 | Constructability review contracts |
| | WAC 392-344-075 | Contracts — Filing |

Adoption Date: 07.11.11
Auburn School District
Revised:

EDUCATIONAL SPECIFICATIONS

Facilities shall be designed to accommodate the educational and instructional needs of the district. The professional experience and judgment of staff shall be considered in developing such educational specifications. The law requires that special attention be given the accessibility to the education program by students of both sexes and those with disabilities.

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| Legal References: | 42 U.S.C. § 12101 et. seq. | Americans with Disabilities Act |
| | CFR 45, Part 84.23 | |
| | WAC 392-190-050 | Course offerings — Generally — Separate sessions or groups permissible |

Adoption Date: 01.12.98
Auburn School District
Revised: 07.11.11

ARCHITECT AND ENGINEERING SERVICES

When considering the acquisition of architectural and engineering services, the board of directors shall issue a notice in publication(s) of general circulation stating the general scope and nature of project(s) for which services are required.

Interested firms will be requested to submit a statement of qualifications to enable the board to determine which architectural or engineering firm will best serve the needs of the district.

The superintendent or designee is directed to establish procedures to solicit and screen qualified engineers and architects. The board and the successful architectural or engineering firm shall enter into a contract for the necessary services. In the event of an emergency, the board may waive this selection process and secure such services as needed.

Cross Reference: Board Policy 6220

Purchasing: Bids and Contracts

Legal References: RCW 28A.330.100(3)
RCW 39.80

Additional powers of boards (1st class)
Contracts for architectural and
engineering services
Architects' contracts

AGO 57-59 No.68

Adoption Date: 07.11.11
Auburn School District
Revised:

CONTRACTOR ASSURANCES, SURETY BONDS AND INSURANCE

A contract shall only be let to a contractor who is licensed or registered as required by the laws of this state.

Contractor Surety Bonds and Insurance

Each contractor's bid must be accompanied by a certified or cashier's check or bid bond in the amount of at least five percent of the total bid amount, excluding taxes. Any bid which is not successful shall entitle the bidder to a refund of its security or bond. The successful bidder shall have the bond or security retained until they provide a performance and payment bond to ensure the bidder shall complete the contract. All bids received shall specify whether the district or the contractor shall carry fire, liability, or other insurance during construction.

The successful bidder is required to make, execute, and deliver to the board a good and sufficient performance bond which shall state that the contractor shall execute and faithfully perform the provisions of the contract and shall pay all subcontractors and material men as required by law.

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| Legal References: | RCW 39.08.010 | Bond required--Conditions- Retention of contract amount in lieu of bond — Contracts of one-hundred-thousand dollars or less |
| | RCW 39.06.010 | Contracts with unregistered or unlicensed contractors and with other violators prohibited |
| | RCW 39.12 | Prevailing Wages on Public Works |
| | RCW 49.60.180 | Unfair practices of employment defined |
| | 42 U.S.C.S § 2000c et. seq. | Title VII of Civil Rights Act of 1964 (amended by CRA of 1991); |
| | Section 504 | Rehabilitation Act of 1973 |

Adoption Date: 07.11.11
Auburn School District
Revised:

MAINTENANCE OF RECORDS

The maintenance of adequate records is vitally important to the future facilities program within the district and to the resolution of any disputes that may arise regarding a construction project.

The superintendent or designee shall keep all reports, documents, and plans as they relate to an existing or proposed project. The records shall include copies of all correspondence relating to the project. The superintendent shall require from the architect, engineer, contractor or other parties at least the following, as they become available:

- A. Inspection and progress reports;
- B. Results from tests of material quality and composition, etc.;
- C. Drawings of buildings and sites;
- D. Conveyance records, title search, bond issuance records and any licenses and legal documents issued or executed pursuant to the project;
- E. Guarantees and warranties; and
- F. Other papers relevant to the project, such as the record of board resolutions.

