



PROSSER SCHOOL DISTRICT

2026 / 2027

STUDENT HANDBOOK

**EDUCATE
GRADUATE
EMPOWER**

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org.



Prosser School District No. 116

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Kim Casey, Superintendent kim.casey@prosserschools.org

August 2026

Dear Parents and Guardians,

Welcome to the 2026–2027 school year! We are excited to begin another chapter with your family and look forward to all the opportunities ahead for our students to learn, explore, and grow.

As the new year begins, we have included an updated student handbook for your review. It contains important guidelines and information to help students navigate the school year successfully. Taking time to go over it together can help set clear expectations and support a positive experience for everyone.

Family involvement continues to be one of the most important factors in student success. Your encouragement, engagement, and connection to our schools help create a strong foundation for learning.

Throughout this year, our district will continue working to strengthen programs and enhance learning environments so that every student feels supported, challenged, and valued. We are committed to helping each child reach their full potential.

Please remember that we are always here as a resource for you. If questions arise or support is needed, we encourage you to reach out at any time.

We appreciate your ongoing partnership and are grateful to have you as part of our school community. Wishing you and your family a wonderful and successful 2026–2027 school year.

Warmest regards,

Kim Casey

Kim Casey
 Superintendent

ABOUT THIS HANDBOOK:

The Prosser School District's Student Handbook is an annual publication of the district, satisfying **WAC 392-400-110(3)** requirements for distribution of district discipline operational procedures. The handbook is shared with students and families through ParentSquare and distributed to staff via email. It is also available on the district website at www.prosserschools.org under both the "Students" and "Families" tabs. State discipline law is available under **WAC 392.400**.

TABLE OF CONTENTS:

Board of Directors / Superintendent and Assistant Superintendent / Administration Contact Info	3-4
Student Attendance: Compulsory Attendance & Excused and Unexcused Absences	5-13
Student Dress	14-15
Students and Telecommunication Devices (Cell Phones)	16
Statement of Non-Discrimination and Title IX Compliance	17
Sex Discrimination and Sex-Based Harassment of Students Prohibited	18-24
Prohibition of Harassment, Intimidation and Bullying	25-38
Nondiscrimination	39-42
Student Discipline	43-58
Student Disciplinary Due Process	59-62
Discipline Matrix	63-68
Discipline Continuum	69-70
Prosser School District Contact List	71
Available Community Resources	72
Prosser School District Volunteer Form and Disclosure Form	73-75
Student Calendar 2026 / 2027	76

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Prosser School District Board of Directors (Left to Right): Director Elisa Riley, Director Frank Vermulm, President Jason Rainer, Director Brian Weinmann, and Vice President Michelle O'Brien.

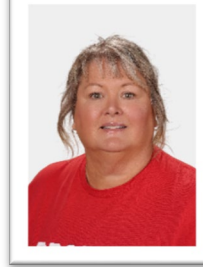
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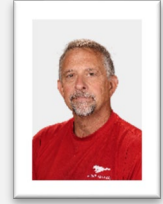
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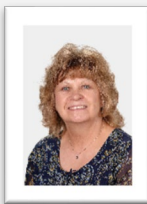
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STUDENT ATTENDANCE:

PROSSER SCHOOL DISTRICT POLICY 3121: COMPULSORY ATTENDANCE

POLICY 3121: COMPULSORY ATTENDANCE

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

Exception may be granted by the superintendent or his designee in the following circumstances:

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

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

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

PROSSER SCHOOL DISTRICT POLICY AND PROCEDURE 3122: EXCUSED AND UNEXCUSED ABSENCES

POLICY 3122: EXCUSED AND UNEXCUSED ABSENCES

Definition of Absence

Absence from in-person learning

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

1. A student is absent from in-person instruction when they are:
 - a. Not physically present on school grounds; and
 - b. Not participating in the following activities at an approved location:
 - i. Instruction; or
 - 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 synchronous and asynchronous instruction

A student is absent from synchronous online instruction when the student does not log in to the synchronous meeting/class. (2) A student is absent from asynchronous instruction when there is no evidence that the student accessed the planned asynchronous activity. (3) Evidence of student participation in asynchronous activities must occur daily, within a twenty-four-hour time frame of when the participation is planned or expected.

Minimum Time for Being Considered Present

The District has authority to establish minimum thresholds similar to in-person attendance for the time in which a student must be logged in to be considered present. The Superintendent will develop a consistent and equitable approach that is documented in the student handbook and communicated clearly to all students and families. Determining a threshold for when a student is present or absent should not be left to individual teachers.

Presence vs. Participation

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Participation, such as turning video on and participating in discussion or chat, are not to be considered when determining if a student is present or not. These are examples of participation and should be considered distinct from attendance.

Absence from Asynchronous Instruction

Similar to local determinations on what constitutes presence for synchronous online instruction, the Superintendent will develop a consistent and equitable approach that establishes what constitutes "evidence of participation." This approach will be documented in the student handbook and communicated clearly to all students and families. Determining what constitutes "evidence of participation" should not be left to individual teachers.

Tardies

The District has the flexibility to determine what constitutes a tardy in synchronous online settings. The District differentiates a tardy from an absence (where the student does not attend at all) and will exclude tardies from any reports that tally absences for the purposes of filing a truancy petition.

Daily attendance taking

The District will take daily attendance for all enrolled students whether the instructional modality is in-person, synchronous, or asynchronous. When instruction is synchronous online or asynchronous, secondary schools will take attendance daily in each course with planned instruction and elementary schools will take attendance at least twice a day.

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 in-person classes each day or participate in all assigned remote instructional activities; except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

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

- A. Absences due to the following reasons are excused:
 1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
 2. Family emergency including, but not limited to, a death or illness in the family;
 3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
 4. Court, judicial proceeding, court-ordered activity, or jury service;
 5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
 6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
 7. Absence directly related to the student's homeless or foster care/dependency status;
 8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
 9. Absences due to suspensions, expulsions or emergency 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;
 10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
 11. Absences due to a student's migrant status;
 12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth; and
 13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.
- B. In the event of emergency school facility closure due to a communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:
 1. Absences related to the student's illness, health condition, or medical appointments due to a communicable disease;
 2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to a communicable disease, or other emergency health condition related to school facility closures;

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3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

The District may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets this policy according to 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; where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.
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 or in administrative procedure for an excused absence.
2. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent and that absence is not excused.
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. The school will hold a conference with the parent or guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and seventh unexcused absence, the school must take the following data-informed steps:
 - I. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment.
 - II. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
 - III. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's seventh unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community engagement board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

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 earlier than the seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year.

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.

Tardies and Disciplinary Actions

1. Students shall not be absent if:
 - a. They have been suspended, expelled, or emergency removed 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. Course of study activities do not include sending homework packets home.
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

WAC 392-401A-045 requires:

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

- (a) Monitoring daily attendance data for all students who are absent, whether the absence is excused or unexcused;
- (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- (c) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and
- (d) A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:
 - (i) A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
 - (ii) School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;
 - (iii) Multiple methods of communication and outreach in a language or mode of communication that the parent understands including phone calls, texts, letters, and home visits;
 - (iv) Referral to community-based organizations;
 - (v) Documentation of the attempts to reach student and family; and
 - (vi) Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

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.

Migrant Students

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

PROCEDURE 3122: EXCUSED AND UNEXCUSED ABSENCES

Excused Absences

Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher. A student will be allowed one makeup day for each day of absence. For the participation portion of most classes (e.g., certain music and physical education classes, class discussions, group work, labs, etc.) the student may not be able to achieve the

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objectives of the unit of instruction as a result of absence from class. In such a case, any absence would have an adverse impact on the student's educational progress, which would ultimately be reflected in grade reporting.

The following are valid excuses for absences or tardiness:

1. Participation in a District or school approved activity or instructional program; To be excused, this absence must have administrative approval and the affected teacher(s) must be notified prior to the absence, unless it is clearly impossible to do so.
2. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry) for the student or a person for who the student is legally responsible;
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 for up to two days;
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 the deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.101;

In order for above items 2–9 to be excused, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail or other written note, and provide the reason for the absence. If no reason is provided with the notification, or if no notification is provided, the parent/guardian will submit a reason via phone, e-mail, doctor's note or other written note upon the student's return to school. Emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absence in the same manner as outlined by parents/guardians above.

(In the event of extreme weather conditions, a student's absence due to parent/guardian discretion will be considered and may be excused on a case-by-case basis, following the procedure outlined above.)

Special Note Regarding Medical Confinement or Chronic Conditions:

Students with numerous/repetitive medical absences may be required to provide documentation from a medical professional. For an extended illness or health condition which confines a student to home or the hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her coursework, or if there are major requirements which cannot be accomplished outside of the classroom, the student may be required to take an incomplete, withdraw from the class or be considered for retention. For a chronic health condition which interrupts regular attendance, the student may qualify for placement in a limited attendance and participation program. The student and his/her parent/guardian will apply to the principal or counselor (or designee) and a limited program will be written following the advice and recommendations of the student's medical advisor and with the approval of the principal (or designee). Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's request.

10. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); As required by law, students who are removed from class(es) as a disciplinary measure or who have been placed on short-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom(s).
11. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon activity, provided that the absence is deemed not to cause a serious adverse effect upon the student's educational process;
To be approved, this type of absence will require a Pre-Arranged Absence form to be completed prior to the absence.

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

12. Extended absences due to migratory work;

This absence is due to "migratory work" fishing or agricultural work. The student will meet with teachers, counselor or a migrant staff person to complete an academic plan. Contact is made with the parent or guardian via a phone call or a conference and work is sent with the student. Upon return, the student's progress is monitored via school-wide screenings and/or classroom assessments. Student academic interventions are mobilized as needed based on results.

Required Action 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 regular 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 absence(s) was provided to the District or if a doctor's note has been provided, and an academic plan is in place to ensure the student will not fall behind in their coursework.

Unexcused Absences

The following are reasons why absences or tardiness may be unexcused:

1. The parent, guardian or adult/emancipated student submits an excuse that does not meet the definition of an excused absence as defined above;
2. The parent, guardian, or adult/emancipated student fails to submit any type of excuse statement, whether by phone, e-mail or in writing, for an absence; or
3. The parent, guardian or adult/emancipated student fails to comply with a more restrictive Attendance Contract.

Required Action for All Students

Each unexcused absence within any month of the current school year will be followed by a letter or phone call to the parent. The school will make reasonable efforts to provide this information in a language in which that parent is fluent.

After two unexcused absences within any month of the current school year, a conference will be held between the principal (or designee), student and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty days of the second unexcused absence, the District may schedule the attendance conference on the same day. As appropriate, the District will also consider:

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

If the student's parent/guardian does not attend the conference, the conference may be conducted with the student and school official. However, the parent will be notified of the steps taken to eliminate or reduce the student's absences.

Upon a student's fifth unexcused absence in a month, the District will:

- a. Enter into an agreement with the student and parents/guardians that establishes school attendance requirements;
- b. Refer the student to a community truancy board (see below); or
- c. File a petition to juvenile court (see below).

Not later than a student's seventh unexcused absence within any month during the current school year, or a tenth 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.

Community Truancy Board

A "community truancy board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of members of the local community in which the student attends school. The District will enter into an MOU with the juvenile court in Benton County to establish a community truancy board prior to the 2017-2018 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 procedures with the court, coordinating trainings, sharing evidence-based and culturally appropriate promising practices. The District will also identify a person within each school to serve as a contact regarding excessive absenteeism and truancy and assisting in the recruitment of community truancy board members.

Petition to Juvenile Court:

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year;
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. The District will see to the application of the Washington Assessment of the Risks and Needs of Students (WARNS) in conjunction with Benton County Juvenile Justice Court and, where appropriate, provide the student with best practice or research based interventions consistent with WARNS.

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.

All sanctions imposed for failure to comply with attendance policies and procedures will be implemented in conformance with state and District regulations regarding discipline or corrective action. (See WSSDA policy 3241, Classroom Management, Discipline and Corrective Action.)

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 as available 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.

ATTENDANCE:

Across the country, more than 8 million students are missing so many days of school that they are academically at risk. Chronic absence can translate into students having difficulty learning to read by the third grade, achieving in middle school, and graduating from high school. (Attendance Works)

WHAT IS CHRONIC ABSENCE?

Chronic absence means missing 10% or more of school or 18 days of school.

TRUANCY	CHRONIC ABSENCE
Counts only unexcused absences	Counts all absences: excused, unexcused, and suspension
Emphasizes compliance with school rules	Emphasizes academic impact of missed days
Relies on legal and administrative solutions	Uses community-based, positive strategies

FACTS ABOUT CHRONIC ABSENTEEISM:

- Over 8 million U.S. students miss nearly a month of school each year.
- Poor attendance can influence whether children read proficiently by the end of third grade or be held back.
- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.

SCHOOL SUPPORTS FOR ATTENDANCE:

- Communicate with parents/guardians about any barriers that could be preventing the student from coming to school.
- Share schedule and have a routine.

PARENT SUPPORTS FOR ATTENDANCE:

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpack the night before.
- Ask family members or neighbors for assistance if you need help.
- If your student is anxious about school, talk to the teacher, school counselor, or other parents for advice about how to help your student feel comfortable with school.
- Communicate regularly with your student's teacher.
- Develop back-up plans for getting to school if something comes up.
- Try to avoid medical appointments and extended vacations when school is in session.

STUDENT RESPONSIBILITY FOR ATTENDANCE:

- Go to bed on time.
- Set an alarm to make sure you can wake up on time.
- Talk to your teacher to get make-up work when absent.
- Talk to your teacher or a school counselor if there is a problem at school.

INTERVENTION TIERS FOR CHRONIC ABSENTEEISM**TIER ONE:**

- Clear, concise, and consistent communication about schedules and expectations
- Predictable daily/weekly routines related to attendance
- Taking attendance accurately with care
- Personalized communication to families when students are absent
- Recognition of good and improved attendance
- Access to wellness check and connectivity assessments
- Regular monitoring of attendance data

TIER TWO:

- Using absenteeism data to activate targeted supports
- Meeting or home visit with student and family when absences add up (in person or virtual)
- Individual attendance plan developed with families and students
- Mentoring (in-person and virtual)
- Tailored physical and mental health supports
- Prioritizing participation in expanded learning
- Tech support and training to ensure access to virtual learning supports

TIER THREE:

- Intensive outreach to locate student and family and assess situation
- Coordinated case management with multiple systems including community engagement board, child welfare, mental health, health, housing/homelessness and juvenile justice (as a last resort)

STUDENT DRESS**PROSSER SCHOOL DISTRICT****POLICY AND PROCEDURE 3224: STUDENT DRESS****POLICY 3224: STUDENT DRESS**

Students are reminded that their appearance significantly affects the way others respond to them. Matters of dress remain the primary concern of students in consultation with their parents.

Student dress shall be regulated when there is a reasonable expectation that:

- A.A health or safety hazard shall be presented by the student's dress or appearance;
- B.Damage to school property shall result from the student's dress; or
- C.The student's dress or appearance will create a material and substantial disruption of the educational process at school.

In terms of this policy, disruption includes, but is not necessarily limited to:

- A.Student rioting, destruction of property; or
- B.Widespread shouting, or boisterous conduct; or
- C.Substantial student participation in a school boycott, sit-in stand-in, walk-out, or
- D.Other related forms of activity, such as:

Clothing which promotes alcohol or drugs, including tobacco, is not allowed. Clothing which is determined to be gang related, including bandannas, hair nets, etc., as well as clothing which is sexually suggestive or depicts lewd, obscene or offensive pictures will not be permitted. Chains and other attire that may be considered dangerous or a disruption to the educational process are not permitted.

For safety and security reasons, hats of any kind are not permitted to be worn at Prosser High School or Housel Middle School except at authorized events as approved by administration at Prosser High School or Housel Middle School. All special requests for the wearing of hats for reasons which are health related should be addressed to the school administration.

The superintendent shall establish procedures providing guidance to students, parents, and staff regarding appropriate student dress in school or while engaging in extracurricular activities. Such procedures shall ensure that any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be asked, with notice to his/her parents when necessary, to make appropriate corrections and be subject to discipline if the corrections are not undertaken.

PROCEDURE 3324: STUDENT DRESS

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

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

The principal, in connection with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity if the principal reasonably believes that the student's dress or grooming:

- A. Creates a hazard to the student's safety or to the safety of others; or
- B. Will prevent, interfere with or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.
- C. Violates any school or district rule or policy.

The responsibility to interpret and enforce the Prosser School District's Policy and Procedures rests with each principal's or designee's professional judgment for his/her school. The decision to allow for temporary exemption from certain guidelines shall be left to the discretion of the administration in situations such as Halloween, Spirit Week or other school-related dress-up days, dances, sports events, etc.

THESE GUIDELINES APPLY TO BOTH MALE & FEMALE STUDENTS THE FOLLOWING APPLIES to ALL CATEGORIES:

Clothing which may be considered gang-related/violent or which displays inappropriate language, sexual innuendo, or advertisements for drugs/alcohol or tobacco is prohibited. Clothing shall not be revealing or distracting. Undergarments shall not be visible. (This includes, but is not limited to, see through clothing, any part of a bra, boxer shorts or the elastic waistband of underwear.) No skin will be visible from the armpits down to mid-thigh.

TOPS:

Tops must completely cover the torso (Stomach, chest, shoulders, and lower back) at all times. Sheer or see through tops may be worn only when the under-clothing layers meet the guidelines for all tops. Tube tops are not acceptable and tank tops must have at least a 1-inch strap width.

PANTS:

Dress pants, jeans and athletic pants are acceptable. Sagging, holes/rips/tears (that expose skin above the knee) are not acceptable. No pajama attire is to be worn at school.

SKIRTS & SHORTS:

Skirts and shorts shall have no part that is shorter than mid-thigh.

DRESSES:

The guidelines for tops and skirts shall also apply to dresses.

SHOES:

As a health and safety precaution, students will wear shoes appropriate for activities, or as directed by staff. Slippers are prohibited except for medical reasons or for specific short-term foot-related injuries with administrative approval.

ACCESSORIES:

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

For safety and security reasons, hats of any kind are not permitted to be worn unless during authorized events or activities as approved by administration. All special requests of hats for reasons which are health related should be addressed with the school administration. Spiked jewelry and chains are prohibited.

If the student's dress or grooming is objectionable under these provisions, the principal or designee will request that the student make appropriate corrections. If the student refuses, the principal will notify the parent. If both the student and parent refuse, the principal will take appropriate disciplinary action. Students may be suspended, if circumstances so warrant.

Students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal may determine. All students shall be accorded due process safeguards before any corrective action may be taken.

Students identified as being gang involved, influenced or affiliated shall be provided assistance and/or programs which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.

PROSSER SCHOOL DISTRICT POLICY AND PROCEDURE 3246: STUDENTS AND TELECOMMUNICATIONS DEVICES

POLICY 3246: STUDENTS AND TELECOMMUNICATIONS DEVICES (CELL PHONE POLICY)

The purpose of this policy is to increase student engagement at school and to foster respect for the learning environment.

The district understands the need to have different guidelines for elementary, middle and high school students. If parents/guardians need to contact their elementary or middle school age child during the school day, please contact the main office.

Students in possession of telecommunications or mobile devices, including but not limited to cellular phones, smartwatches, non-medical listening devices and headphones/earbuds/speakers while on school property or while attending school-sponsored or school-related activities during school hours will observe the following conditions:

- A. At the **high school** level, student use of telecommunications or mobile devices will be limited to before and after the regular school day and lunch break, or if a school administrator authorizes the student to use the device. Students may access their devices in an emergency situation that involves imminent physical danger.

Middle school students will not use telecommunications or mobile devices during the school day unless an emergency situation exists that involves imminent physical danger or authorized by the school administrator.

Elementary school students will not use telecommunications or mobile devices on school grounds from the time they arrive to the time they leave unless an emergency situation exists that involves imminent physical danger or authorized by the school administrator or school staff;
- B. Students may access their mobile devices to manage their documented medical condition in accordance with the student's health care provider orders and/or other written IEP, 504, or Health Care Plans;
- C. Students may use their own headphones for building assessments when being used in conjunction with district devices.
- D. Students will not use telecommunications devices in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others;
- E. Students will not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone, or other electronic device, while the student is on school grounds, at school-sponsored events, or on school buses or vehicles provided by the district;
- F. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to the student's parent or legal guardian;
- G. By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;
- H. Students are responsible for devices they bring to school. The district will not be responsible for loss, theft or destruction of devices brought onto school property or to school-sponsored events;
- I. Students will comply with any additional rules developed by the school of a higher standard concerning the appropriate use of telecommunications or other electronic devices; and
- J. Students who violate this policy will be subject to appropriate disciplinary action.

STATEMENT OF NON-DISCRIMINATION AND TITLE IX COMPLIANCE

Prosser School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boys Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination:

Section 504/ADA Coordinator:

Dr. Jennifer Allen
1203 Prosser Ave. Prosser, WA 99350
509-786-1820
Jennifer.Allen@prosserschools.org

Title IX Coordinator:

Jackson Haak
1500 Paterson Rd. Prosser, WA 99350
509-786-1224
Jackson.Haak@prosserschools.org

HIB Coordinator for State Law:

Kim Casey
1203 Prosser Ave. Prosser, WA 99350
509-786-3323
Kimberly.Casey@prosserschools.org

Civil Rights Coordinator for State Law:

Deanna Flores
1203 Prosser Ave. Prosser, WA 99350
509-786-3323
Deanna.Flores@prosserschools.org

Language Access Coordinator:

Kevin Gilman
1203 Prosser Ave. Prosser, WA 99350
Kevin.Gilman@prosserschools.org

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinators who are listed above. You also have the right to file a complaint (see "Complaint Options"). For a copy of the district's sexual harassment operational procedure, contact your school or district office, or view it online: www.prosserschools.org (OP 3204) and (OP 3207).

PROSSER SCHOOL DISTRICT

POLICY AND PROCEDURE 3204:

SEX DISCRIMINATION AND SEX-BASED HARASSMENT OF STUDENTS PROHIBITED

POLICY 3204: SEX DISCRIMINATION AND SEX-BASED HARASSMENT OF STUDENTS PROHIBITED

The district is committed to a positive and productive education free from discrimination. The district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Federal and State laws. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

The district has jurisdiction over complaints of sex discrimination, including sex-based harassment, pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

This policy is developed to meet the district's obligations under Title IX and aligned with Washington State laws and regulations that define sex discrimination. Sex discrimination that does not fall under this policy may be addressed under other district policies and procedures.

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

The district prohibits sex discrimination of students by other students, employees, or third parties involved in school district activities. The district also prohibits sex discrimination in the policies, procedures, and practices of the district's program and activities, including but not limited to counseling and guidance services, recreational and athletics activities, and access to course offerings.

For purposes of this policy, "sex discrimination" includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression. Sex-based harassment is a form of sex discrimination and is prohibited by this policy.

Definitions

"Sex-based harassment" means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.

The term "sexual harassment" includes the following, which Title IX defines at 34 C.F.R. § 106.2:

- "Quid pro quo harassment,"
- "Hostile environment harassment," and
- Specific offenses of sexual assault, dating violence, domestic violence, or stalking

The term "sexual harassment" is also prohibited under state law as defined at WAC 392-190-056 and includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

- a. Submission to that conduct or communication is condition of obtaining an education or
- b. a factor in decisions affecting that individual's education; or
- c. the conduct or communication has the purpose or effect of substantially interfering with an individual's educational performance or of creating an intimidating, hostile, or offensive educational environment.

Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law.

For the purpose of these definitions, sex-based harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

The district has also developed other specific, related policies for students to comply with its obligations under State and Federal laws, including nondiscrimination (Policy 3210), gender-inclusive schools (Policy 3211), district employees (Policy 5011), to comply with its obligations under State and Federal laws, including Title IX, and to create inclusive and welcoming school-communities.

Investigation and Response

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such. The procedure can be found at 3204P.1.

If the district knows, or reasonably should know, that sex discrimination has occurred, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sex-based harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects. The district will take prompt, equitable, and remedial action within its authority on reports, complaints, and grievances alleging sex discrimination that come to the attention of the district. The district will take these steps every time a complaint alleging sex discrimination comes to the attention of the district.

Allegations of criminal misconduct and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

Engaging in sex-based harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, or other third parties involved in school district activities. Anyone else who engages in sex-based harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the Superintendent's procedure, including retaliation by a student against another student, and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sex discrimination. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline as discussed in the Superintendent's procedure. However, no party, witness, or others participating in the district's grievance process will be disciplined based solely on a determination of whether sex discrimination occurred under the Superintendent's procedure.

Staff Responsibilities and Training

The Superintendent will develop and implement a procedure that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and other district employees.

The Superintendent will also develop materials to provide age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy and the recognition and prevention of sex-based harassment. The procedures can be found at 3204P.2.

District Notice

At a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, and how to report sex discrimination or make a complaint may be directed to the District's Title IX Coordinator. The Title IX Coordinator's contact information will also be provided, including their name or title, office address, email address, and telephone number.

This policy and the procedure, which includes the complaint process, will be conspicuously posted in each district building in a place accessible to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and posted throughout each school building, provided to each employee, and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the district's Title IX coordinator and provide contact information, including the coordinator's email address.

Additionally, sex-based harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientations.

Policy Review

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

PROCEDURE 3204: SEX DISCRIMINATION AND SEX-BASED HARASSMENT OF STUDENTS PROHIBITED

The procedure is intended to set forth the implementation requirements of Policy 3204 and Policy 5011 to specify the district's obligations with respect to establishing an educational and work environment that does not tolerate sex discrimination, including sex-based harassment.

"Sex discrimination" means discrimination on the basis of sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy, or related conditions. Sex-based harassment is a form of sex discrimination.

The district prohibits sex discrimination, including sex-based harassment, of students by other students, employees, or third parties involved in school district activities.

The district also prohibits sex discrimination in the policies, procedures, and practices of the district's program and activities, including but not limited to counseling and guidance services, recreational and athletics activities, and access to course offerings.

I. District Notice and Information

Publication of Notices

Information about the policy and procedure will be clearly stated and:

- conspicuously posted on the district's website.
- conspicuously posted throughout each school building,
- provided to each employee, and
- reproduced in each student, staff, volunteer, and parent handbook.

Such notices will:

- Include a statement that the recipient does not discriminate on the basis of sex and prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by the State and Federal law Title IX, including employment;

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

- State that inquiries about the application of Title IX may be referred to the district's Title IX Coordinator, the Office for Civil Rights, or both;
- Identify the district's Title IX coordinator and provide contact information, including their name or title, office address, email address, and telephone number;
- How to locate the district's sex discrimination policy and grievance procedures;
- How to report information about conduct that may constitute sex discrimination; and
- How to make a complaint of sex discrimination.

If necessary, due to the format or size of any publication, the district may instead include in those publications a statement that the district prohibits sex discrimination, including sex-based harassment, in any education program or activity that it operates. It will also state that individuals may report concerns or questions to the Title IX Coordinator, and provide the location of the notice described above on the district's website.

In addition, copies of this policy and procedure, including the policies relating to employees, will be posted on the district website and in each district building in a place accessible to staff, students, parents, volunteers, and visitors.

At a minimum, sex discrimination, including sex-based harassment, recognition and prevention, and the elements of this policy will be included in staff, student, and regular volunteer orientation.

Information about the district's sex discrimination and sex-based harassment policy will be easily understandable and conspicuously posted throughout each school building, provided to each employee, and reproduced in each staff, volunteer and parent handbook.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Pressuring a person for sexual favors
- Writing graffiti of a sexual nature on school property
- Distributing or displaying sexually explicit texts, emails or pictures
- Making unwelcome, offensive or inappropriate sexual comments, gestures, or jokes
- Making unwelcome comments about someone based on their sex, appearance, sexual orientation or gender identity or expression
- Unwelcome touching of a sexual nature or stalking a person
- Physical violence, including rape, sexual assault, dating violence, and domestic violence

II. The Title IX Team

For the purposes of this section, the Title IX Team refers to the Title IX Coordinator, investigators, decisionmakers, appeal decisionmakers, informal resolution facilitators, and people with the authority to modify or terminate supportive measures.

A. Roles of Members of the Title IX Team^[1]

Any individual designated with any of the following roles must not have a conflict of interest or bias for or against any of the parties:

The Title IX Coordinator is the person authorized by the Superintendent to coordinate the district's federal state and sex discrimination and sex-based harassment regulation compliance efforts.^[2]

The district's Title IX Coordinator can be reached at:

<https://www.prosserschools.org/page/compliance-coordinators>

Person with authority to modify or terminate supportive measures is an impartial employee and someone other than the employee who made the challenged supportive measure decision. They have the authority to modify or reverse a decision to provide, deny, modify, or terminate any supportive measure upon request of a party. Their decision will be based on a determination that the initial supportive measure decision the supportive measure was inconsistent with the definition of supportive measures under Title IX at 34 CFR 106.2.

An informal resolution facilitator is a person who has received the training provided to all employees. They must also be trained on the rules and practices associated with the district's informal resolution process(es) and on how to serve impartially, including avoiding conflicts of interest and bias. Any district designee for the informal resolution process cannot be the complaint investigator, decision-maker, or appeal decision-maker. Such designee must not have a conflict of interest or bias for or against either of the parties. However, a district designee for the informal process will not be considered biased solely because they are an employee of the district or are paid to serve as a facilitator in an informal resolution process.

An investigator is a person who is impartial and has been trained to investigate compliance with the district's sex discrimination grievance process as described in Procedure 3204P.2. The investigator can be the same person who serves as the Title IX Coordinator or the Decisionmaker of the sex discrimination complaint.^[3]

The decisionmaker is the Superintendent or a designee that reaches the final determination of responsibility for alleged Title IX sex discrimination, including sex-based harassment, will be the Superintendent or their designee. The decisionmaker can be the same person who serves as the Title IX Coordinator or the investigator of the sex discrimination complaint.

The appeal decisionmaker will be a member of the School Board or a School Board designee and cannot be the Superintendent or an employee of the district.

B. Training for the Title IX Team

All investigators, decisionmakers, employees with authority to modify or terminate supportive measures, and other employees responsible for implementing the recipient's grievance procedures must be trained on the following topics to the extent related to their responsibilities:

- The definition of sex-based harassment under Title IX and state law;
- The scope of the district's education program or activity;
- How to conduct an investigation, the grievance process, and the informal resolution process;
- How to serve impartially;
- Their responsibilities under chapter WAC 392-190 WAC; and
- How to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal.

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

The decisionmaker and appeal decisionmaker must also receive training on issues of relevance of questions and evidence, including the requirement that questions and evidence about a Complainant's sexual predisposition or prior sexual conduct are not relevant unless 1) such questions and evidence are offered to prove that someone other than the Respondent committed the alleged conduct or 2) questions and evidence concerning specific incidents of the Complainant's prior sexual behavior with respect to the Respondent is offered to prove consent.

Appeal decisionmakers must also receive training on any technology to be used during in-person or virtual hearings.

In addition to training requirements for all employees described above, the Title IX Coordinator and any designees under the Title IX Coordinator must be trained on:

- the responsibilities of the Title IX Coordinator,
- specific responsibilities for ensuring equal opportunity to pregnant and parenting students,
- the provision of supportive measures,
- the District's recordkeeping requirements, and
- any other training necessary to coordinate the recipient's compliance with Title IX.

Compliance Responsibilities

The Title IX Coordinator's name, title, office address, telephone number, and email address must be available on the district website; in handbooks/catalogs that are made available to staff, students, and parents; and in the district's nondiscrimination statement.

The Title IX Coordinator will inform the district community, including people who report sex discrimination, of the district's responsibilities under Policy 3204 and related policies and procedures. These include policies for pregnant and parenting students (Policy 3206), gender-inclusive schools (Policy 3211), and district employees (Policy 5210) to comply with its obligations under State and Federal laws, including Title IX, and to create inclusive and welcoming school communities.

The Title IX Coordinator will ensure the district has a process for facilitation of supportive measures for all students, staff, and people attempting to enroll or participate in district programs that report sex discrimination. In addition to the Title IX Coordinator, the process for supportive measures will include another district employee who is not a subordinate of the Title IX Coordinator to address requests for rescinding or modifying supportive measures.

The Title IX Coordinator will ensure the district has a process and system in place to provide support and modifications to pregnant and parenting students, staff, and people attempting to enroll or participate in district programs that report being pregnant or having pregnancy-related conditions.

The Title IX Coordinator will annually:

- (1) Monitor the district's education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX or this part and
- (2) Take steps reasonably calculated to address such barriers.

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

When notified of conduct that reasonably may constitute sex discrimination under Title IX, Washington State law, or the district's policies, the Title IX Coordinator must take the following actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects:

- Treat the Complainant and Respondent equitably;
- Offer and coordinate supportive measures, as appropriate, for the Complainant.
- Offer and coordinate supportive measures, as appropriate, for the Respondent if the district has initiated grievance procedures or offered an informal resolution process to the Respondent.
- Notify the Complainant or, if the Complainant is unknown, the individual who reported the district's grievance procedures under 3204P.1 and the informal resolution process, if available and appropriate.

If a complaint is initiated under the grievance procedures, the Title IX Coordinator will:

- Evaluate the complaint and, as appropriate, initiate the grievance procedures under 3204P.1 or other applicable procedures;
- Describe and offer the informal resolution process under the same, if available and appropriate, [44](#) and
- Notify the Respondent of the grievance procedures, if appropriate and applicable.

In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and the absence or termination of an informal resolution process, the Title IX Coordinator will determine whether to initiate a complaint of sex discrimination that complies with the grievance procedures under 3204.P.1. To make this fact-specific determination, the Title IX Coordinator must consider, at a minimum, the following factors:

1. The Complainant's request not to proceed with a complaint;
2. The Complainant's reasonable safety concerns regarding a complaint;
3. The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
4. The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a Respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
5. The age and relationship of the parties, including whether the Respondent is an employee of the recipient;
6. The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
8. Whether the district could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures under Procedure 3204P.1.

If, after considering these and other relevant factors, the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the Complainant or other person or that the conduct as alleged prevents the recipient from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint.

When there has been a determination of responsibility for sex discrimination, the Title IX Coordinator or a designee will ensure that any corrective measures and remedial actions deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the Superintendent mailed a written decision unless a student is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.

III. District Staff Responsibilities

Any district employee who witnesses or receives a report or complaint about sex discrimination, including sex-based harassment, is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing reporters to the complaint process. [45](#)

Any district employee who is informed by a student (or a student's parent, guardian, or legal representative) of the student's pregnancy or pregnancy-related condition must promptly:

- provide them with the district's Title IX Coordinator's contact information and
- inform the affected student (or the student's legal representative) that the Title IX Coordinator can coordinate specific actions to prevent pregnancy and pregnancy-related discrimination and ensure equal access to the district's education program or activity.

Such notice does not need to be provided if the employee reasonably believes that the Title IX Coordinator has already been notified.

Reports of other forms of discrimination and discriminatory harassment will be referred to the district's Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Employees who are mandatory reporters must also report allegations of criminal misconduct to law enforcement, and suspected child abuse must be reported to law enforcement or Child Protective Services.

District/school staff, including employees, contractors, and agents, shall not provide a recommendation of employment for an employee, contractor, or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

IV. District Training and Orientation Requirements

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

A fixed component of all district newly hired employees, and annual orientation sessions for staff, students, and regular volunteers will introduce the elements of this procedure, the district's grievance procedures, and the corresponding policy.

Staff will be provided information on recognizing and preventing sex discrimination, including sex-based harassment. Staff will be fully informed of their responsibilities when on notice of sex discrimination, the district's complaint procedures, and their roles and responsibilities under the policy and procedure.

All employees must receive training on the district's obligations under Federal, State, and local laws and regulations and district policy and procedures prohibiting sex discrimination, including those related to pregnancy or pregnancy-related conditions or marital or parental status. The training shall include, at a minimum:

- Employees' obligations to provide notice of the Title IX Coordinator as discussed above;
- The district's prohibition of sex discrimination, including prohibitions of harassment of students and staff based on sexual orientation, gender identity, gender expression, pregnancy, pregnancy-related conditions, and marital or pregnancy status; and
- The district's policy prohibition of retaliation against a student or staff member for exercising these rights, including imposing or threatening to impose negative educational outcomes because a student requests leave or accommodation, files a complaint, or otherwise exercises their rights under the policy.

Professional school personnel, including but not limited to certificated staff, will be reminded of their legal responsibility to report suspected child abuse and how some allegations of sex-based harassment may implicate that responsibility. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

V. Policy and Procedure Review

Annually, the Superintendent or designee and the Title IX Coordinator will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students, and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee.

Based on the review of the committee, the Superintendent will prepare a report to the Board, including, if necessary, any recommended policy changes. The Superintendent will consider adopting changes to this procedure if recommended by the committee.

VI. Investigation Recordkeeping

The district will maintain, for a period of at least seven years, the following records:

- All materials used to train employees, Title IX Coordinator, investigators, decisionmakers, and any person who facilitates an informal resolution process for the district and make such materials available upon request
- Records of any actions, including supportive measures, taken in response to a report of sex-based harassment under Title IX, even if no complaint is filed
- Records of any informal resolution and the result

Records of each sex discrimination investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the Respondent and any remedies provided to the Complainant; and any appeal from the result of a determination regarding responsibility

^[1] It does not need to be specified in the policy, but the district needs to determine who will fulfill these roles and ensure that they receive the necessary training. The District should also identify who will assume any of the team members' roles should any of them have a conflict of interest or bias.

^[2] The district may delegate some of the Title IX Coordinator's responsibilities to others, such as for provision of supportive measures, informal resolution, investigations, etc. But, there should be only one Title IX Coordinator.

^[3] This is a difference from the 2020 regulations. Under the 2024 regulations the Title IX Coordinator, investigator, and decisionmaker can be the same person within the district. But, it is not the recommended practice due to the many other duties of the Title IX Coordinator.

^[4] This depends on whether 3204P.1 offers an informal resolution process. Under the 2024 Title IX Regulations, informal resolution is optional, but if a district uses it, there are explicit requirements for informal resolution facilitator(s), including impartiality, notice, recordkeeping, and training requirements.

^[5] NOTE ON CONFIDENTIAL EMPLOYEES: Under the 2024 Title IX regulations, Recipients are allowed to designate "Confidential employees" to receive information about conduct that may constitute sex discrimination under Title IX and not notify the Title IX Coordinator. See 34 CFR § 106.2 and 106.44. WSSDA's model policy and procedure does not include a provision for Confidential Employees due to the broad range of staff who are mandatory reporters of child abuse in WA state, the potential for confusion about when the confidential employee is acting in that role versus another in the district, and inadvertent harm or liability. Districts that want to include a provision on confidential employee are encouraged to discuss these options under the Title IX regulations with their counsel.

OUR SCHOOLS PROTECT STUDENTS FROM HARASSMENT, INTIMIDATION, AND BULLYING (HIB)

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

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB (3207F) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer Kim Casey, Kim.Casey@prosserschools.org, (509) 786-3323 that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

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

For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:

A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

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

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

Our School Stands Against Discrimination

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

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A hostile environment is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy 3210 and Procedure 3210P visit www.ProsserSchools.org

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3204 and Procedure 3204P, visit www.ProsserSchools.org.

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination:

- Civil Rights Coordinator:
Deanna Flores
Deanna.Flores@prosserschools.org
509-786-3323

Concerns about sex discrimination, including sexual harassment:

- Title IX Coordinator:
Jackson Haak
Jackson.Haak@prosserschools.org
509-786-1224

Concerns about disability discrimination:

- Section 504 Coordinator:
Dr. Jennifer Allen
Jennifer.Allen@prosserschools.org
509-786-1820

Concerns about discrimination based on gender identity:

- Gender-Inclusive Schools Coordinator:
Deanna Flores
Deanna.Flores@prosserschools.org
509-786-3323

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To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

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

If you do not agree with the outcome of your complaint, you may appeal the decision to the Superintendent or his or her designee and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (320SP).

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

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

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

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

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

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

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

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- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211, visit www.ProsserSchools.org. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Deanna Flores

Deanna.Flores@prosserschools.org

509-786-3323

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

PROSSER SCHOOL DISTRICT

POLICY AND PROCEDURE 3207: PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING OF STUDENTS

POLICY 3207: PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING OF STUDENTS

The board is committed to a safe and civil educational environment that is free from the harassment, intimidation, or bullying of any student. As defined in Chapter 28A.600 RCW (Students), "Harassment, intimidation or bullying" means any intentional electronic, written, verbal, or physical act including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and RCW 28A.642.010, or other distinguishing characteristics, when the act:

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

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

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

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

This policy and accompanying procedure do not govern harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

Behaviors/Expressions

This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors towards a student. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however, this differentiation should not be considered part of the legal definition of these behaviors.

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images directed toward a student.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community for students and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying toward students. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm a student for reporting harassment, intimidation, or bullying, being identified as a targeted student, or participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees who knowingly report or corroborate false allegations will be subject to appropriate discipline. However, students, or employees will not be disciplined for making a report in good faith.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and oversee policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

PROCEDURE 3207: PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING OF STUDENTS

A. Introduction

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

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

B. Definitions

Aggressor means a student who harasses, intimidates, or bullies a student. **Harassment, intimidation, or bullying** means an intentional electronic, written, verbal, or physical act that:

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

Conduct that is “substantially interfering with a student’s education” will be determined by considering a targeted student’s grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation, or bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristics that is the basis for the harassment, intimidation, or bullying.

This procedure does not govern harassment, intimidation, or bullying toward an employee, volunteer, parent/legal guardian, or community member.

Retaliation occurs when a student is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, participating in an investigation, or being identified as a targeted student.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted Student means a student against whom harassment, intimidation, or bullying has allegedly been perpetrated.

Complainant means the person who has reported the harassment, intimidation, or bullying.

C. Behaviors/Expressions

“Harassment,” “intimidation,” and “bullying” are separate but related behaviors directed toward students. Each must be addressed appropriately. Although this procedure differentiates the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors. Harassment refers to any malicious act, which causes harm to any student’s physical well being. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence toward a student. Bullying refers to unwanted aggressive behavior(s) by another student or group of students toward another student and that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted student including physical or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

D. Relationship to Other Laws

This procedure applies only to conduct toward students as reflected in RCW 28A.600.477 – Prohibition Harassment, Intimidation and Bullying. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. RCW 28A.600.477 – Prohibition Harassment, Intimidation and Bullying
2. RCW 28A.640.020 – Sexual Equality
3. RCW 28A.642 – Prohibition of Discrimination in Public School
4. RCW 49.60.010 – The Law Against Discrimination

The district will ensure its compliance with all state laws regarding harassment, intimidation, or bullying of a student. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a student’s membership in a legally protected class under local, state, or federal law.

E. Prevention

1. Dissemination

In each school and on the district’s website the district will prominently post information on reporting harassment, intimidation, or bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer. The district’s policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, or is posted on the district’s website.

Additional distribution of the policy and procedure is subject to the requirements of chapter 392-405 WAC.

2. Education

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

3. Training

The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI. Staff will receive annual training on the school district's policy and procedure, including at a minimum, staff roles and responsibilities, how to monitor common areas and the use of the district's Incident Reporting Form.

4. Prevention Strategies

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

F. Compliance Officer

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation, or bullying of a student. If the allegations in a written report of harassment, intimidation, or bullying indicate a potential violation of Policy 3207, the district staff member who receives the report must promptly notify the district compliance officer.
2. Provide support and assistance to the principal or designee in resolving complaints;
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations.
4. Communicate with the school district's designated civil rights compliance coordinator. If a written report of harassment, intimidation, or bullying of a student indicates a potential violation of the district's nondiscrimination policy [Policy 3210], or if during the course of an investigation, the district becomes aware of a potential violation of the district's nondiscrimination policy, the compliance officer must promptly notify the district's civil rights compliance coordinator. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both this policy / procedure and the nondiscrimination policy / procedure. The investigation and response timeline for the nondiscrimination procedure begin when the school district knows or should have known that a written report or investigation or harassment, intimidation, or bullying involves a potential violation of the district's nondiscrimination policy;
5. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern;
6. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough;
7. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training;
8. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis; and
9. In cases where, despite school efforts, a targeted student experiences harassment, intimidation, or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: www.k12.wa.us/SafetyCenter/default.aspx.

G. Staff Intervention

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

H. Filing an Incident Reporting Form

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying of a student. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website: www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

Any student or students who believe they have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying may report incidents verbally or in writing to any staff member.

I. Addressing Harassment, Intimidation, or Bullying – Reports

Step 1: Filing an Incident Reporting Form

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

Status of Reporter

1. Anonymous

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

2. Confidential

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

3. Non-confidential

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

Step 2: Receiving an Incident Reporting Form

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

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

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

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

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation, or bullying of a student, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the complainant, targeted student, and/or the alleged aggressor. If necessary, the district will implement a safety plan (<https://www.k12.wa.us/student>).

[success/health-safety/school-safety-center/safety-planning-toolkit](#)) for the student(s) involved. The plan may include changing seating arrangements for the complainant, targeted student and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy [Policy 3210], the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.

3. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
4. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation, or bullying of a student. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
5. The investigation will include, at a minimum:
 - a. An interview with the complainant;
 - b. An interview with the targeted student, if different than the complainant;
 - c. An interview with the alleged aggressor;
 - d. A review of any previous complaints involving the complainant, the targeted student, or the alleged aggressor; and
 - e. Interviews with other students or staff members who may have knowledge of the alleged incident.
6. The principal or designee may determine that other steps must be taken before the investigation is complete.
7. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
8. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
 - a. The results of the investigation;
 - b. Whether the allegations were found to be factual;
 - c. Whether there was a violation of policy; and
 - d. The process for the complainant to file an appeal if the complainant disagrees with the results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

If the incident cannot be resolved at the school level, the principal or designee will request assistance from the HIB compliance officer.

Step 4: Corrective Measures for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to district policy 3241, Student Discipline. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

Step 5: Complainant's Right to Appeal

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

Step 6: Discipline/Corrective Action

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying of a student. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation, or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district policy 3241, Student Discipline.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

If staff have been found to be in violation of this policy and procedure, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

Step 7: Support for the Targeted Student

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

J. Immunity/Retaliation

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

K. Other Resources

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

- OSPI Equity and Civil Rights Office (for discrimination complaints)

360.725.6162

Email: equity@k12.wa.us

<https://www.k12.wa.us/policy-funding/equity-and-civil-rights>

- Washington State Human Rights Commission

800.233.3247

www.hum.wa.gov/index.html

- Office for Civil Rights, U.S. Department of Education, Region IX

206.607.1600

Email: OCR.Seattle@ed.gov

www.ed.gov/about/offices/list/ocr/index.html

- Department of Justice Community Relations Service

877.292.3804

www.justice.gov/crt/

- Office of the Education Ombuds

866.297-2597

Email: OEInfo@gov.wa.gov

<http://oeo.wa.gov/>

- OSPI Safety Center

360.725-6044

<https://www.k12.wa.us/student-success/health-safety/school-safety-center>

L. Other District Policies and Procedures

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

THIS FORM IS AVAILABLE ON OUR WEBSITE UNDER POLICY AND PROCEDURE 3207

CONFIDENTIAL

Prosser School District #116
Harassment, Intimidation or Bullying
Investigation Form

Name(s) of investigator(s): _____

Building location _____

Date/time that the incident was brought to the attention of the investigator: Date: _____

Time: _____

Targeted individual(s) _____

Alleged aggressor(s) _____

Date/time investigation was conducted: Date: _____ Time: _____

Date: _____ Time: _____

Date: _____ Time: _____

Investigative Summary:

Actions of alleged aggressor (including any history/actions/words leading up to and following the alleged incident):

In the judgment of the investigator(s), did these allegations meet the definitions of bullying as articulated in Policy 3207? Yes ☐ No ☐

Comments: _____

What action was or is being taken? (include disciplinary actions, prevention or intervention plans)

For targeted student(s): _____

For aggressor(s): _____

Name of parent/guardian of targeted student who was informed of investigation finding:

☐ By phone Date: _____

☐ In person Date: _____

☐ By letter Date: _____

☐ Unable to notify Reason: _____

Name of parent/guardian of alleged aggressor who was informed of investigation finding:

☐ By phone Date: _____

☐ In person Date: _____

☐ By letter Date: _____

☐ Unable to notify Reason: _____

In the judgment of the investigator(s), was there a potential for clear and immediate physical harm to the targeted student(s)? Yes ☐ No ☐

Comment: _____

If yes, date and time law enforcement was notified - Date/Time: _____

Name of law enforcement contact and/or case number: _____

Name of parent/guardian contacted: _____ Date/Time: _____

Sent to Prosser School District Compliance Officer: Date: _____

Receipt by Prosser School District Compliance Officer: Date: _____

Comments:

PROSSER SCHOOL DISTRICT
POLICY AND PROCEDURE 3210: NONDISCRIMINATION

POLICY 3210: NONDISCRIMINATION

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

Definition

"Protected status" is short for the phrase "sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability."

Nondiscrimination Statement

The district will adopt a nondiscrimination statement that must include the following:

1. Notice that the district may not discriminate in any programs or activities based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal.
2. The name or title, office address, and telephone number of the employee designated as the compliance officer under this policy, the Section 504 Coordinator, and the Title IX Coordinator.

Notice that the district is in compliance with all applicable statutes and regulations that prohibit discrimination or unequal treatment of individuals in activities supported by common schools. This includes ensuring equitable access for all individuals and groups—regardless of their characteristics, religion, or identities—and providing equal access to other designated youth organizations

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

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

Model Student Handbook Language

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

Discriminatory Harassment

Students have a right to be free from discriminatory harassment. The district violates that right if the following conditions are met:

1. The alleged conduct is based on a student's protected status.
2. The alleged conduct creates a hostile environment. A hostile environment is created if the alleged conduct is sufficiently severe, persistent, or pervasive that it limits or denies a student's ability to participate in or benefit from the District's course offerings, including any educational program or activity. A hostile environment could impact a student's life in many ways. Physical illness, anxiety about going to school, or a decline in grades or attendance could signal a hostile environment.
3. After receiving notice of the alleged conduct, the district fails to take prompt and appropriate action to investigate it or fails to take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects as appropriate. The district has notice of discriminatory harassment if a reasonable employee knew or, in the exercise of reasonable care, should have known about the harassment. Employees may have notice of discriminatory harassment if they receive an oral report from a student, parent, or other individual; receive a written complaint; witness harassing conduct; or become aware of harassment by members of the community or the media.

Harassing conduct may include verbal acts and name-calling, graphic and written statements, or other conduct that may be physically threatening, harmful, or humiliating.

When the district receives notice of potential discriminatory harassment, it will take prompt and appropriate action to investigate and, as applicable, take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects. Examples of the steps the district might take include imposing discipline, separating individuals, developing a safety plan, offering counseling, and providing additional training and instruction. These steps will not penalize the student who was harassed.

Complaint Procedure

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

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

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

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

Compliance Officer

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

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

Training

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

Retaliation Prohibited

The district will not intimidate, threaten, coerce, or discriminate against any individual who seeks to secure their rights under this policy or chapter 392-190 WAC or because the individual has filed a complaint under the complaint procedure. Further, the district will not tolerate someone else retaliating against another because they sought to secure their rights under this policy or chapter 392-190 WAC or because they have filed a complaint under the complaint procedure.

Any person who retaliates will be subject to appropriate discipline.

PROCEDURE 3210: NONDISCRIMINATION

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

Complainant

Anyone may file a complaint against the district alleging that it has violated anti-discrimination laws. The person filing the complaint is referred to as the "complainant."

Formal Complaint

A formal complaint must be in writing and describe the specific acts, conditions, or circumstances alleged to violate anti-discrimination laws.

A complaint must be filed within one year of the occurrence giving rise to the complaint. The deadline will not be imposed if the complainant was prevented from filing a complaint because (1) the district specifically misrepresented that it had resolved the problem forming the basis of the complaint or (2) the district withheld information it was required to provide under chapter 392-190 WAC.

A complaint may be filed by mail, fax, email, or hand delivery to any district or school administrator or to the compliance officer.

Informal Complaint

A complainant may bring an informal (i.e., oral) complaint to the district. If that occurs, the compliance officer or their designee will schedule a meeting to discuss the informal complaint and how to resolve the complainant's concerns. Using this informal process does not limit the complainant's right to file a formal complaint. Further, as part of this informal process, the district will notify the complainant in writing about their right to file a formal complaint. The notice will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

Receiving a Formal Complaint

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

1. Provide the complainant with a copy of Policy 3210 and this procedure in a language they can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.
2. Ensure that the district conducts a prompt and thorough investigation into the allegations in the complaint.

In lieu of investigating, the district and the complainant may agree to resolve the complaint. If the complaint is resolved, no further action is necessary.

Written Response to a Formal Complaint

After completing the investigation, the compliance officer or their designee will give the superintendent a full written report of the complaint and the investigation results.

The superintendent or their designee will issue a written response to the complainant within thirty calendar days after the district receives the formal complaint. The thirty-day timeline can be extended if agreed to by the complainant or if exceptional circumstances

related to the complaint require an extension. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date. The notice will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

The written response must include a summary of the results of the investigation; a finding as to whether the district failed to comply with anti-discrimination laws; notice to the complainant of their right to appeal, including where and to whom the appeal must be filed; and, if the district failed to comply with anti-discrimination laws, the corrective measure deemed necessary to correct the noncompliance. Any corrective measures must be instituted as expeditiously as possible but no later than thirty calendar days after the written response is issued unless otherwise agreed to by the complainant. The written response will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

The district will send a copy of the written response to the Office of the Superintendent of Public Instruction (OSPI) when it sends the response to the complainant.

Appeal to the Board

If a complainant disagrees with the superintendent's written response, they may appeal to the board. The appeal must be in writing and filed with the superintendent within ten calendar days of receiving the written response.

The board must issue a written appeal decision within thirty calendar days of receiving the appeal unless the complainant agrees otherwise. The board may schedule a meeting to hear from the complainant and district representatives before issuing its decision. If it doesn't schedule a meeting, the board will consider the investigation report, the written response, and any documentation the complainant submits before making its decision.

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

The appeal decision will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

Complaint to OSPI

If a complainant disagrees with the board's decision, or if the district fails to comply with this procedure, the complainant may file a complaint with OSPI.

A complaint must be received by OSPI on or before the twentieth calendar day following the date upon which the complainant received the board's decision unless OSPI grants an extension for good cause.

Complaints may be submitted by mail, fax, email, or hand delivery.

A complaint must be in writing and include the following: (1) a description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; (2) the name and contact information, including address, of the complainant; (3) the name and address of the district subject to the complaint; (4) a copy of the district's written response and appeal decision, if any; and (5) a proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the student's name and address and the name of the school and school district the student attends. If the student is homeless, the complaint should include contact information.

Upon receipt of a complaint, OSPI may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the board.

Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with chapter 392-190 WAC or OSPI's guidelines and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

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

Administrative Hearing

The complainant or the district may appeal OSPI's written decision by filing a written notice of appeal with OSPI within thirty calendar days of receiving the decision. OSPI will conduct a formal administrative hearing in accordance with the Administrative Procedures Act, chapter 34.05 RCW.

Mediation

The district may offer mediation at any time during the complaint procedure. The purpose of mediation is to offer the complainant and the district an opportunity to resolve disputes and reach an acceptable agreement concerning the complaint using an impartial mediator. The parties may agree to extend the complaint procedure deadlines to pursue mediation.

Mediation is voluntary, requires the agreement of both parties, and may be terminated by either party at any time.

The mediator must be impartial, may not be an employee of the district or any agency providing education or related services to a student who is involved in the mediation, and must not have a personal or professional conflict of interest. A person is not disqualified as a mediator solely because the district pays them to serve as a mediator.

If the parties resolve a dispute through mediation, they may execute a legally binding agreement that describes the resolution, states that all discussions that occurred during mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing, or civil proceeding, and is signed by the complainant and the district's representative.

Recordkeeping

The compliance officer's office will maintain documentation for each complaint received (e.g., the complaint, notices, the investigation report, the written response, the appeal decision, documentation of corrective measures, etc.) for six years.

PROSSER SCHOOL DISTRICT POLICY AND PROCEDURE 3241: STUDENT DISCIPLINE

POLICY 3241: STUDENT DISCIPLINE

Introduction/Philosophy/Purpose

The board focuses on the educational achievement of every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. The board intends that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

1. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures.
2. Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families.
3. Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible.
4. Providing educational services that students need to complete their education without disruption.
5. Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion.
6. Ensuring fairness, equity, and due process in the administration of discipline.
7. Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success.
8. Providing a safe environment for all students and for district employees.

Rights and Responsibilities/District Commitment

The board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

1. Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps; and
2. Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction.

The district will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal.
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right.
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures.
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This district's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and

staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112 – Social Emotional Climate Adjust.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information and behavioral violations, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The district will ensure that school principals confer with certificated building employees at least annually to review the district's discipline standards and review the fidelity of their implementation.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The district will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#) to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline.

Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW [28A.300.042](#)(1) and [CEDARS](#) Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The District will follow the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e., gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

Distribution of policies and procedures

The district will make the current version of this policy and procedure available to families and the community. The district will annually provide this policy and procedure to all district personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

PROCEDURE 3241: STUDENT DISCIPLINE

Introduction

The purpose of this student discipline procedure is to implement the district's student discipline policy as adopted by the board. These procedures are consistent with the board's student discipline policy, as well as all applicable federal and state laws.

Definitions

For purposes of the student disciplinary policy and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student's behavior that violates the district's discipline policy and this procedure.

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

- **“Classroom exclusion”** means the exclusion of a student from a classroom and instructional or activity area for a discretionary behavioral violation that creates a disruption of the educational process.
- **“Corrective action”** means disciplinary and non-disciplinary actions taken by a certificated educator. Non-disciplinary actions include evidence-based interventions and support outlined in RCW 28A.410.270, 28A.405.100, and 28A.410.260 to support the student in meeting behavioral expectations.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW [28A.410.270](#), which states “cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.
- **“Discretionary discipline”** means a disciplinary action taken by a school district for student behavior that violates rules of student conduct adopted by the board under RCW 28A.600.015(6). Discretionary discipline does not include evidence-based interventions and support outlined in RCW 28A.410.270, 28A.405.100, and 28A.410.260 to support the student in meeting behavioral expectations. Disciplinary action may include, but is not limited to, oral or written reprimands or written notification to parents of disruptive behavior, a copy of which must be provided to the principal.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency removal”** means the removal of a student from school because the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC [392-400-510](#) through [392-400-530](#).
- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC [392-400-430](#) through [392-400-480](#).
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Nondiscretionary discipline”** means (a) violations of RCW 28A.600.420; (b) an offense listed in RCW 13.04.155; (c) two or more violations of RCW 9A.46.120, 9A.41.280, 28A.600.455, 28A.635.020, or 28A.635.060 within a three-year period; or (d) behavior that adversely impacts the health or safety of other students or educational staff.
- **“Parent”** has the same meaning as in WAC [392-172A-01125](#), and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC [392-172A-05130](#). If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **“School board”** means the governing board of directors of the local school district.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.
- **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including expulsions, or emergency removals. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
 - **In-school suspension** means a suspension in which a student is excluded from the student’s regular educational setting but remains in the student’s current school placement for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).

Engaging with Families & Language Assistance

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations.

The district will ensure that it provides all discipline related communications (oral and written) required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline-related communications include notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

School Meals, Graduation Requirements, and Recess

The district will not discipline a student in a manner that would result in the denial or delay of a nutritionally adequate meal.

The district will not discipline a student in a manner that would prevent the student from completing subject, grade-level, or graduation requirements.

Recess should not be withheld as discipline.

Behavioral Violations

The district has developed definitions for behavioral violations, which clearly state the types of behaviors for which discipline—including classroom exclusion, suspension, and expulsion—may be administered. These violations are outlined in 3241F1.

Pursuant to WAC 392-400-110, the district will continue to further develop and/or revise the definitions of behavioral violations to reduce the effect of implicit or unconscious bias.

Staff Authority and Exclusionary Discipline

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus. Staff have the responsibility to provide a safe and supportive learning environment for all students during school-related activities. In accordance with the board's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent authorizes the following to also administer discipline, including all exclusionary discipline: Principals, Assistant Principals, District Directors, Assistant Superintendent(s), and any other administrative designee with an administrative certificate.

Exclusions from transportation or extra-curricular activities and detention

The Superintendent authorizes Principals, Assistant Principals, District Directors, Assistant Superintendent(s), and any other administrative designee with an administrative certificate to exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 –Students Experiencing Homelessness – Enrollment Rights and Services.

Authorized staff may administer lunch or after-school detention for not more than 60 minutes on any given day. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding the behavioral violation. At least one school personnel will directly supervise students during the duration of any detention.

Classroom exclusions

A teacher may exclude a student from the teacher's individual classroom and instructional or activity area while the student is under the teacher's immediate supervision. Except in emergency circumstances, a teacher must first attempt one or more alternative forms of corrective action before excluding a student.

A classroom exclusion may be administered for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. A classroom exclusion that exceeds this time period, and if such students have repeatedly disrupted the learning of other students, may be considered a suspension in accordance with this procedure and must provide for early involvement of parents in attempts to improve the student's behavior.

A classroom exclusion does not include actions that result in missed instruction when the following apply:

1. A teacher or other school personnel uses evidence-based classroom management practices outlined in RCW 28A.405.100, RCW 28A.410.260, and RCW 28A.410.270 to support the student in meeting behavioral expectations.
2. The student remains under the supervision of the teacher or other school personnel.

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

Following the classroom exclusion of a student, the teacher must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. Classroom exclusion under the behavioral violation category of "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible.

The teacher, principal, or the principal's designee must communicate and collaborate with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning.

Informal grievance procedure

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

Any parent/guardian or student who is aggrieved by the administration of discretionary or nondiscretionary discipline other than suspensions, expulsions, and emergency removals, including discipline that excludes a student from transportation or extracurricular activities, has the right to an informal conference with the principal to resolve the grievance. At the informal conference, the student will be given an opportunity to share their perspective and explanation regarding the behavioral violation.

Students who are suspended, expelled, or emergency removed may appeal those actions as described in this procedure.

Suspension and expulsion – general conditions and limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not administer discipline, including suspension and expulsion, in any manner related to a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process.

The district will provide the parent(s) with an opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. Suspension or expulsion under the behavioral violation category of "other" is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion in accordance with WAC [392-400-610](#). The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

1. The Superintendent or designee grants a petition to extend a student's expulsion under WAC [392-400-480](#);
2. The change of setting is to protect victims under WAC [392-400-810](#); or
3. Other law precludes the student from returning to their regular educational setting.

In-school suspension and short-term suspension – conditions and limitations

The Superintendent designates Principals, Assistant Principals, District Directors, Assistant Superintendent(s), and any other administrative designee with an administrative certificate with the authority to administer in-school and short-term suspension. Before administering in-school or short-term suspension, the district will consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension is warranted.

The district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated in this policy and procedure, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

When administering an in-school suspension, school personnel will ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel will ensure they are accessible to offer support to keep the student current with assignments and course work for all the student's regular subjects or classes.

Long-term suspensions and expulsions – conditions and limitations

Before administering a long-term suspension or an expulsion, the district must also consider the general conditions and limitations for suspensions and expulsions listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may only administer long-term suspension or expulsion for specific severe behavioral violations. In general, the district strives to keep students in school, learning

in a safe and appropriate environment. However, in accordance with the other parameters of this procedure, there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for behavioral violations that meet the definitions provided under RCW [28A.600.015](#) (6)(a) through (d), which include:

1. Having a firearm on school property or school transportation in violation of RCW [28A.600.420](#);
2. Any of the following offenses listed in RCW [13.04.155](#), including:
 - any violent offense as defined in RCW [9.94A.030](#), including:
 - any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - manslaughter;
 - indecent liberties committed by forcible compulsion;
 - kidnapping;
 - arson;
 - assault in the second degree;
 - assault of a child in the second degree;
 - robbery;
 - drive-by shooting; and
 - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
 - any sex offense as defined in RCW [9.94A.030](#), which includes any felony violation of chapter [9A.44](#) RCW (other than failure to register as a sex offender in violation of [9A.44.132](#)), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - any weapons violation of chapter [9.41](#) RCW, including having a dangerous weapon at school in violation of RCW [9.41.280](#); or
 - unlawful possession or delivery, or both, of a controlled substance in violation of chapter [69.50](#) RCW.
3. Two or more violations of the following within a three-year period
 - criminal gang intimidation in violation of RCW [9A.46.120](#);
 - gang activity on school grounds in violation of RCW [28A.600.455](#);
 - willfully disobeying school administrative personnel in violation of RCW [28A.635.020](#); and
 - defacing or injuring school property in violation of RCW [28A.635.060](#); and
4. Any student behavior that adversely affects the health or safety of other students or educational staff.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW [28A.600.015](#)(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion. Consistent with this policy and procedure, the district will work to develop definitions and consensus on what constitutes an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.

A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the Superintendent grants a petition to extend the expulsion under WAC [392-400-480](#). The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

In accordance with RCW [28A.600.420](#), a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW [9A.04.110](#)) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

Except for a firearm violation under WAC [392-400-820](#), the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

When a student is long-term suspended or expelled, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible.

Suspensions and expulsions – initial hearing

Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation and the principal or designee will conduct an informal initial hearing with the student to hear the student's perspective. At the initial hearing, the principal or designee must provide the student an opportunity to contact their parent(s), or, in the case of long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact their parent(s) to provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the student and parents understand.

At the initial hearing, the principal or designee will provide the student:

1. Notice of the student's violation of this policy and procedure;
2. An explanation of the evidence regarding the behavioral violation;
3. An explanation of the discipline that may be administered; and
4. An opportunity for the student to share their perspective and provide an explanation regarding the behavioral violation.

Suspensions and expulsions – notice

Following the initial hearing, the principal or designee will inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

1. A description of the student's behavior and how the behavior violated this policy and procedure;
2. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
3. An explanation of the district's decision to administer the suspension or expulsion;
4. The opportunity to receive educational services during the suspension or expulsion;
5. The right of the student and parent(s) to an informal conference with the principal or designee; and
6. The right of the student and parent(s) to appeal the suspension or expulsion; and
7. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Emergency removals – conditions and limitations

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student's presence poses:

1. An immediate and continuing danger to other students or school personnel; or
2. An immediate and continuing threat of material and substantial disruption of the educational process.

The district may not impose an emergency removal solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency removal, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means the student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day.

An emergency removal may not exceed ten consecutive school days. An emergency removal must end or be converted to another form of discipline within ten (10) school days from its start.

If the district converts an emergency removal to a suspension or expulsion, the district must (a) apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and (b) provide the student and parents with notice and due process rights under WAC [392-400-430](#) through [392-400-480](#) appropriate to the new disciplinary action.

All emergency removals, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within twenty-four (24) hours after the start of the emergency removal.

Emergency removals – notice

After an emergency removal, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Within twenty-four (24) hours after an emergency removal, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

1. The reason the student's presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
2. The duration and conditions of the emergency removal, including the date on which the emergency removal will begin and end;
3. The opportunity to receive educational services during the emergency removal;
4. The right of the student and parent(s) to an informal conference with the principal or designee; and
5. The right of the student and parent(s) to appeal the emergency removal, including where and to whom the appeal must be requested.

Optional conference with principal

If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency remove the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the behavioral violation and the events that led to the exclusion. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension, expulsion, or emergency removal, participate in a reengagement meeting, or petition for readmission.

Appeals

Requesting appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency removal have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency removal to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency removal, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

1. The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
2. The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
3. If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-school and short-term suspension appeal

For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

1. The decision to affirm, reverse, or modify the suspension;
2. The duration and conditions of the suspension, including the beginning and ending dates;
3. The educational services the district will offer to the student during the suspension; and
4. Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

Long-term suspension or expulsion and emergency removal appeal

For long-term suspension or expulsion and emergency removals, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

1. The time, date, and location of the appeal hearing;
2. The name(s) of the official(s) presiding over the appeal;
3. The right of the student and parent(s) to inspect the student's education records;
4. The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;

5. The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
6. Whether the district will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency removal is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of students and others involved, the district will hold the hearing without public notice and without public access unless the students and/or the parents or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning the confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

1. A single hearing will not likely result in confusion; and
2. No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency removal, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and a list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and a list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:

1. The district made a reasonable effort to produce the witness; and
2. The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The district will record the appeal hearing using a manual, electronic, or other recording device. Upon the student or parent(s)' request, the district will provide them with a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

1. The findings of fact;
2. A determination whether (i) the student's behavior violated this policy and procedure; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
3. The duration and conditions of suspension or expulsion, including the beginning and ending dates;
4. Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
5. Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency removal, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

1. The findings of fact;
2. A determination whether the student's presence continues to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
3. Whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency removal was converted; and
4. Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of appeal

The student or parents may request the school board or discipline appeal council, if established by the school board, review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency removals. This request may be either oral or in writing.

For long-term suspension, short-term suspension, or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.

For emergency removal, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.

The school board or discipline appeal council may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.

The decision of the school board or discipline appeal council will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension, short-term suspension, or expulsion, the school board or discipline appeal council will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

1. Whether the school board or discipline appeal council affirms, reverses, or modifies the suspension or expulsion;
2. The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
3. For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency removal, the school board or discipline appeal council will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

1. Whether the school board or discipline appeal council affirms or reverses the school district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
2. If the emergency removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC [392-400-430](#) through [392-400-480](#) consistent with the disciplinary action to which the emergency removal was converted

Petition to extend an expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:

1. The behavioral violation that resulted in the expulsion and the public health or safety concerns;
2. The student's academic, attendance, and discipline history;
3. Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
4. The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
5. The proposed extended length of the expulsion; and
6. The student's reengagement plan.

The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC [392-400-710](#) and before the end of the expulsion. For violations of WAC [392-400-820](#) involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

Notice

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the Superintendent or designee received the petition. The written notice must include:

1. A copy of the petition;
2. The right of the student and parent(s) to an informal conference with the Superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and
3. The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the Superintendent or designee grants the petition, the written decision must include:

1. The date on which the extended expulsion will end;
2. The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
3. Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request.

Review and Reconsideration of extension of expulsion

The student or parent(s) may request that the school board or discipline appeal council, if established by the board, review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

The school board or discipline appeal council may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the school board or discipline appeal council may be made only by board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The school board or discipline appeal council will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

1. Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
2. The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Educational Services

The district will offer educational services to enable a student who is suspended, expelled, or emergency removed to:

1. Continue to participate in the general education curriculum;
2. Meet the educational standards established within the district; and
3. Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

1. Meaningful input from the student, parents, and the student's teachers;
2. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider may include alternative learning environments. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

For students subjected to suspension or emergency removal up to five (5) days, a school must provide at least the following:

1. Course work, including any assigned homework, from all of the student's regular subjects or classes;
2. Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
3. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.

For students subjected to suspension or emergency removal for six (6) to ten (10) consecutive school days, a school must provide at least the following:

1. Course work, including any assigned homework, from all of the student's regular subjects or classes;
2. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal; and
3. Access to school personnel who can offer support to keep the student current with assignments and course work for all the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency removal and periodically thereafter until the suspension or emergency removal ends to:
 - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all the student's regular subjects or classes; and
 - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

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

Readmission

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:

1. The reasons the student wants to return and why the request should be considered;
2. Any evidence that supports the request; and
3. A supporting statement from the parent or others who may have assisted the student.

The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

Reengagement

Reengagement Meeting

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and parent(s) a plan to reengage the student.

The reengagement meeting must occur:

1. Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
2. As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement plan

The district will collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider:

1. The nature and circumstances of the incident that led to the student's suspension or expulsion;
2. As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
3. Shortening the length of time that the student is suspended or expelled;
4. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
5. Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

Behavior agreements

The district authorizes Principals, Assistant Principals, District Directors, Assistant Superintendent(s), and any other administrative designee with an administrative certificate to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individual Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP).

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

Exceptions for protecting victims

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

1. A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned; or
2. A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

PARENTS' BILL OF RIGHTS

Following a January 27, 2025, court ruling, all provisions of I-2081 (Parents' Bill of Rights) are now in effect, with OSPI continuing to provide updated guidance and monthly reports to support school districts in implementation, particularly around areas requiring clarification such as student privacy and alignment with federal law; for more information, please see the link below.

<https://ospi.k12.wa.us/data-reporting/protecting-student-privacy/implementation-i-2081-parents-bill-rights>

STUDENT DISCIPLINE

Discipline means any action taken by a school district in response to behavioral violations. *WAC 392-400-025*

Other Forms of Discipline means actions used in response to behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under *RCW 28A.165.035*.

- Before administering a **classroom exclusion**, school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations, unless the student's *(see page 17) presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process. *WAC 392-400-330(2)*
- Before administering a **short-term suspension** or **in-school suspension**, the district must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations. *WAC 392-400-435(1)*
- Before administering a **long-term suspension or expulsion**, the district must consider other forms of discipline to support the student in meeting behavioral expectations. *WAC 392-400-440(1)* and *WAC 392-400-445(1)*

Other Forms of Discipline Actions List:

- Alternative Transportation

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

- Behavioral Agreement-(Including Gang Tendencies)
- Behavioral Monitoring
- Behavioral Health
- Conference/Warning
- Detention After or Before School
- Family Engagement
- Mentoring
- Peer Mediation
- Restorative Justice
- Social Skills Instruction

Classroom Exclusion means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements in *WAC 392-400-330* and *WAC 392-400-335*. Classroom exclusion does not include actions that result in missed instruction for a brief duration when:

- Teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
- The student remains under the supervision of the teacher or other school personnel during such brief duration.

Conditions and limitations. WAC 392-400-330

Limitations on classroom exclusion.

- **Duration of classroom exclusion.** A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom or instructional or activity area. When a student is excluded from the student's classroom or instructional or activity area for longer than the balance of the school day, the school district must provide notice and due process for a suspension, expulsion, or emergency expulsion.
- **Removal from school.** A student may not be removed from school during a classroom exclusion unless the school district provides notice and due process for a suspension, expulsion, or emergency expulsion.

Suspension means a denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions.

- **In-School Suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for **up to ten (10) consecutive school days**, subject to the requirements in *WAC 392-400-430* through *WAC 392-400-475*. Additional conditions and limitations. *WAC 392-400-435*
 - **Length of exclusion.** A school district may not administer an in-school suspension beyond the school year in which the behavioral violation occurred.
 - **Grade-level limitations.** Grades K-4 limited to no more than ten (10) cumulative school days during any academic term. Grades 5-12 limited to no more than fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.
- **Short-Term Suspension** means a suspension in which a student is excluded from school for up to ten (10) consecutive school days, subject to the requirements in *WAC 392-400-430* through *WAC 392-400-475*. Additional conditions and limitations. *WAC 392-400-435*
 - **Length of exclusion.** A school district may not administer a short-term suspension beyond the school year in which the behavioral violation occurred.
 - **Grade-level limitations.** Grades K-4 limited to no more than ten (10) cumulative school days during any academic term. Grades 5-12 limited to no more than fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.

Long-Term Suspension means a suspension in which a student is excluded from school for **more than ten (10) consecutive school days**, subject to the requirements in *WAC 392-400-430* through *WAC 392-400-475*. Additional conditions and limitations. *WAC 392-400-440*

- **Limitations on long-term suspensions.** A school district may only administer a long-term suspension:
 - For behavioral violations under RCW 28A.600.015 (6)(a) through (d); and
 - After the school district has determined that, if the student returned to school before completing a long-term suspension:
 - The student would pose an imminent danger to students or school personnel; or
 - The student would pose an imminent threat of material and substantial disruption of the educational process.
- **Length of exclusion.**
 - A long-term suspension may not exceed ninety (90) consecutive school days, the length of an academic term.
 - A school district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.
- **Grade-level limitations.** Other than for the firearm exception under *WAC 392-400-820*, a school district may not administer a long-term suspension for any student in kindergarten through fourth grade.

Expulsion means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in *WAC 392-400-430* through *WAC 392-400-480*.

Additional conditions and limitations. *WAC 392-400-445*

- **Limitations on expulsions.** A school district may only administer an expulsion:
 - For behavioral violations under RCW 28A.600.015 (6)(a) through (d); and
 - After the school district has determined that if the student returned to school before completing an expulsion, the student would pose an imminent danger to students or school personnel.
- **Length of exclusion.** An expulsion **may not exceed ninety (90) consecutive school days, the length of an academic term**, unless the principal or designee petitions the school district superintendent for extension of an expulsion under *WAC 392-400-480*, and the petition is granted.
- **Grade-level limitations.** Other than for the firearm exception under *WAC 392-400-820*, a school district may not administer an expulsion for any student in kindergarten through fourth grade.

Petition to Extend an Expulsion When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the superintendent for authorization to exceed the academic term limitation on an expulsion. *WAC 392-400-480*

Emergency Expulsion means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in *WAC 392-400-510* through *WAC 392-400-530*.

Conditions and limitations. *WAC 392-400-510*

A school district may immediately remove a student from the student's current school placement, subject to the following requirements:

- **Sufficient cause.** The school district must have sufficient cause to believe that the student's presence poses:
 - An immediate and continuing danger to other students or school personnel; or
 - An immediate and continuing threat of material and substantial disruption of the educational process.
- **Determination of immediate and continuing threat of disruption.** For purposes of this section, an immediate and continuing threat of material and substantial disruption of the educational process means:
 - The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
 - School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.
- **Time limit.** An emergency expulsion may **not exceed ten (10) consecutive school days**. An emergency expulsion must end or be converted to another form of discipline within ten school days from the start of the emergency expulsion.

Absences and Tardiness A school district may not suspend or expel a student from school for absences or tardiness. *WAC 392-400-430*

Language Assistance The school district must ensure that notices and communications related to discipline procedures are in a language the student and parent understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. *WAC 392-400-110*

School Meals A school district may not administer any discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to the student. *WAC 392-400-830*

Educational Services *WAC 392-400-610*

- A school district may not suspend the provision of educational services to a student in response to behavioral violations.
- During the suspension, expulsion, or emergency expulsion of a student, a school district must provide the student the opportunity to receive educational services. The educational services must enable the student to:
 - Continue to participate in the general education curriculum;
 - Meet the educational standards established within the district; and
 - Complete subject, grade-level, and graduation requirements.
- When providing a student the opportunity to receive educational services under this section, the school district must consider:
 - Meaningful input from the student, parents, and the student's teachers;
 - Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
 - Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

- A school district may provide educational services to the student in an alternative setting or modify the suspension or expulsion on a case-by case basis. An alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received without the exclusionary discipline. Example alternative settings include alternative high schools, one-on-one tutoring, and online learning.

Reengagement Meeting WAC 392-400-710 When a school district administers a long-term suspension or expulsion, the district must convene a reengagement meeting with the student and parents to discuss a plan to reengage the student. Before convening a reengagement meeting, a school district must communicate with the student and parents to schedule the meeting time and location. The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student returns to school; or 2
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement Plan WAC 392-400-710

The school district must collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the school district must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- Supporting the student, parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

Firearm Exceptions WAC 392-400-820; RCW 28A.600.420

- A school district must expel a student for no less than one (1) year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The school district superintendent may modify the expulsion on a case-by-case basis.
- A school district may suspend or expel a student for up to one (1) year if the student acts with malice, as defined under RCW 9A.04.110, and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.
- These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition. School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations.

STUDENT DISCIPLINARY DUE PROCESS

Student Disciplinary Due Process

The following charts are included as a reference aid and are not intended to add to or modify district operational procedure or state regulations. Prosser School District students, parents, and staff can review the entire state regulation, WAC 392-400 at <http://apps.leg.wa.gov/wac/>.

If your student has been disciplined, your rights include proper notification and due process. The grievance process is intended to provide a review of disciplinary action taken to assure that the action is justified based upon the student's behavior violation and appropriate opportunity for the student and parents to question the discipline imposed.

Discipline of a student with a qualifying disability condition on an IEP or 504 accommodation plan may vary from the following charts. Reference should be made to special rules covering students with disabilities.

Classroom Exclusion and/or Other Forms of Discipline

Including exclusion from Transportation or Extra-Curricular Activity and Detention

WAC 392-400-330

Notice to parents: WAC 392-400-335

The teacher, principal, or designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible.

The student must have an opportunity to share their perspective and explanation regarding the behavioral violation.

Level 1:	Optional Informal Conference WAC 392-400-110
Contact:	Your School Office
Presiding Official:	Principal

Request:	The student or parent may request an informal conference orally or in writing
Time Limit	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents.

In-School Suspension or Short-Term Suspension WAC 392-400-430, WAC 392-400-435

Initial hearing with student WAC 392-400-435

- **Initial hearing** Before administering any suspension, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective.
- **Parent participation.** At an initial hearing in which the principal or designee is considering administering a short-term or in-school suspension, the principal or designee must provide the student an opportunity for the student to contact the student's parents.
- **Administrative decision.** Following the initial hearing, the principal or designee must inform the student of the decision regarding the behavioral violation, including the date on which any suspension will begin and end.

Notice to student and parents. WAC 392-400-455

- No later than one (1) school business day following the initial hearing with the student, the principal or designee must provide written notice of the suspension to the student and parents in person, by mail, or by email.

Level 1:	Optional Informal Conference WAC 392-400-460
Contact:	Your School Office
Presiding Official:	Principal
Request:	The student or parent may request an informal conference orally or in writing
Time Limit:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. Right to appeal: An informal conference must not limit a student's or parents' right to appeal under Level 2.
Level 2:	Appeal WAC 392-400-465
Contact:	Discipline Officer 509-786-3323
Presiding Official:	Superintendent's Designee
Request:	The student or parent(s) may request an appeal orally or in writing within five (5) school business days from the date the principal or designee provided the written notice.
Time Limit:	<u>Decision:</u> The superintendent's designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal.
Level 3:	Review and Reconsideration of Appeal WAC 392-400-470
Contact:	Discipline Officer 509-786-3323
Presiding Official:	Discipline Appeal Council
Request:	The student or parent(s) may request a review and reconsideration orally or in writing within ten (10) school business days from the date the superintendent's designee provided the written appeal decision.
Time Limit:	<u>Decision:</u> The discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

Long-Term Suspension or Expulsion WAC 392-400-430, WAC 392-400-440, WAC 392-400-445

Initial hearing with student. WAC 392-400-450

- **Initial hearing.** Before administering any suspension or expulsion, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective.

- **Parent participation.** At an initial hearing in which the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact the student's parents to provide an opportunity for the parents to participate in the initial hearing in person or by telephone.
- **Administrative decision.** Following the initial hearing, the principal or designee must inform the student of the decision regarding the behavioral violation, including the date on which any suspension or expulsion will begin and end.

Notice to student and parents. WAC 392-400-455

- No later than one (1) school business day following the initial hearing with the student, the principal or designee must provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email.

Level 1:	Optional Informal Conference WAC 392-400-460
Contact:	Your School Office
Presiding Official:	Principal
Request:	The student or parent may request an informal conference orally or in writing
Time Limit:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. Right to appeal: An informal conference must not limit a student's or parents' right to appeal under Level 2.
Level 2:	Appeal WAC 392-400-465
Contact:	Discipline Office 509-786-3323
Presiding Official:	Hearing Officer
Request:	The student or parent(s) may request an appeal orally or in writing within five (5) school business days from the date the principal or designee provided the written notice.
Time Limit:	The district must hold an appeal hearing within three (3) school business days from the date the district received the appeal request, unless otherwise agreed to by the student or parents. Decision: The superintendent's designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after receiving the appeal.
Level 3:	Review and Reconsideration of Appeal WAC 392-400-470
Contact:	Discipline Officer 509-786-3323
Presiding Official:	Discipline Appeal CouncilDiscipline Officer 509-786-3323
Request:	The student or parent(s) may request a review and reconsideration orally or in writing within ten (10) school business days from the date the superintendent's designee provided the written appeal decision.Discipline Appeal Council
Time Limit:	Decision: The discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The student or parent(s) may request a review and reconsideration orally or in writing within ten (10) school business days from the date the superintendent's designee provided the written appeal decision.
Time Limit:	Decision: The discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

Petition for Readmission to School: The readmission process is different from and does not replace the appeal process. A student, who has been suspended or expelled, may petition for readmission to the district at any time. Contact the Discipline Office (509) 786-3323 to request a "Petition for Readmission to School Application Form". WAC 392-400-110(k)

Emergency Expulsion WAC 392-400-510

Notice to student and parents. WAC 392-400-515

- Within twenty-four (24) hours after an emergency expulsion, the principal or designee must provide written notice of the emergency expulsion to the student and parents in person, by mail, or by email.

Level 1:	Optional Informal Conference WAC 392-400-520
Contact:	Your School Office
Presiding Official:	Principal
Request:	The student or parent may request an informal conference orally or in writing

Time Limit:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. <u>Right to appeal:</u> An informal conference must not limit a student's or parents' right to appeal under Level 2.
Level 2:	Appeal WAC 392-400-525
Contact:	Discipline Office 509-786-3323
Presiding Official:	Hearing Officer
Request:	The student or parent(s) may request an appeal orally or in writing within three (3) school business days from the date the principal or designee provided the written notice.
Time Limit:	The district must hold an appeal hearing within two (2) school business days from the date the district received the appeal request, unless otherwise agreed to by the student or parents. <u>Decision:</u> The superintendent's designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after receiving the appeal.
Level 3:	Review and Reconsideration of Appeal WAC 392-400-530
Contact:	Discipline Office 509-786-3323
Presiding Official:	Discipline Appeal Council
Request:	The student or parent(s) may request a review and reconsideration orally or in writing within five (5) school business days from the date the superintendent's designee provided the written appeal decision.
Time Limit:	<u>Decision:</u> The discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration.

PROSSER SCHOOL DISTRICT DISCIPLINE MATRIX							
Behavioral Violation ⁱ & Severity Level ⁱⁱ	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ⁱⁱⁱ	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ^{iv}
Type Six Firearm ^v	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral ^{vi}
Type Five Assault – II ^{vii}	Level G	☐	☐	☐	No K–4	No K–4	School-based threat assessment referral
Sexual assault ^{viii}	Level G	☐	☐	☐	No K–4	No K–4	Title IX Coordinator referral ^{ix}
Illicit drug distribution ^x	Level G	☐	☐	☐	No K–4	No K–4	Prevention/intervention referral ^{xi}
Possession of a weapon ^{xii}	Level G	☐	☐	☐	No K–4	No K–4	School-based threat assessment referral
Robbery ^{xiii}	Level G	☐	☐	☐	No K–4	No K–4	School-based threat assessment referral
Assault of teacher ^{xiv}	Level G	☐	☐	☐	No K–4	No K–4	Classroom reassignment ^{xv} School-based threat assessment referral
Safety – II ^{xvi}	Level G	☐	☐	☐	No K–4	No K–4	School-based threat assessment referral
Type Four Assault – I ^{xvii}	Level F	☐	☐	☐	No	No	School-based threat assessment referral
Fighting with major injury ^{xviii}	Level F	☐	☐	☐	No K–4	No K–4	School-based threat assessment referral
Sexual harassment ^{xix}	Level F	☐	☐	☐	No	No	Title IX Coordinator referral
Discriminatory harassment ^{xx}	Level F	☐	☐	☐	No	No	Civil Rights Coordinator referral ^{xxi}
Malicious harassment ^{xxii}	Level F	☐	☐	☐	No	No	School-based threat assessment referral
Arson ^{xxiii}	Level F	☐	☐	☐	No K–4	No K–4	School-based threat assessment referral
Marijuana distribution ^{xxiv}	Level F	☐	☐	☐	No K–4	No K–4	Prevention/intervention referral
Alcohol distribution ^{xxv}	Level F	☐	☐	☐	No	No	Prevention/intervention referral
Gang intimidation or activity ^{xxvi}	Level F	☐	☐	☐	No K–4	No K–4	School-based threat assessment referral
Safety – I ^{xxvii}	Level F	☐	☐	☐	No K–4	No	School-based threat assessment referral
Type Three Bullying ^{xxviii}	Level E	☐	☐	☐	No	No	HIB Compliance Officer referral ^{xxix}
Fighting without major injury ^{xxx}	Level E	☐	☐	☐	No	No	School-based threat assessment referral
Illicit drug possession or use ^{xxxi}	Level E	☐	☐	☐	No K–4	No K–4	Prevention/intervention referral
Marijuana possession or use ^{xxxii}	Level E	☐	☐	☐	No K–4	No K–4	Prevention/intervention referral
Alcohol possession or use ^{xxxiii}	Level E	☐	☐	☐	No	No	Prevention/intervention referral
Tobacco distribution ^{xxxiv}	Level E	☐	☐	☐	No	No	Prevention/intervention referral
Theft ^{xxxv}	Level E	☐	☐	☐	No	No	
Other – II ^{xxxvi}	Level E	☐	☐	☐	No	No	

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PROSSER SCHOOL DISTRICT DISCIPLINE MATRIX

Behavioral Violation ⁱ & Severity Level ⁱⁱ	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ⁱⁱⁱ	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ^{iv}
Type Two Destruction of property ^{xxxvii}	Level D	☐	☐	☐	No K–4	No K–4	
Physical aggression ^{xxxviii}	Level D	☐	☐	No	No	No	
Tobacco possession or use ^{xxxix}	Level D	☐	☐	☐	No	No	Prevention/intervention referral
Failure to cooperate ^{xl}	Level D	☐	No	No	No	No	
Sexually inappropriate conduct ^{xli}	Level D	☐	☐	☐	No	No	
Disruptive conduct – II ^{xlii}	Level D	☐	No	No	No	No	
Other – I ^{xliii}	Level D	☐	No	No	No	No	
Type One Disruptive conduct – I ^{xliv}	Levels A–C	No	No	No	No	No	
Dress code ^{xlv}	Levels A–C	No	No	No	No	No	
Physical contact ^{xlvi}	Levels A–C	No	No	No	No	No	
Defiance ^{xlvii}	Levels A–C	No	No	No	No	No	
Disrespect ^{xlviii}	Levels A–C	No	No	No	No	No	
Academic dishonesty/plagiarism ^{xlix}	Levels A–C	No	No	No	No	No	
Property misuse ⁱ	Levels A–C	No	No	No	No	No	
Inappropriate language ⁱⁱ	Levels A–C	No	No	No	No	No	
Other – I ⁱⁱⁱ	Levels A–C	No	No	No	No	No	

PROSSER SCHOOL DISTRICT DISCIPLINE MATRIX DEFINITIONS

i "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC [392-400-110](#)(1)(a), *Example District's* policies and procedures must clearly state the types of behaviors for which discretionary and nondiscretionary discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW [28A.600.015](#)(6) as well as grade-level conditions and limitations under WAC [392-400-440](#)(4) and WAC [392-400-445](#)(4) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW [28A.600.015](#)(6) as well as conditions and limitations under [chapter 392-400 WAC](#) and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure the district's discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community consistent with WSSDA policy 3241 and WAC [392-400-110](#)(2). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.

ii Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the *Type Two* category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC [392-400-430](#)(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

iii "Best practices" refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC [392-400-110](#)(1)(e). Refer to "3241P Attachment B: Example District Continuum of Discipline Responses" for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.

iv Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.

v "Firearm" refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the [Gun-Free Schools Act](#); WAC [392-400-820](#)(1); RCW [28A.600.420](#)(1).

vi "School-based threat assessment referral" refers to policies and procedures under WSSDA policies 3225 and 3225P.

vii "Assault – II" refers to behavioral violations that meet the definition of an offense under RCW [9A.36.011](#) or RCW [9A.36.021](#)— which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

viii "Sexual assault" refers to behavioral violations that meet the definition of certain sex offenses under RCW [9.94A.030](#)(47).

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ix “Title IX Coordinator referral” refers to the school district personnel designated to coordinate the district’s compliance with [Title IX of the Education Amendments of 1972](#), as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters [28A.640 RCW](#) and [392-190 WAC](#).

x “Illicit drug distribution” refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter [69.50 RCW](#).

xi “Prevention/intervention referral” refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.

xii “Possession of a weapon” refers to behavioral violations that meet the definition of an offense under RCW [9.41.280](#).

xiii “Robbery” refers to behavioral violations that meet the definition of an offense under RCW [9A.56.190](#) and RCW [9A.56.200](#) or RCW [9A.56.210](#).

xiv “Assault of teacher” refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC [392-400-810](#)(1) and RCW [28A.600.460](#)(2)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

xv RCW [28A.600.460](#)(2) provides that a student who commits an offense under that statutory provision “when the activity is directed toward the teacher, shall not be assigned to that teacher’s classroom for the duration of the student’s attendance at that school or any other school where the teacher is assigned.”

xvi “Safety – II” refers to behavioral violations that meet the definition of “Behavior that adversely impacts the health or safety of other students or educational staff” under RCW [28A.600.015](#)(6)(d) and meets the criteria for administering expulsion under WAC [392-400-445](#)(2) but that does not constitute a *Type Five* behavioral violation under any other category.

xvii “Assault – I” refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under RCW [9A.36.011](#) or RCW [9A.36.021](#).

xviii “Fighting with major injury” refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of “substantial bodily harm” or “great bodily harm” under RCW [9A.04.110](#)(4)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

xix “Sexual harassment” refers to behavioral violations that meet the definition of an offense under RCW [28A.640.020](#)(2)(f) and WAC [392-190-056](#).

xx “Discriminatory harassment” refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district policy.

xxi “Civil Rights Coordinator referral” refers to the school district personnel designated to be responsible for monitoring and coordinating the district’s compliance with state nondiscrimination laws under chapters [28A.640](#) and [28A.642 RCW](#), and [chapter 392-190 WAC](#).

xxii “Malicious harassment” refers to behavioral violations that meet the definition of an offense under RCW [9A.46.020](#)(1).

xxiii “Arson” refers to behavioral violations that meet the definition of an offense under RCW [9A.48.020](#) or RCW [9A.48.030](#).

xxiv “Marijuana distribution” refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter [69.50 RCW](#).

xxv “Alcohol distribution” refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.

xxvi “Gang intimidation or activity” refers to behavioral violations that meet the definition of an offense under RCW [9A.46.120](#) or RCW [28A.600.455](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

xxvii “Safety – I” refers to behavioral violations that meet the definition of “Behavior that adversely impacts the health or safety of other students or educational staff” under RCW [28A.600.015](#)(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC [392-400-440](#)(2) but that cannot be categorized under any other *Type Four* behavioral violations.

xxviii “Bullying” refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW [28A.600.477](#)(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

xxix “HIB Compliance Officer referral” refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW [29A.600.477](#)—which may coincide with other responses such as a school-based threat assessment referral.

xxx “Fighting without major injury” refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of “substantial bodily harm” or “great bodily harm” under RCW [9A.04.110](#)(4).

xxxi “Illicit drug possession or use” refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter [69.50](#) RCW.

xxxii “Marijuana possession or use” refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter [69.50](#) RCW.

xxxiii “Alcohol possession or use” refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.

xxxiv “Tobacco distribution” refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district’s policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

xxxv “Theft” refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.

xxxvi “Other – III” refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

xxxvii “Destruction of property” refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW [28A.635.060](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

xxxviii “Physical aggression” refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.

xxxix “Tobacco possession or use” refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district’s policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

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^{xl} “Failure to cooperate” refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.

^{xli} “Sexually inappropriate conduct” refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.

^{xlii} “Disruptive conduct – II” refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.

^{xliii} “Other – II” refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

^{xliv} “Disruptive conduct – I” refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.

^{xlv} “Dress code” refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters [28A.640](#) or [28A.642](#) RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including “protective hairstyles” such as afros, braids, locks, and twists.

^{xlvi} “Physical contact” refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.

^{xlvii} “Defiance” refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.

^{xlviii} “Disrespect” refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.

^{xlix} “Academic dishonesty/plagiarism” refers to behavioral violations involving knowingly submitting the work of others as one’s own or assisting another student in doing so or using unauthorized sources in violation of district policy.

^l “Property misuse” refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.

^{li} “Inappropriate language” refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.

^{lii} “Other – I” refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

DISCIPLINE CONTINUUM**Administrative Level Continuum of Responses (Levels A-C Behavioral Violations)****LEVEL A-C****LEVEL A**

Behavioral violation initially occurs. Teacher or school personnel:

- Reteaches behavioral expectations.
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation.
- Documents interventions and monitors effectiveness.

LEVEL B

Behavioral violation involving unsuccessful Level A responses or repeated behavioral violations within the same school day. Teacher or school personnel:

- Reteaches behavioral expectations.
- Notifies the parent.
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation.
- Documents interventions and monitors effectiveness.

LEVEL C

Behavioral violation involving unsuccessful Level B and Level A responses or repeated behavioral violations within the same school day. Teacher or school personnel:

- Decides whether to request classroom support from school support staff.
- Confers with other school personnel as appropriate.
- Notifies and attempts to involve the parent in the resolution.
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation.
- Documents interventions and monitors effectiveness.

LEVEL D:

- Teacher or school personnel implements Level C continuum of responses as appropriate.
- Teacher or school personnel notifies administrator of behavioral violation.
- Reference the "School Referrals and Protocols" column in the "District Discipline Matrix".
- Administrator or school support staff provide classroom support.
- Administrator investigates evidence of behavioral violation.
- Administrator confers with teacher or other school personnel.
- Administrator notifies and attempts to involve the parent in the resolution.
- Administrator invites the student to share their perspective and explanation regarding the behavioral violation.
- Attempt other forms of discipline (i.e. restorative justice, etc.).
- Consider classroom exclusion or suspension as appropriate.
- Document all school referrals and protocols, other forms of discipline attempted, and actions.

Administrative Level Continuum of Responses (Levels E-G Behavioral Violations)

Level E:

- Attempt lower-level continuum of responses as appropriate.
- Reference the “School Referrals and Protocols” column in the “District Discipline Matrix”.
- Investigate evidence of behavioral violation.
- Confer with teacher or other school personnel.
- Notify and attempt to involve the parent in the resolution.
- Invite student to share their perspective and explanation regarding the behavioral violation.
- Attempt other forms of discipline (i.e. restorative justice, behavior agreement, etc.).
- Consider suspension as appropriate.
- Document all school referrals and protocols, other forms of discipline attempted, and actions.

Level F:

- Attempt lower-level continuum of responses as appropriate.
- Reference the “School Referrals and Protocols” column in the “District Discipline Matrix”.
- Investigate evidence of behavioral violation.
- Confer with teacher or other school personnel.
- Notify and attempt to involve the parent in the resolution.
- Invite student to share their perspective and explanation regarding the behavioral violation.
- Attempt or consider other forms of discipline (i.e. restorative justice, behavior agreement, etc.).
- Consider suspension or expulsion as appropriate.
- Document all school referrals and protocols, other forms of discipline attempted or considered, and actions.

Level G:

- Attempt lower-level continuum of responses as appropriate.
- Investigate evidence of behavioral violation.
- Confer with teacher or other school personnel.
- Notify and attempt to involve the parent in the resolution.
- Invite student to share their perspective and explanation regarding the behavioral violation.
- Consider other forms of discipline (i.e. restorative justice, behavior agreement, etc.).
- Consider suspension or expulsion as appropriate.
- Document all school referrals and protocols, other forms of discipline considered, and actions.

PROSSER SD CONTACT LIST

BUSINESS OFFICE	
(BUSINESS, CURRICULUM, MIGRANT DEPARTMENT, SUPERINTENDENT)	PROSSER HIGH SCHOOL
(509) 786-3323 WWW.PROSSERSCHOOLS.ORG 1203 PROSSER AVE., PROSSER, WA 99350	(509) 786-1224 WWW.PROSSERSCHOOLS.ORG/O/PHS 1500 PATERSON RD., PROSSER, WA 99350
FOOD SERVICES	
(509) 786-2848 WWW.PROSSERSCHOOLS.ORG/PAGE/FOOD-SERVICES 1500 PATERSON RD., PROSSER, WA 99350	HOUSEL MIDDLE SCHOOL (509) 786-1732 WWW.PROSSERSCHOOLS.ORG/O/HMS 2001 HIGHLAND DR., PROSSER, WA 99350
MAINTENANCE DEPARTMENT	
(509) 786-3008 WWW.PROSSERSCHOOLS.ORG/PAGE/MAINTENANCE-DEPARTMENT 2185 HIGHLAND DR., PROSSER, WA 99350	PROSSER HEIGHTS ELEMENTARY SCHOOL (509) 786-2633 WWW.PROSSERSCHOOLS.ORG/O/HES 2008 MILLER AVE., PROSSER, WA 99350
SPECIAL SERVICES	
(509) 786-1820 WWW.PROSSERSCHOOLS.ORG/PAGE/SPECIAL-SERVICES 1203 PROSSER AVE., PROSSER, WA 99350	KEENE-RIVERVIEW ELEMENTARY SCHOOL (509) 786-2020 WWW.PROSSERSCHOOLS.ORG/O/KRE 832 PARK AVE., PROSSER, WA 99350
TECHNOLOGY DEPARTMENT	
(509) 786-2881 WWW.PROSSERSCHOOLS.ORG/PAGE/TECHNOLOGY-DEPARTMENT 1203 PROSSER AVE., PROSSER, WA 99350	WHITSTRAN ELEMENTARY SCHOOL (509) 778-4434 WWW.PROSSERSCHOOLS.ORG/O/WES 102101 W. FOISY RD., PROSSER, WA 99350
TRANSPORTATION DEPARTMENT	
(509) 786-2630 WWW.PROSSERSCHOOLS.ORG/PAGE/TRANSPORTATION 715 BROWN ST., PROSSER, WA 99350	

AVAILABLE COMMUNITY RESOURCES:		
Provider Name	Address	Phone
Addo Recovery	925 Stevens, Ste 3A, Richland, WA	(509) 416-0224
Anchor Point Counseling PLLC	1201 Jadwin Ave Suite 201, Richland, WA	(509) 593-8122
Angela Hamel	8518 West Gage Blvd, Suite 2, Kennewick, WA	(509) 300-1203
April Jones, LICSW, SUDP	6855 W Clearwater Ave., Kennewick, WA	(509) 531-5383
Brandy Counseling PLLC	9825 Sandifur Parkway, Ste D, Pasco, WA	(509) 492-1108
Canyon Lakes Family Counseling	1355 Columbia Park Trail, Richland, WA	(509) 591-0462
Catholic Charities Serving Central WA	2139 Van Giesen St., Richland, WA	(509) 946-4645
Chastain Counseling, LLC	9825 Sandifur Parkway, Ste D, Pasco, WA	(509) 531-6698
Columbia Youth and Family Counseling Services, LLC	750 George Washington Way #7, Richland, WA	(509) 946-3113
Comprehensive Healthcare	2715 Saint Andrews Loop Suite C, Pasco, WA	(509) 412-1051
Cultivate Connection Counseling	1846 Terminal Drive, Richland, WA	(509) 761-9648
Dawn Shepherd, LICSW	3311 W Clearwater Ave., Ste D111, Kennewick, WA	(509) 531-6351 dphilmsw@hotmail.com
Desert Garden Therapy	1201 Jadwin Ave Ste 104, Kennewick, WA	(509) 381-2266
Emmaus Counseling Center	1124 Stevens Drive, Richland, WA	(509) 946-1430
Family Tree Counseling	750 Swift Blvd, Ste 12, Richland, WA	(509) 578-6581
Ferguson Counseling Services	660 George Washington Way, Ste D, Richland, WA	(509) 438-7139
Inner Reflection Therapy	1201 Jadwin Ave, Ste 101, Richland, WA	(509) 703-5044
Integrate Counseling Services	8350 W Grandridge Blvd., Ste 200, Kennewick, WA	(509) 851-3280
Jake & Jennifer Dean-Hill, LICSW	1950 Keene Rd., Bldg. H, Richland, WA	(509) 366-8318
Joshua Cole Counseling, LLC	8350 W Grandridge Blvd., Ste 200, Kennewick, WA	(509) 205-4040
Katie Haynes, MA, LMHCA	1201 Jadwin Ave. Suite 202, Richland, WA	(509) 627-9866
Lindsay Dye Counseling, LLC	7409 W Grandridge Blvd., Ste 101, Kennewick, WA	(509) 378-7753
Longaker Counseling Services	3311 W. Clearwater Ave., Ste D281, Kennewick, WA	(509) 581-8875
Looking Glass Psychological Services	7411 W Clearwater Ave., Kennewick, WA	(509) 934-4357
Lourdes Counseling Center	1175 Carondelet Drive, Richland, WA	(509) 943-9104 Crisis (800) 783-0544
Lutheran Community Services NW	3321 W Kennewick Ave, Suite 150, Kennewick, WA	(509) 735-6446
Lycan Counseling, PLLC	750 Swift Blvd., Ste 5, Richland, WA	(509) 205-5559
Mental Wellness Solutions	1201 Jadwin Ave., Ste 101, Richland, WA	(509) 940-7838
Munson Family Counseling, PLLC	7409 W Grandridge Blvd., Ste 101, Kennewick, WA	(509) 619-2270
Recovery & Wellness Center of Eastern WA	1950 Keene Rd, Bldg. G, Richland, WA	(509) 619-0519
Reliance Neuro Psych Care	1445 Spaulding Ave. Richland, WA	(509) 420-5060
Renew Counseling Services, LLC	750 George Washington Way, 8, Richland, WA	(509) 676-6735
Revitalizing Relationships, PLLC	1201 Jadwin Ave Suite 102, Richland, WA	(509) 380-6404
Reynolds Mental Health Services	9825 Sandifur Parkway, Suite D, Office 5, Pasco, WA	(509) 587-1229
Ronning-Dickson Counseling - Lisa Ronning-Dickson, LMHC	750 Swift Blvd., Ste 20, Kennewick, WA	(509) 792-0277
Sageview Youth Psychology	1950-O Keene Rd., Richland, WA	(509) 627-2600
Siefken Psychiatric Services & Peterson Counseling	1305 Mansfield St, Ste 5, Richland, WA	(509) 943-0990
Simple Seed Counseling - Erin Reyes, MA, LMHC	750 George Washington Way, Ste 8, Richland, WA	(509) 557-0993
Tera Bell, MS, MSW, LICSW	400 Columbia Point Dr., Ste 201-B, Richland, WA	(509) 309-0941
The Growing Place Youth Counseling - Robin Buck, LMHCA	1177 Jadwin Ave., Ste 105, Richland, WA	(509) 366-8041
Therapy Solutions - Judy Dirks, LMHC	1455 Columbia Park Trail., Ste 102, Richland, WA	(509) 396-3707
Thrive on Counseling, LLC - Stephanie Koerner, LMHC	718 Jadwin Ave, Richland, WA	(509) 521-7833
Three Rivers Psychiatry	1355 Columbia Park Trail, Suite F, Richland WA	(509) 940-5577
Three Rivers Therapy	10505 W Clearwater Ave., Kennewick WA	(509) 378-5553
Tri-Cities Community Health	515 W Court Street, Pasco, WA	(509) 547-2204

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

PROSSER SCHOOL DISTRICT PARENT VOLUNTEER FORM: POLICY NO. 5005F1

PAGE 1 OF 2



PROSSER SCHOOL DISTRICT PARENT/VOLUNTEER FORM

*Valid for two years from date of approval***Volunteer Information**

Full Name: _____

Alias: _____

Phone: _____

Email: _____

Do you have students in the district? ☐ Yes ☐ No

If yes, please list their names and grade levels:

- | | |
|----------------|--------------|
| 1. Name: _____ | Grade: _____ |
| 2. Name: _____ | Grade: _____ |
| 3. Name: _____ | Grade: _____ |
| 4. Name: _____ | Grade: _____ |
| 5. Name: _____ | Grade: _____ |

Building Preference for Volunteering

(Check all that apply)

☐ Keene-Riverview Elementary School: _____☐ Whitstran Elementary School: _____☐ Prosser Heights Elementary School: _____☐ Housel Middle School: _____☐ Prosser High School: _____**Volunteer Interests**

(Check all that apply)

☐ Classroom Assistance☐ Field Trip Chaperone☐ School Events/Celebrations☐ Library Support☐ Sports Coaching☐ Arts/Crafts Workshops☐ School Garden☐ Fundraising Events☐ Other (please specify): _____**Criminal History Disclosure**

The safety of our students is our highest priority. As a condition of maintaining volunteer approval, you are required to disclose any criminal history changes since your last background check.

1. Have you been convicted of, or entered a plea of guilty or no contest to, any criminal offense since your last volunteer clearance?

☐ Yes ☐ No

If yes, please explain: _____

2. Have you had any other legal issues or charges that may affect your eligibility to volunteer?

☐ Yes ☐ No

If yes, please explain: _____

Background Check

All volunteers are subject to criminal background checks through the Washington State Patrol and the FBI. If a check was completed in the last two years for another entity, the district may request a copy.

Acknowledgment

I certify that the information provided above is true and complete to the best of my knowledge. I understand that falsifying information may result in revocation of my volunteer approval.

Signature: _____ Date: _____

Office Use Only

- Last Volunteer Form Received: _____
- Approval Valid Through: _____
- Reviewed by: _____ Date: _____
- Acknowledgment: ☐ Form reviewed and filed

Please Note: Changes to this handbook may be made periodically throughout the school year. For the most current and up-to-date information, please visit the Prosser School District website at www.prosserschools.org on the Student or Families tab.

WASHINGTON STATE PATROL
WSP

RESET

(Clears all Fields in the Form)

RCW 43.43.830 THROUGH 43.43.845

(Instructions on Reverse Side)

A REQUESTING AGENCY/ADDRESS	B PURPOSE
PROSSER SCHOOL DISTRICT	Check appropriate box
Agency SONIA GOMEZ	☒ Educational School District (ESD)/School District Volunteer – no fee
Attn 1203 PROSSER AVE.	☐ Non-Profit Business/Organization – no fee (Excluding Schools & ESD's)
Address PROSSER WA 99350	☐ Profit Business/Organization - \$35
City/State/Zip	☐ Adoptive Parent - \$35
I certify this request is made pursuant to and for the purpose indicated.	
Authorized Signature ADMIN ASSISTANT Title Date (509) 786-3323 Area Code/Phone Number	Fees: Make payable to Washington State Patrol by check, money order, or business account.
Notary letters certifying the results are available upon request. There is an additional \$5.00 processing fee per notary seal.	
Notarized Letter(s)	

APPLICANT OF INQUIRY (Please provide as much information as possible; name and date of birth are mandatory.)

Applicant's Name: Last First Middle

Alias/Maiden Name(s):

Date of Birth: Month/Day/Year Sex: Race:

Social Security Number: (optional) Driver's Lic. Number/State: /

Secondary dissemination of this criminal history record information response is prohibited unless in compliance with statute.

WASHINGTON STATE PATROL IDENTIFICATION & CRIMINAL HISTORY SECTION	
D As of this date, the applicant named below has no record pursuant to RCW 43.43.830 through 43.43.845. _____ Requesting Agency _____ Applicant's Signature _____ Applicant's Name _____ Address _____ City/State/Zip _____	WSP Use Only _____ Applicant Right Thumb Print (Optional) _____

PROSSER SCHOOL DISTRICT VOLUNTEER DISCLOSURE FORM: POLICY NO. 5005F2



PROSSER SCHOOL DISTRICT VOLUNTEER DISCLOSURE FORM

To be completed annually or as needed during the two-year volunteer approval period

Volunteer Information

Name: _____

Phone: _____

Email: _____

Volunteer Role(s): _____

Disclosure Statement

The safety of our students is our highest priority. As a condition of maintaining your volunteer approval with Prosser School District, you are required to disclose any criminal history changes that have occurred since your last background check.

1. Have you been convicted of, or entered a plea of guilty or no contest to, any criminal offense since your last volunteer clearance?

☐ Yes ☐ No

If yes, please provide details: _____

2. Have you had any other legal issues or charges that may affect your eligibility to volunteer?

☐ Yes ☐ No

If yes, please provide details: _____

Acknowledgment

I certify that the information provided above is true and complete to the best of my knowledge. I understand that falsifying information may result in **revocation of my volunteer approval**.

Signature: _____ Date: _____

Office Use Only

- Last Volunteer Form Received: _____
- Approval Valid Through: _____
- Reviewed by: _____ Date: _____
- Acknowledgment: ☐ Form reviewed and filed

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STUDENT CALENDAR 2026 / 2027

PROSSER SCHOOL DISTRICT 2026-2027 STUDENT CALENDAR

August 2026						
Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					5
September 2026						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						21
October 2026						
Su	M	T	W	Th	F	S
				1	2	3
4	5	6	7c	8c	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						21
November 2026						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						15
December 2026						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						14
January 2027						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						19

August 25, 2026	First Day of School for 1-12
August 28, 2026	First Day of School for TK and Kinder
September 7, 2026	Labor Day - NO SCHOOL
October 7-8, 2026	TK-12 Parent/Teacher Conferences
October 9, 2026	State In-Service - NO SCHOOL
October 28, 2026	End of Quarter 1
November 11, 2026	Veterans Day - NO SCHOOL
November 23-27, 2026	Thanksgiving Break - NO SCHOOL
December 21, 2026 - January 1, 2027	Winter Break - NO SCHOOL
January 18, 2027	MLK Day - NO SCHOOL
January 22, 2027	End of Quarter 2 & Semester 1
February 15, 2027	President's Day - NO SCHOOL
March 5, 2027*	Snow Day
March 31, 2027	End of Quarter 3
April 1-2, 2027	TK-12 Parent/Teacher Conferences
April 5-9, 2027	Spring Break - NO SCHOOL
May 28, 2027*	Snow Day
May 31, 2027	Memorial Day - NO SCHOOL
June 10, 2027	Last Student Day / End of Quarter 4 & Semester 2

No School	
(c) TK-12 Parent/Teacher Conferences	
(f) Half Day	
(*) Snow Day	
End of Quarter	
() End of Semester	

February 2027						
Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						19
March 2027						
Su	M	T	W	Th	F	S
	1	2	3	4	5*	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						22
April 2027						
Su	M	T	W	Th	F	S
				1c	2c	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						17
May 2027						
Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28*	29
30	31					19
June 2027						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						8
July 2027						
Su	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						0

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