

**ADMINISTRATIVE POLICY AND PROCEDURE UPDATES/CHANGES/REVISIONS
SUMMARY SHEET**

<u>NAME</u>	<u>Last Revised</u>
2108 Learning Assistance Program	07/18
2145 Procedure only-Suicide Prevention	1/13
2195 Procedure only - Academic Acceleration	11/13
2418 Waiver of High School Graduation Credits	4/20
2420 Grading and Progress Reports	NEW
3112 Social Emotional Climate	NEW
3122 Policy & Procedure-Excused and Unexcused Absences	07/18
3231 Policy & Procedure- Student Records	03/21 & 07/18
3520 Policy & Procedure-Student Fess Fines or Charges	02/06
5515 Workforce Secondary Traumatic Stress	NEW

- All additional verbiage has been bolded, underlined and highlighted
- All deletions have been crossed through

Learning Assistance Program

The district will implement a learning assistance program designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who ~~do not meet~~ state English language arts or mathematics **are not meeting academic** standards by providing supplemental instruction and services to those students. **“Students who are not meeting academic standards” means students with the greatest academic deficits in basic skills as identified by statewide, school, or district assessments or other performance measurement tools.**

Selection of students

Students participating in the district’s learning assistance program will be limited to the following:

- A. ~~Students who score below standard for his or her grade level using multiple measures of performance, which may include the statewide student assessments or other assessments an performance measurement tools administered by the school or district.~~
- B. ~~Students who are in grades eleven or twelve and are not on track to meet state or local graduation requirements;~~
- C. ~~Students identified in eighth grade in need of high school transition services, which may continue up through the end of ninth grade; or~~
- D. ~~Students who are identified by the district as being significantly at risk of not being successful in school and to be served under the district’s readiness to learn program.~~

Students’ Affected By COVID-19 Pandemic

Until the expiration or termination of Proclamation 20-05 declaring a state of emergency for all counties in Washington due to COVID-19 or until September 1, 2025—whichever is later—the district will budget and expend learning assistance program funds to identify and address the academic and nonacademic needs of students resulting from and exacerbated by the COVID-19 pandemic.

Washington Integrated Student Supports Protocol

The district will budget and expend learning assistance program funds using the framework of the Washington integrated student supports protocol, established under RCW 28A.300.139.

The district may use up to 15% of its learning assistance program allocation to deliver academic, nonacademic, and social-emotional supports and services to students through partnerships with community-based or other out-of-school organizations in accordance with RCW 28A.300.139.

If the district enters into an agreement with a community partner in accordance with RCW 28A.300.139, the agreement must do the following:

A. Specify that learning assistance program funds may be used only to provide direct supports and services to students;

B. Clearly identify the academic, nonacademic, or social-emotional supports and services that will be made available to students by the community partner and how those supports and services align to the needs of the students as identified in the student-level needs assessment required by RCW 28A.300.139; and

Identify the in-school supports that will be reinforced by the supports and services provided by the community partner to promote student progress towards meeting academic standards

Best Practices

The district will use best practices in providing learning assistance program services to participating students. The district will select practices and strategies in accordance with WAC 392-162-041.

Coordination with Other Programs

The district may coordinate federal, state, and local programs in order to serve the maximum number of students who are below grade level in basic skills. Students receiving assistance in another special needs program may also be served in the learning assistance program if they meet student eligibility and selection requirements.

Annual Report to OSPI

The district will submit an annual report to the **Office of** Superintendent of Public Instruction detailing the following:

- A. The amount of academic growth gained by students participating in the learning assistance program.
- B. The number of students who gain at least one year of academic growth
- C. The specific practices, activities and program used by each school building that received learning assistance funds; and
- D. The percentage of learning assistance program funding used to engage community partners, the number of students receiving direct supports and services from those community partners, and the types of supports and services that are being provided; and**
- E. The number of students served by the learning assistance program during the school year who were able to exit the program because student academic growth resulted in meeting the academic standard for grade level.

Cross References:	Board Policy 2104	Federal and/or State Funded Special Instructional Programs
	2161	Education of Students with Disabilities
	4130	Title 1, Parent Involvement
	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
	<u>SHB 1208 Chapter 111</u>	<u>Laws of 2021 Learning Assistance Program</u>
		<u>Various Provisions</u>

Management Resources:

Policy News, June 2021 Learning Assistance
Policy-Updated
2018-February Policy News

Suicide Prevention

I. Prevention

Suicide prevention strategies may include, but are not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and each other, and is characterized by caring staff and harmonious interrelationships among students.

A. Student Health Education Program

The district's comprehensive health education program will promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills and self-esteem. Developmentally appropriate suicide prevention instruction will be incorporated into the health education curriculum and designed to help students:

1. ~~Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy and anxiety can lead to thoughts of suicide;~~
2. Identify alternatives to suicide and develop coping and resiliency skills;
3. Learn to listen, share feelings and get help when communicating with friends who show signs of suicidal intent; and
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse and/or suicide prevention services.

B. Student Responsibility

The district will instruct students to notify a parent, teacher, principal, counselor or other adult when they are experiencing depression or thoughts of suicide or when they suspect or have knowledge of another student's despair or suicidal intentions.

Where appropriate, the district will use students to help educate their peers to identify the warning signs of suicidal behavior and to get a suicidal student adult help.

C. Staff Training

The district's suicide prevention training will help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a district counselor/ psychologist and/or in cooperation with one or more community mental health or public health agencies and may include information on:

1. Identifying risk factors such as previous suicide attempts, history of depression or mental illness, substance use problems, bullying and harassment, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability and other factors;
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality or behavior;
3. School and community resources/services; and
4. District procedures for intervening when a student attempts, threatens, discloses the desire to commit suicide or displays other indicators.

D. Principal/Designee Prevention Planning

School administrative teams will designate specific individuals to be promptly contacted regarding a suicide threat including the school counselor, psychologist, nurse, superintendent, the student's parent/guardian and, as necessary, local law enforcement or mental health agencies.

The principal or counselor will develop a reentry plan, including a student/staff support plan for use after a suicide attempt.

II. Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions he/she shall take proper steps to support the student, promptly notify the principal or school counselor and request that appropriate school staff conduct an initial risk interview.

The principal or counselor shall then notify the student's parents/guardians as soon as possible, unless notification of the parents will jeopardize the student's safety. The district may also refer the student to mental health resources in the community.

Additionally, the principal or designee shall ensure the student's physical safety by one of the following as appropriate:

1. Secure immediate medical treatment if a suicide attempt has occurred;
2. Secure emergency assistance if a suicidal act is being actively threatened;
3. Keep the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
4. Document the incident and disposition in writing as soon as feasible;
5. Follow-up with the parent/guardian and student, in a timely manner, to provide referrals to appropriate services as needed;
6. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident; or
7. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used and make recommendations for future actions.

A. Parent Responsibility

If a student is determined to be at risk, the principal or counselor shall contact the parent/guardian and:

1. Ask the parent/guardian whether he or she is aware of the student's mental state;
2. Ask the parent/guardian how he/she will obtain mental counseling or appropriate support for the student;
3. Provide names of community counseling resources, if appropriate, and offer to facilitate the referral;
4. Determine the parent's/guardian's intent to seek appropriate services for the student; and
5. Discuss the student's reentry into school.

B. Post–Event

In the event that a suicide occurs or is attempted, the principal or designee shall follow the crisis intervention procedures contained in the school safety plan.

After consultation with the Superintendent or designee and the student's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling and/or referrals to community agencies as needed.

School administrators may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students and staff.

Following a suicide, the district will also assess the impact within all schools and the local community and provide appropriate information and support.

III. Communications

The district's suicide prevention policy and procedure and the crisis intervention plan will be available for all staff, students and community through the student, staff, volunteer and parent/guardian handbooks and in school and district offices and website.

All requests for specific information regarding an incident will be directed to the superintendent or designee.

IV. Resources

The district will utilize school counselors, the crisis telephone hotline, physician/health care providers, mental health specialists, coaches and youth leaders, parents and clergy as resources for prevention and intervention. Community resources include:

A. Prevention Resources:

1. Washington Youth Suicide Prevention Program, www.yspp.org, 206-297-5922;
2. Washington State Department of Health, www.doh.wa.gov/preventsuicide; 360-236-2800;
3. Chelam/Douglas Health District, 200 Valley mall Pkwy, E.Wenatchee, WA 98801, 509-886-6400; <http://www.cdhd.wa.gov/AgencyInformationpage.htm>
4. 211 System – This is an information referral service, it assists with providing resources in your community.

5. Additional prevention resources are listed at Manson School District website, located at [LINK](#)

B. Crisis Response Resources:

1. Emergency Response: 911
2. National LifeLine: 1-800-273 and Talk (8255)
3. Local Community Mental Health Center
Columbia Valley Community Health, 509-682-6000 Ext. 1333
Catholic Family Services, 509-682-6761

4. Additional crisis response resources are listed at Manson School District website, located at [LINK](#)

Academic Acceleration

Academic Acceleration Incentive Program for High Schools

For one-time, competitive state grant purposes, the following students are considered to have earned dual high school and college credit in a course offered by a district high school:

- Students who achieve a score of three or higher on an Advanced Placement (AP) examination;
- Students who achieve a score of four or higher on an examination of the International Baccalaureate (IB) diploma programme;
- **Student who successfully complete a Cambridge Advanced International Certificate of Education examination;**
- Students who successfully complete a course through the college in the high school program under RCW 28A.600.290 and are awarded credit by the partnering institution of higher education; and
- Students who satisfy the dual enrollment and class performance requirements to earn college credit through a tech prep course.

Online courses for students to earn dual high school and college credit at no cost to the student are considered to be offered by the high school.

Reporting requirement

The district will annually report the following information regarding dual credit programs to the Office of the Superintendent of Public Instruction:

- Students who achieve a score of three or higher on an Advanced Placement (AP) examination;
- Students who achieve a score of four or higher on an examination of the International Baccalaureate (IB) diploma programme;
- Students who successfully complete a course through the college in the high school program under RCW 28A.600.290 and are awarded credit by the partnering institution of higher education;
- Students who satisfy the dual enrollment and class performance requirements to earn college credit through a tech prep course; and
- Students who successfully complete a course through the Running Start program under RCW 28A.600.300 and are awarded credit by the institution of higher education.

WAIVER OF HIGH SCHOOL GRADUATION REQUIREMENTS

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

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

The board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of four elective credits required for graduation. A student's parent/guardian or an adult student must request in writing to the superintendent's office no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, one Arts, one Career and Technical Education) which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

Cross References: 2410 - High School Graduation Requirements

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

Management Resources: **2021 June Issue**
2015 April Issue

GRADING AND PROGRESS REPORTS

The Mason School District 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 **will** comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary student's grade points shall be reported for each term; individually and cumulatively.

The superintendent **or designee** shall 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.~~

~~Students meeting standard are considered to have been promoted to the next grade level after the completion of the school year and the recording of final grades.~~

Cross References: Board Policy 3122

Board Policy 3520

Legal References: RCW 28A.150.240(2g)

RCW 28A.635.060

RCW 28A.600.030

WAC 180-40-235

WAC 180-44-010

WAC 180-57

Excused and Unexcused Absences

Student Fines, Fees and Charges

~~Basic Education Act of 1977 —~~ Certificated

teaching & administrative staff as

accountable for classroom teaching —

Scope — Responsibilities — Penalty

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.

Grading policies — Option to consider —

Attendance

Discipline — Conditions and limitations

Responsibilities Related to instruction

WAC, Secondary Education — Standardized

High School Transcript

~~WAC~~ **Chapter** 392-210 ~~WAC~~ **Student testing and evaluation** - Washington
State Honors Award Program

Social Emotional Climate

Goal

The Superintendent's goal for this policy and its accompanying procedure is to support and promote school and school district action plans that create, maintain, and nurture physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments that foster equitable, ethical, social, emotional, and academic education for all students.

Nurturing a Positive Social Emotional Climate

The Superintendent believes that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact, and socialize in physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments, and have the opportunity to experience high quality relationships.

The Superintendent recognizes that there is not one best way to improve school climate. Each school needs to consider its history, strengths, and needs. The Board further recognizes the important role that students, families, and community members play in collaborating with the school and school district in creating, maintaining, and nurturing a positive social and emotional school and classroom climate. This collaborative role extends to the planning, implementation, and continuous improvement process around school climate and social emotional learning.

Cross References:	2000 – Student Learning Goals
	2140 – Guidance and Counseling
	3241 – Student Discipline
	4129 – Family Involvement
	5520 – Staff Development
Legal References:	Chapter 28A.345.085 – Model Policy and procedure for nurturing a positive social and emotional school and classroom climate
Management Resources:	2021 – February Issue

Adoption Date: 10/25/21

EXCUSED AND UNEXCUSED ABSENCES

Definition of Absence

Absence from in-person learning

WAC 392-401-015A states the definition of an absence:

1. A student is absent when they are:
 - a. Not physically present on school grounds; and
 - b. Not participating in the following activities at an approved location:
 - i. Instruction;
 - ii. Any instruction-related activity; or
 - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

Definition of absence from remote learning

(1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day. (2) Evidence of student participation in remote learning may include, but is not limited to: (a) Daily logins to learning management systems; (b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or (c) Evidence of participation in a task or assignment.

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned classes each day. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and be provided such information in a language they can understand. [A1] Parents will be required to date and acknowledge review of this information online or in writing. [A2] School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. [A3]

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be appropriately absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. The following are valid excuses for absences:

1. Participation in a district or school approved activity or instructional program;

2. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry);
3. Family emergency, including, but not limited to, a death or illness in the family;
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
5. Court, judicial proceeding or serving on a jury;
6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
8. Absence directly related to the student's homeless status;
9. **Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;**
10. **Absences due to student safety concerns, including absences related to threats, assaults, or bullying;**
11. **Absences due to a student's migrant status; and**
12. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
13. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.
14. Absences related to the student's illness, health condition, or medical appointments due to COVID-19;
15. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
16. Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;
17. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
18. Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and
19. Other COVID-19 related circumstances as determined between school and parent or emancipated youth.
- 20.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

1. If an absence is excused, the student will 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.
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. 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 thirteen and older have the

right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

3. **Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required. This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.**

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will 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.
3. The school will 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 will include the potential consequences of additional unexcused absences. **The school will make reasonable efforts to provide this information in a language the parent understands.**
4. A conference with the parent or guardian will be held after three unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will 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 conference may be conducted with the student and a school official. However, parent will be notified of the steps the district has decided to take to eliminate or reduce the student's absences
5. Between the student's second and fifth unexcused absence, the school must take the following data-informed steps:
6. If such action is not successful, the district will 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 **earlier** than the seventh unexcused absence within any month during

the current school year or upon **and not later than** the tenth **fifteenth** unexcused absence during the current school year.

7. All suspensions and/or expulsions will be reported in writing to the superintendent within 24 hours after imposition.

The superintendent will 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 will be disseminated broadly and made available to parents and students annually.

Unexcused absences from remote learning.

Absences from remote learning must be marked as a "nontruancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

Tardies and Disciplinary Actions

1. Students shall not be absent if:

a. They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;

b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and;

c. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.

2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.

3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition. A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered response system for student absences follow WAC 392-401A-045.

Students dependent pursuant to Chapter 13.34, RCW

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

Cross References: 3120 - Enrollment

3230 - Student Privacy and Searches

3240—Student Conduct Expectations and Reasonable Sanctions

3241 - Classroom Management, Discipline and Corrective Action

4218 – Language Access Plan

Legal References:	<p><u>Chapter 28A.225 Compulsory school attendance and admission [new section added pursuant to SSHB 2449 (2016 legislative session)]</u><u>RCW 28A.225.015 Attendance mandatory — Six or seven year olds — Unexcused absences — Petition.</u></p> <p>RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition</p> <p>RCW 28A.225.010 Attendance mandatory — Age — Exceptions.</p> <p>RCW 28A.225.020 School's duties upon child's failure to attend school.</p> <p>RCW 28A.225.023 Youth dependent pursuant to Chapter 13.34 RCW — Review of unexpected or excessive absences — Support for youth's school work.</p> <p>RCW 28A.225.055 Excused absences — Search and rescue activities.</p> <p>WAC 392-401A-325 Statewide definition of excused and unexcused daily absences absence for the 2020-21 school year.</p>
Management Resources:	<p>2018 - August 2018 – August Policy News</p> <p>2017 – July Issue</p> <p><u>2016 – July Issue</u></p> <p>2015 - June Policy Issue</p> <p>2012 - December Issue</p> <p>2011 - December Issue</p> <p>Policy News, June 2001 More Tweaking of Becca Petitions</p> <p>2020 – September Alert</p>

Adopted: 02/06

Revised: 01-28-13; 07-27-15; 10-24-16:7.18; 10/21

Excused and Unexcused Absences

Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian or, in certain cases, students, to document a student's excused absences.

Excused absences

The following are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

~~Participation in school-approved activity or instructional program.~~ To be excused this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so.

Absence due to: illness, health condition; medical appointment; family emergency; religious purposes; courts, judicial proceeding or serving on a jury; post secondary, technical school or apprenticeship program visitation, or scholarship interview; State-recognized search and rescue activities consistent with RCW 28A.225.055; and directly related to the student's homeless status **or foster care/dependency status; absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010; Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107; Absences due to student safety concerns, including absences related to threats, assaults, or bullying; Absences due to a student's migrant status; Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made; Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity.**

1. When possible, the parent/guardian is expected to notify the school office on the morning of the absence and send a signed note of explanation with the student upon his/her return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) shall notify the school office of their absences with a signed note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease shall notify the school of their absence with a signed note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion. A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student shall be allowed one makeup day for each day of absence.
2. **Absence for parental pre-approved activities.** This category of absence shall be counted as excused for purposes agreed to by the principal and the parent/guardian. ~~prior to the student being absent.~~ An absence may not be approved if it causes a

serious adverse effect on the student's educational progress. In participation-type classes (~~e.g., certain music and physical education classes~~) the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent **or guardian**-approved absence would have an adverse effect on the student's educational progress which would ultimately be reflected in the grade for such a course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.

3. **Absence resulting from disciplinary actions — or short-term suspension.** As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension shall have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments shall be a substantial lowering of the course grade.
4. **Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school shall arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.
5. **Excused absence for chronic health condition.** Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent/guardian shall apply to the principal or counselor, and a limited program shall be written following the advice and recommendations the student's medical advisor. The recommended limited program shall be approved by the principal. Staff shall be informed of the student's needs, though the confidentiality of medical information shall be respected at the parent's request.

Required conference for elementary school students

If an elementary school student has five or more excused absences in a single month during the current school year or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's attendance and to identify supports and resources so the student may regularly attend school

The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher or community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

Tiered response system for student who are absent from remote learning

Students who are marked absent from remote learning will receive interventions and services consistent with the tiered response system for student absences implemented by the district pursuant to WAC 392-401A-045. Under the tiered response system, the district will:

- **Monitor daily attendance data for all students who are absent from remote learning, whether excused or unexcused;**
- **Make multiple attempts to contact the families regarding student absences using multiple modalities and in the parent's home language;**
- **Provide daily notification of absences to parents;**
- **Provide outreach from the student's school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;**
- **Provide differentiated supports to students that address the barriers to attendance and participation, including universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and**
- **When feasible and appropriate, transition students to full-time in-person learning or other program to accommodate the student's needs.**

Unexcused absences

An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district policy on absences, **or has failed to comply with alternative learning experience program attendance requirements.**

Unexcused absences occur when:

1. The parent guardian or adult student submits an excuse that does not meet the definition of an excused absence as defined above; or
2. The parent, guardian or adult student fails to submit any type of excuse statement whether by phone, email or in writing, for an absence

Unexcused absences from remote learning.

Absences from remote learning must be marked as a "nontruancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

Each unexcused absence within any month of the current school year will be followed by a letter or a phone call to the parent informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which the parent is fluent. A student's grade shall not be affected if no graded activity is missed during such an absence.

After two **three** unexcused absences within any month of the current school year, a conference will be held between the principal, student and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent teacher conference is scheduled to take place within thirty days of the second **third** unexcused absence, the district may schedule the attendance

conference on the same day. **If the parent/guardian does not attend the scheduled conference, the school may hold the conference with the student and principal. However, the school will notify the parent of the steps to eliminate or reduce the student's absences.**

At some point after the second and before the seventh unexcused absence, the district will take data-informed steps to eliminate or reduce the student's absences. In middle school and high school, these steps will include application of the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment by the district's designated employee.

For any student with an existing Individualized Education Program (IEP) or Section 504 Plan, these steps will include convening the student's IEP team or Section 504 team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the student's absences. If necessary, and if the student's parent gives consent, the district will conduct a functional behavior assessment and will complete a detailed behavior plan to explore the function of the absence behavior.

For any student who does not have an IEP or Section 504 Plan, but who is reasonably believed to have a mental or physical disability or impairment, these steps will include informing the student's parent/guardian of the right to obtain an appropriate evaluation at no cost to the parent to determine whether the student has a disability or impairment and needs accommodations, special education services, or related services. This includes students with suspected emotional or behavioral disabilities. If the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the student is found to be eligible for accommodations, special education services, or related services, a plan will be developed to address the student's needs.

The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based intervention consistent with WARNS. As appropriate, the district will also consider:

- adjusting the student's course assignment;
- providing the student more individualized instruction;
- providing appropriate vocational courses or work experience;
- requiring the student to attend an alternative school program;
- assisting the parent or student to obtain supplementary services; or
- referring the student to a community truancy board.

Transfers

In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgment by the parent and student. **The sending district will use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.**

Not later than a student's ~~fifth~~ **seventh** unexcused absence in a month, the district will:

- a. enter into an agreement with the student and parents/guardians that established school attendance requirements;
- b. refer the student to a community ~~truancy~~ **engagement** board; or
- c. file a petition to juvenile court (see below)

Community ~~Truancy~~ Engagement Board

A "community ~~truancy~~ **engagement** board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of member of the local community in which the student attends school. The district will enter into an MOU with the juvenile court in Chelan County to establish a community ~~truancy~~ **engagement** board prior to the 2017-18 school year.

The district will designate and identify to the juvenile court (and update as necessary) a staff member to coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedure with the court, coordinating trainings, sharing evidence-based and culturally appropriate promising practices. The district will also identify a person within each school to serve as a contact regarding excessive absenteeism and truancy and assisting in the recruitment of community ~~truancy~~ **engagement** board members.

No later than ~~After the~~ student's seventh unexcused absence within any month during the current school year ~~or a tenth~~ **and not later than the fifteenth** unexcused absence during the current school year, if the district's attempts to substantially reduce a student's absences have not been successful and if the student is under the age of seventeen, the district will file a petition and supporting affidavit for a civil action in juvenile court.

Petition to juvenile court

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year. (*District Note: While petitions must be filed if the student has seven or more unexcused absences within any month during the current school year or ten or more unexcused absences in the current school year, but a petition may be filed earlier. Unexcused absences accumulated in another school or school district will be counted when preparing the petition*);
2. An attestation that actions taken by the school district have not been successful in substantially reducing the student's absences from school;
3. A statement that court intervention and supervision are necessary to assist the school district to reduce the student's absences from school;
4. A statement that RCW 28A.225.010 has been violated by the parent, student or parent and student;
5. The student's name, date of birth, school, address, gender, race, and ethnicity; and the names and addresses of the student's parents/guardians, whether the student and parent are fluent in English, whether there is an existing individualized education program (IEP) and the student's current academic status in school;

6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document signed by the parent. ~~and student.~~
7. Facts that support the above allegations.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction

~~Discipline and Corrective action~~

~~All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action.~~

Date: 09/11

Revised: 02-27-12; 07-27-15; 7.18: 10/21

Student Records

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

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

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

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

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

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

Cross References:

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

Legal References:

20 U.S.C. 1232g, **34 CFR, Part 99** Family Educational **R**ights and Privacy Act
~~CFR 34 , Part 99 Family Education Rights and Privacy Act Regulations~~
42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act
RCW 28A.150.510 Transmittal of education records to ~~DSHS—~~
department of children, youth, and families - Disclosure of educational records—Data sharing agreements—Comprehensive needs requirement document—Report.
RCW 28A.195.070 Official transcript withholding – Transmittal of information
RCW 28A.225.151 Reports. **Student-level truancy data – Reports – Data protocols and guidance for school districts.**
RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — ~~Notification to teachers and security personnel~~ — Rules
RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts — Notice
RCW 28A.230.180 ~~Educational and career opportunities in the military, student access to information on, when~~ **Access to campus and student information directories by official recruiting representatives-Informing students of educational and career opportunitied**
RCW 28A.600.475 Exchange of information with law enforcement and juvenile court officials – Notification of parents and students.
RCW 28A.605.030 Student education records – Parental review—release of records—Procedure.
RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

RCW 40.24.030 Address Confidentiality Program —
Application — Certification –Form – **Vehicle and vessel
information**

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

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

Chapter 392-182 WAC Student Health Records

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

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

WAC 392-121-182 Alternative learning experience
requirements

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

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

Management Resources:

2019- July Issue

2018 - December 2018 - December Policy Issue

Records Retention Schedule for School Districts and ESDs
(updated 2014)

2014 - December Issue

2013 - February Issue

2010 - February Issue

2003 - December Issue

2001 - April Issue

Procedure Student Records

Student records will be managed by the district records custodian in the following manner:

Type of Records

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

A. Cumulative folder

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

B. Supplementary records

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

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

Accessibility of Student Records

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

A. Parents

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

1. Upon the request of the parent or a staff member, a qualified staff member will provide The parent will be provided analysis and interpretation by qualified staff of all information in the cumulative folder and supplementary records. This action may be initiated by the parent or a staff member. The review will occur within five school business days after a request is received unless a written explanation for the failure to do so is supplied by the custodian of records. In no case will the review occur later than 45 days after the request is made.
2. Inspection and review will be conducted during normal working hours, unless the custodian (teacher, counselor, nurse, psychologist, principal) consents to other arrangements. Custodians will provide assistance in the interpretation and analysis of student records as needed. Although records must remain within district control, they may be copied or reproduced by or for the parent or eligible student at their own expense.

B. The Student

Information from the cumulative folder will be interpreted to the student upon his/her request. Information contained in supplementary records will be interpreted to the student upon his/her request and with the consent of the parent. The adult student may inspect his/her cumulative folder and supplementary records. The right of access granted the parent or adult student includes the right to be provided a list of the types of student-related education records maintained by the school and the district. The parent and adult student will have the right to inspect or to be informed of the content of any record containing personally identifiable information regarding more than one student, provided that the right to access will apply only to that portion of the record or document which relates to the student. Upon graduation from high school, a student may request to receive a final transcript in addition to the diploma.

Parents and adult students will be notified annually of their right to inspect and review the records of their children and their other rights under the Family Education Rights and Privacy Act through the following notice: Sourcebook and website-www.manson.org

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

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the district records custodian a written request that identifies the record(s) they wish to inspect. The records custodian will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the

record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- ~~3. Parents or eligible students have a right to inspect or review information including when the student is a dependent under IRS tax code, when the student has violated a law or the school rules regarding alcohol or substance abuse (and the student is under 21), and when the information is needed to protect the health or safety of the student or other individuals.~~
4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Exceptions which permit disclosure without consent are: disclosure deemed by the district as necessary to protect the health or safety of the student or other individuals and disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, hearing officer, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202

C. Staff

Staff or other school officials who have a legitimate, educational interest in a student will have access to the cumulative folder and any supplementary records.

D. Other Districts

Other districts will be provided with records upon official request from the district. ~~unless the student has an outstanding fee or fine. In those instances the enrolling school will be provided with the student's academic, special placement, immunization history and discipline records within two school days, but the official transcript will be withheld until the fee or fine is discharged. The enrolling school district will be notified that the transcript is being withheld due to an outstanding fee or fine.~~ At the time of transfer of the records, the parent or adult student may receive a copy of the records at his/her expense if requested and will have an opportunity to challenge the contents of the records. Parents will be advised through the annual *Student Rights and Responsibilities Handbook* that student records will be released to another school where the student has enrolled or intends to enroll.

E. Other Persons and Organizations

Prospective employers may request to review the transcript of a student. The district will advise each parent or adult student at least annually that such requests will be honored only upon a signed release of the parent or adult student. The district will release information contained in the student's cumulative folder and supplementary records to persons and organizations other than the student, parent, staff, and other districts only with the written consent of the parent or adult student with the following exceptions:

1. The district may release directory information publicly without consent upon the condition that the parent or adult student be notified annually of the school's intention to release such information and be provided the opportunity to indicate that such information is not to be released without prior consent. The district will not release directory information for commercial reasons. The district has designated the following as directory information: (The district may select from the following list, but is not required to include all or any of the following types of information: the student's name, photograph, address, telephone number, date and place of birth, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received and the most recent previous school attended.) The actual residential addresses of participants in the state Address Confidentiality Program will not be available for release as directory information. Social Security numbers, student identification numbers (with authentication factors such as a secret password or personal identification number) or other personally identifiable information is not considered directory information.
2. Information may be released to authorized representatives of the comptroller general of the United States, the commissioner of education, and/or an administrative head of an education agency or state education authorities in connection with the audit and evaluation of federally supported education programs or in connection with the enforcement of the federal legal requirements for such programs.

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

Confidential Health Records

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

Challenges **Amendment of Records and Hearings**

At the time of inspection and review the parent or adult student granted access to records may challenge the appropriateness and accuracy of any record directly related to the student and may demand correction or deletion: **request that information in the student's records be amended.** Custodians (**e.g.**, teacher, counselor, nurse, psychologist) may honor such demands **requests** by correcting or deleting records which are misleading, violate of privacy or inaccurate, provided that the senior custodian (principal or department head) concurs.

If the demanded **requested** correction or deletion is denied by the senior custodian, the parent or adult student may request an informal hearing before the superintendent **or designee**, which hearing will be held within 10 school days of the receipt of such request. During the hearing the superintendent **or designee** will review the facts as presented by the parent or adult student and the custodian and decide whether or not to order the demanded correction or deletion. The superintendent **or designee** will send his/her written decision to the parent or adult student within 10 school days of the hearing.

Upon denial of correction or deletion by the superintendent, the parent or adult student may request in writing a hearing before the board, which hearing will be conducted at its next regular meeting. During such hearing, which will be closed to the public, the board will review the facts as presented by the parent or adult student and senior custodian and decide whether or not to order the demanded correction or deletion. The board will send its written decision to the parent or adult student within 10 school days of the hearing.

If the district still decided not to amend the records as a result of the hearing, **P**parents or adult students challenging the appropriateness and accuracy of student **requesting amendment of the** records may insert a written explanation of their objections in such records.

Maintenance of Student Records

The student's principal, counselor or teacher will be the custodian of the cumulative folder. The principal or the student's counselor will be the custodian of the supplementary records. Duplicate copies of all guidance case study reports and reports from non-school agencies contained in a student's supplementary record may be maintained in the district office under the supervision of the superintendent **or designee.**

Custodians will:

- A. Maintain only those records authorized by these procedures;
- B. Safeguard student records from unauthorized use and disposition;
- C. Maintain access records;
- D. Honor access requests for parent or adult student;
- E. Delete or correct records upon approval of the senior custodian or upon order of the superintendent **or designee,** or the board; and
- F. Follow the records review schedule and procedures established by the senior custodian.

Senior custodians may assume the duties of custodians and will:

- A. Request student records from other schools;
- B. Maintain security of student records;
- C. Transfer, destroy and expunge records as permitted;
- D. Supervise activities of their custodians;
- E. Conduct informal hearings and grant or deny approval of corrections or deletions requested by parents or adult students;
- F. Establish records review schedules and procedures for their respective schools or departments in accordance with procedures governing records disposition. (Psychological test scores will be reviewed annually to determine their relevance to the continuing educational needs of the student.);
- G. Upon transfer of the student to the next level (elementary to middle school, middle school to high school) or upon graduation or transfer outside the district, remove for retention, preservation or destruction in accordance with applicable disposition procedures any records no longer pertinent to educational program placement; and
- H. Certify to the district records custodian by June 30 of each year the following:
 - 1. Only records pertinent to educational program placement are being maintained, unless otherwise authorized by law; and
 - 2. Required reviews have been accomplished.

The district records custodian will provide overall supervision of student records management and control and will enforce the student records policy and the administrative procedures.

The district will use an array of methods to protect records, including passwords, physical controls (such as locked cabinets), technological controls (such as role-based access controls for electronic records) and administrative procedures.

Disposition of Student Records

The permanent student record will serve as the record of the student's school history and academic achievement. Permanent records filed in the student's cumulative folder are to be extracted and retained before disposition of the folder.

Within ten days after receiving a request, the district will furnish a set of unofficial educational records to the parent of a student transferring out of state who meets the definition of a child of a military family in transition. When a student transfers to another school in the district, all records including the permanent student record will be transmitted to the other school. When a student transfers to a school outside of the district, the senior custodian will purge the cumulative folder of all nonofficial, extraneous information. A copy of all records will be sent to the requesting school, unless the student has an outstanding fee or fine. In those instances, the enrolling school will be provided with information regarding the student's academic, special placement, immunization history and discipline records within two school days, and the records will be sent as soon as possible. The official transcript will be withheld until the fee or fine is discharged. The enrolling school district will be notified that the transcript is being withheld due to an outstanding fee or fine. The cumulative folder for an elementary or middle school student who leaves the district will be maintained for two years after discontinuance of enrollment in the district.

Cumulative folders and supplementary records of high school students will be retained according to the Washington State Records Retention Schedule. In all cases, the student's permanent record card will be retained in perpetuity by the district.

At the time a student graduates from school or ceases to need special educational services, the parent/guardian or adult student will be informed that personally identifiable information record information regarding the disabling condition is no longer needed for educational purposes AND that the special education records will be retained by the district for six (6) years before being destroyed pursuant to the School Districts and Educational Districts Records Retention Schedule approved in accordance with RCW 40.14.070.

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

A parent or adult student, at his/her expense, may receive a copy of all records to be transmitted to another district.

Large Scale Destruction of Student Records

After exercising care in accordance with that contained in the previous section (Disposition of Student Records), the senior custodian will bundle all records and send them to the district office. Each bundle will be plainly marked: "Student Records--for Destruction," dated and signed by the senior custodian. A summary sheet will be completed and retained in the office. The sheet will indicate: "As of this date, I have determined that the following records may be destroyed in accordance with district and state requirements and have submitted them for destruction." The summary sheet will be dated and signed by the senior custodian.

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. The district will manage electronic records according to the same provisions as paper documents as set forth in the records retention schedules. 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 electronic records designated as archival in the original format along with the hardware and software required to read the data, unless the data has been successfully migrated to a new system. (The district will retain records in compliance with the General Records Retention Schedule for School Districts and Educational Service Districts in Washington State found at: www.sos.wa.gov/archives/recordsretentionschedules.aspx.)

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.

STUDENT FEES, FINES, CHARGES

The district shall provide an educational program for the students as free of costs as possible. The superintendent **or designee** 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 superintendent **or designee** will 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 **or designee** shall establish a procedure for notifying parents of the availability of fee waivers and reductions.

A student shall **will** be responsible for the cost of replacing materials or property which are lost or damaged due to negligence. A student's ~~grades, transcripts or diploma~~ may be withheld until restitution is made by payment or the equivalency through voluntary work **community service**. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent **or designee** 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. When the damages or fines do not exceed \$100, the student or his/her parents shall have the right to an informal conference with the principal. As is the case for appealing a short-term suspension (3241), the principal's decision may be appealed to the superintendent **or designee** and to the board of directors. When damages are in excess of \$100, the appeal process for long-term suspension (3241) shall apply.

~~If a student has transferred to another school district that has requested the student's records, but that student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, attendance, history of violent behavior, violent offenses, sex offenses, inhaling toxic fumes, drug offenses, liquor violations, assault, kidnapping, harassment, stalking or arson, and discipline actions 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.~~

Cross References:

3241 – Student Discipline

2020 – Course Design, Selection and Adoption of Instructional Materials

3115 – Student Experiencing Homelessness – Enrollment Rights and Services

3231 – Student Records

Legal References: AGO 1965-66, #**No.** 113

AGO 1973, No. 11

Fees — Tuition--Supplies — Authority of school districts to charge tuition fees or textbook fees
Tuition & **and** Fees — Authority of school districts to charge various fees

RCW 28A.225.330	Enrolling students from other districts – Requests for information and permanent records – Withhel transcripts – Immunity from liability
28A.320.230(†)	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 Resource:

2019 - July Policy Issue

2018 - May Policy Issue

Policy News, June 1999

School safety bills impact policy

Student Fees, Fines, Charges

Student fee schedules for individual buildings must be approved on an annual basis. Each building shall submit an annual report which includes a report indicating the fees collected by each department. In establishing fees for classes, the following guidelines shall be used:

- A. Class registration literature shall describe fees for each class or activity and the process for obtaining a waiver or fee reduction.
- B. A fee may be collected for any program in which the resultant product is in excess of minimum requirements and, at the student's option, becomes the personal property of the student. Fees may not exceed the cost of the materials. The district shall furnish materials for those introductory units of instruction where a student is acquiring the fundamental skills for the course. A student must be able to obtain the highest grade offered for the course without being required to purchase extra materials.
- C. A fee may be collected for personal physical education and athletic equipment, apparel and towels or towel service. However, any student may provide his/her own if it meets reasonable requirements and standards relating to health and safety.
- D. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the district may be collected.
- E. Students may be required to furnish personal or consumable items including pencils, paper, erasers, notebooks.
- F. Security deposits for the return of materials or equipment may be collected. Provisions shall be made to return the deposit when the student returns the item at the conclusion of the school term.
- G. A fee may be collected for a unit of instruction where the activity necessitates the use of facilities not available on the school premises, and participation in the course is optional on the part of the student. A waiver or fee reduction need not be offered for such activities.

Fees shall not be levied for:

- A. Field trips required as part of a basic educational program or course;
- B. Textbooks (non-consumable) which are designated as basic instructional material for a course of study; or
- C. Instructional costs for necessary staff employed in any course or educational program.

Fee waivers and reductions shall be granted to students whose families would have difficulty paying by reason of their low income. The USDA Child Nutrition Program guidelines shall be used to determine qualification for a fee waiver or reduction. **The district will annually distribute and collect information and an application for all households of children in kindergarten through grade twelve to determine student eligibility for free or reduce-price meals in compliance with chapter 28A.235 RCW, Policy 6700, and Procedure 6700P.**

If a student has not paid for five or more previous meals, the school shall follow the procedures and requirements contained in Policy 6700 and Procedure 6700P.

Fines or damage charges may be levied for lost textbooks, library books or equipment. In the event the student does not make proper restitution, **the student's** grades, transcripts and/or diplomas will **may** be withheld. **If a student is unable to pay the fine or charge A the student may make restitution through a voluntary work program community service.** If a student has

~~transferred to another school that has requested the student's records without paying an outstanding fine or fee, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions shall be sent to the enrolling school. This information shall be communicated to the enrolling district within two school days and the confirming 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.~~

A charge for lost or damaged materials or equipment may be appealed to the superintendent **or designee**. The superintendent's **or designee's** decision may be appealed to the board. Care shall be exercised by advising students and their parents, in writing, regarding the nature of the damages, how restitution may be made, and how a student or his/her parents may request a hearing. When damages are \$100 or less, a parent and/or student has a right to appeal the imposition of a fine in a manner similar to that specified for a short-term suspension (Policy #3300). When damages exceed \$100, the parent and/or student may request a hearing in the manner provided for in a long-term suspension (Policy #3300).

All fees shall be deposited with the business office on a regular basis. The respective departments and schools shall be credited by the amount of their deposit.

Workforce Secondary Traumatic Stress

Purpose

The Superintendent is committed to preventing and addressing secondary traumatic stress for District personnel by supporting mental health in the workplace. Everyday school staff work with students experiencing trauma and loss. As a result, teachers, school counselors, administrators, and other school staff many experience secondary traumatic stress. When secondary traumatic stress is left unaddressed, it may lead to staff turnover, burnout, adult chronic absenteeism, and health issues that negatively impact everyone in the school community.

Secondary Traumatic Stress

The Superintendent acknowledges that secondary traumatic stress, also called compassion fatigue, is a natural but disruptive set of symptoms that may result when one person learns firsthand of the traumatic experiences of another. Symptoms of secondary traumatic stress may include feelings of isolation, anxiety, dissociation, physical ailments, and sleep disturbances. In addition, those affected by secondary traumatic stress may experience: Changes in memory and perception; alterations in their sense of self-efficacy; a depletion of personal resources; and disruption in their perceptions of safety, trust, and independence.

Policy Statement

The District will promote a positive workplace climate.

The Superintendent will work with building administration to ensure the following:

- Share secondary traumatic stress, stress management, and other mental health resources and supports available through the Office of the Superintendent of Public Instruction, the Educational Service District, and the School Employees' Benefits Board;
- Share links to a secondary traumatic stress self-assessment tool and any associated resources;

The District will regularly assess district-level and school building-level implementation of this policy and procedure. The assessment will include input from the District's workforce. The District will provide appropriate resources and training to schools and staff for continuous improvement.

Cross References:

3112 – Social Emotional Climate
5203 - Staff Assistance Program

Legal References:

28A.300 RCW
28A.400 RCW

Management Resources:

2021 - June Issue