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| Legal References: | RCW 39.04.020 | Plans and specifications — Estimates — Publications — Emergencies |
| | RCW 39.04.040 | Work to be executed according to plans — Supplemental plans |
| | RCW 39.04.070 | Account and record of cost |
| | RCW 39.04.080 | Certified copy to be filed — Engineers' certificate |
| | RCW 39.04.100 | Records open to public inspection — Certified copies |

Adoption Date: 07.11.11
Auburn School District
Revised:

CHANGE ORDERS

Change orders which arise during construction of public works projects shall be approved by the school board except as follows:

- A. The superintendent or his designated representative may authorize change orders for projects when the original construction contract amount is less than \$100,000.
- B. The superintendent or his designated representative may authorize change orders when the construction cost of the change order is less than \$25,000. The school board shall be notified of such authorizations on a monthly basis for projects when the original construction contract amount is \$100,000 or more.
- C. The superintendent or his designated representative may authorize change orders that exceed \$25,000 in the event of an emergency that occurs when circumstances present a real and immediate threat to the performance of the construction project or will result in material loss or damage to property, bodily injury, or loss of life, if immediate action is not taken. The school board shall be notified of such authorizations at the next regularly scheduled school board meeting.

ACCEPTANCE OF COMPLETED PROJECT

Pursuant to statute, final payment shall not be made until the district has received from the state department of revenue, state department of employment security, and state department of labor and industries certification that all taxes due, or to become due by the project's contractor, have been paid in full. The superintendent shall notify each department listed that the work is completed and officially accepted so that a determination of tax liabilities of the contractor may be made.

The contract shall provide that a percentage of the project cost shall be retained by the district as required by law to insure that the project shall remain free and clear of any materialmen, subcontractor or tax liens. The district will accept a bond submitted by the contractor for any portion of the retainage in a form acceptable to the district, and the superintendent of public instruction if state funds are part of the project, from a bonding company registered with the Washington State insurance commissioner and on the currently authorized insurance list published by the Washington State insurance commissioner, unless the district can demonstrate good cause for refusing to accept the bond.

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| Legal References: | RCW 60.28 | Lien for Labor, Materials, Taxes on Public Works |
| | WAC 392-343-080 | Value engineering studies, constructability reviews, and building commissioning — Requirements and definition |
| | WAC 392-344-067 | Building commissioning contracts |
| | WAC 392-344-075 | Contracts — Filing |
| | WAC 392-344-147 | Retained Percentage Law Related Requirements |

NAMING FACILITIES

Naming/Renaming of District Facilities

The board of directors considers the naming/renaming of a district facility a matter of significance. In selecting a name, the board will give preference to names identifying the geographic area of the community served by said facility or prominent component. In exceptional instances, the board may elect to name/rename a facility in honor of an individual who has attained a great prominence, either locally or nationally, or made a long-term contribution to the education of children in the Auburn schools.

Memorials

The board recognizes the desire to honor the life and memory of students and employees who have positively impacted education in the district. A suitable memorial for district employees or students will contribute to the educational setting and be consistent with district objectives.

WORKS OF ART

The state board of education and the state superintendent of public instruction allocates one-half of one percent of any moneys appropriated for state assistance to districts for original construction of any school facility for the acquisition of works of art. The district has the right to waive its use of the appropriation, such money will then be used by the Washington State Arts' Commission for the purchase of other public art. The selection and commissioning of an artist for, reviewing of design for, execution and placement of, and the acceptance of works of art shall be the responsibility of the Washington State Arts' Commission in consultation with the state superintendent of public instruction and the board. The school board may appoint a representative to be a part of the selection process; reject the results of the selection process; or reject the placement of a completed works of art. Waiver or rejection shall not affect state construction funds available to local school districts.

Legal Reference: RCW 28A.335.210

Purchase of works of art-Procedures

Adoption Date: 07.11.11
Auburn School District
Revised: